

English II Honors

August, 2006

COURSE DESCRIPTION

In addition to the course description as outlined in English II curriculum, students enrolled in English II Honors will work towards a sophisticated analysis, synthesis, and evaluation of American Literature and its themes, as well as participate in at least two unit collaborations of the English and Social Studies departments. Such interdisciplinary units will foster a literary understanding through complex thinking.

In addition to the standards and indicators as outlined in the English II curriculum, students enrolled in English II Honors will:

1. Submit a minimum of two (2) formal pieces of writing each month.
2. Complete a summer's project that involves reading and writing.
3. Assume leadership in group and subgroup discussion.
4. Utilize non-textual means, such as dramatic performance and visual arts, to demonstrate and extend comprehension and analysis of written text.
5. Develop and extend independent scholarship through research and projects.
6. Complete a mini literary research paper following MLA format and citation.

MATERIALS

Texts:

In addition to texts listed in English II curriculum:

Sound and Sense—Eighth Edition

CORE CURRICULUM CONTENT STANDARDS

3.1 (Reading)

All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent fluent readers, and will read a variety of materials and texts with fluency and comprehension.

3.2 (Writing)

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

3.3 (Speaking)

All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

3.4 (Listening)

All students will listen actively to information from a variety of sources in a variety of situations.

3.5 (Viewing and Media Literacy)

All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.

CUMULATIVE PROGRESS INDICATORS

Standard 3.1 (READING)

In addition to cumulative progress indicators as outlined in English II curriculum:

Comprehension Skills and Response to Text

1. Recognize literary concepts, such as rhetorical device, logical fallacy, and jargon, and their effect on meaning.
2. Interpret how literary devices affect reading emotions and understanding.
3. Analyze and evaluate the appropriateness of diction and figurative language (e.g., irony, paradox).
4. Distinguish between essential and nonessential information, identifying the use of proper references and propaganda techniques where present.
5. Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view.

Example of the types of work students should be able to do to meet the standard:

In addition to examples of work as outlined in English II curriculum:

- Participate in simulation exercises that accentuate the collaboration of interdisciplinary work.
- Collect works under a certain theme and anthologize them.

STANDARD 3.2 (WRITING)

Strands with Cumulative Progress Indicators

In addition to cumulative progress indicators as outlined in English II curriculum:

Writing as a Product (resulting in a formal product or publication)

1. Write a literary research paper that synthesizes and cites data using researched information and technology to support writing.
2. Employ relevant graphics to support a central idea (e.g., charts, graphic organizers, pictures, computer-generated presentation).

3. Use the responses of others to review content, organization, and usage for publication.
4. Select pieces of writing from a literacy folder for a presentation portfolio that reflects performance in a variety of genres.

Writing Forms, Audiences, and Purposes (exploring a variety of forms)

Select pieces of writing from a literacy folder for a presentation portfolio that reflects performance in a variety of genres.

Example of the types of work students should be able to do to meet the standard:

In addition to examples of work as outlined in English II curriculum:

- Participate in the creation of a class narrative.
- Consider submitting to student publications.
- Write the same plot in different voices.
- Mix genres: add poetic qualities to prose / narrative to poetry.
- Write critiques following the New York Times Book Review Section
- Complete a literary research paper using MLA format and citation.

STANDARD 3.3 (SPEAKING)

Strands with Cumulative Progress Indicators

Same as English II Curriculum

Example of the types of work students should be able to do to meet the standard:

In addition to examples of work as outlined in English II curriculum:

- Participate often in role playing and simulation exercises.
- Offer to read your own work aloud to demonstrate the importance of hearing the piece in the author's voice.
- Prepare and deliver a political speech.
- Participate in a poetry conversation / poetry in the round.

STANDARD 3.4 (LISTENING)

Strands with Cumulative Progress Indicators

Same as English II Curriculum

STANDARD 3.5 (VIEWING AND MEDIA LITERACY)

Strands with Cumulative Progress Indicators

Same as English II Curriculum

Example of the types of work students should be able to do to meet the standard:

In addition to examples of work as outlined in English II curriculum:

- Use such programs as PageMaker to create professional looking publications.
- Investigate archives online to experience and share primary sources.