

Course Description: ENGLISH 2 (CP)

In general all English courses are designed to improve students' ability to read for a variety of purposes, plan and write for a wide variety of purposes and audiences, apply standard English grammar and usage, speak effectively and listen responsively, develop and apply higher order (critical) thinking skills.

Students in this course will consider themes of diversity, identity, and acceptance of others through a study of a variety of classic, modern, and contemporary world and American literature. The course will take a process approach to the teaching of writing. Students will work to refine the writing skills developed in Freshman English. Assignments will focus on writing appropriately for different occasions, audiences, and purposes. Activities and assignments will afford students the opportunity to expand their vocabulary, refine their responses to literature and their understanding of various media, and improve their speaking, listening, and presentation skills. Writing assignments will continue to improve students' essay writing and research skills. All units incorporate skills from the state frameworks in a cumulative fashion. Students work to develop the specific frameworks skills, strive for proficiency, and continue to reinforce and maintain those skills as outlined in the framework's four strands of language, literature, composition, and media. Level one and Level 2 will be differentiated by teaching methods, the pace of the course, and the relative difficulty of materials and assignments.

Major Course Objectives

When students have completed Sophomore English (CP) , they will know and be able to:

1. Identify, analyze, and apply knowledge of characteristics of different genres
2. Write with a clear focus, coherent organization, and sufficient detail for different purposes and in a variety of formats
3. Develop and apply their knowledge of standard English conventions in their speaking, writing, revising and editing
4. Pose questions, listen actively to the ideas of others, contribute their own information or ideas in group discussions or in oral presentations
5. Make connections between the text, their own lives, and a variety of media
6. Develop vocabulary skills

Relationship to the Massachusetts English Language Arts Curriculum Framework

1. Summarize information and ideas learned from a focused discussion (2.5)
2. Give formal and informational talks to various audiences and for various purposes using appropriate level of formality and rhetorical devices (3.14)
3. Understand and acquire new vocabulary; use it correctly in reading and writing (4)
4. Identify simple, compound, complex, and compound complex sentences (5.23)
5. Identify rhetorically functional sentence structure (5.27)
6. Identify correct mechanics, correct usage, and correct sentence structure (5.28)
7. For imaginative/literary texts, identify and analyze patterns of imagery and symbolism (8.29)
8. For imaginative/literary texts, identify and interpret themes and give supporting evidence from the text (8.30)
9. For informational/expository texts, analyze the logic and use of evidence in an author's argument (8.31)
10. Compare and contrast the presentation of a theme or topic across genres to explain how the selection of genre shapes the message (10.5)
11. Apply knowledge of the concept that the theme or meaning of a selection represents a view or comment on life, and provide support from the text for the identified themes (11.5)
12. Locate and analyze such elements in fiction as point of view, foreshadowing, and irony (12.5)
13. Analyze the logic and use of evidence in an author's argument
14. Analyze and explain the structure and elements of nonfiction works (13.25)

15. Identify, respond to, and analyze the effects of sound, form, figurative language, graphics, and dramatic structure of poems (14.5)
16. Identify and analyze how an author's works appeal to the senses, create imagery, suggest mood, and set tone; and provide evidence from the text to support (15)
17. Evaluate how an author's choice of words advances the theme or purpose of a work (15.7)
18. Identify and describe the importance of sentence variety in the overall effectiveness of an imaginary/literary or informational/expository work (15.8)
19. Identify and analyze how dramatic conventions support, interpret, and enhance dramatic text (17.7)
20. Write well-organized stories or scripts with an explicit or implicit theme and details that contribute to a definite mood or tone (19.24)
21. Write well-organized essays (persuasive, literary, personal) that have a clear focus, logical development, effective use of detail, and variety in sentence structure (19.26)
22. Use different levels of formality, style, and tone when composing for different audiences (20.5)
23. Revise writing by attending to topic/idea development, organization, level of detail, language/style, sentence structure, grammar and usage, and mechanics (21.8)
24. Use knowledge of standard English conventions in writing, revising, and editing (22)
25. Organize ideas for a critical essay about literature or a research report with an original thesis statement in the introduction, well constructed paragraphs that build an effective argument transition sentences to link paragraphs into a coherent whole, and a conclusion (23.13)
26. Formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, documenting sources in a consistent and standard format, and presenting research (24.5)
27. Develop and use appropriate criteria for assessing compositions or research projects (25)
28. Analyze visual or aural techniques used in a media message for a particular audience and evaluate their effectiveness (26.5)

Assessment Tools

Success in Sophomore English (CP) will be assessed by the following:

1. Homework may be checked for completeness, accuracy, and/or understanding
2. Class work will be evaluated overall by the teacher; for cooperative learning situations evaluation may be done by members of a student's group
3. Quizzes are given as needed to check comprehension and development of skills
4. Unit tests consist of multiple choice, short answer, and/or open-response items
5. In written responses, emphasis is placed on organization, focus, elaboration, accuracy, and depth of understanding
6. Essay assignments are given in timed and untimed settings; and are assessed using a rubric
7. Projects and other alternative assessments are often assigned to groups and individuals; and are assessed using a rubric

Materials and Resources:

Core Textbook: Prentice, Hall Literature series, platinum level

Supplementary Texts:

Multicultural Perspectives

Warriner's English Grammar and Composition

Vocabulary for Achievement, fourth course

Ellen Foster

Great Expectations

This Boy's Life

Midsummer Night's Dream

Macbeth

A Separate Peace

Fences

Cyrano de Bergerac

Raisin in the Sun

All My Sons

Story of a Shipwrecked Sailor

Antigone

Driving Miss Daisy

Supplementary Materials: Relevant newspapers and periodicals
Films and TV programs related to literary selections
Library and Internet resources as available

Relationship to the High School Student Expectations:

Students will have the opportunity to:

1. be an effective reader
2. be an effective writer
3. be an effective speaker/presenter/performer
4. be an effective information seeker/organizer