

## English II

August, 2006

### COURSE DESCRIPTION

The tenth-grade student will become a skilled communicator in small-group learning activities. Students will be introduced and study literature representing the multiplicity of peoples populating the United States. Furthermore, the student will identify the contributions of other cultures to the development of American literature. Students will apply their knowledge of literary terms and forms as they investigate various themes inherent in our culture. Finally, attention will be given to the analysis of workplace text, such as: printed consumer information, such as labels, owners' manuals, warranties, and contracts. The student will critique the writing of peers and professionals, using established criteria and peer response groups to improve his / her writing skills.

### MATERIALS

#### Texts:

##### Anthology

*Adventures in American Literature-1991 ed.*

*American Satire: An Anthology of Writings from Colonial Times to the Present*

*American Plays*

##### Grammar Text

*Warriner's Fifth Edition*

*Write Right*

##### Paperbacks

*After the First Death*—Robert Cormier

*The Adventures of Huck Finn*—Mark Twain

*The Andromeda Strain*—Michael Chrichton

*Are You in the House Alone?*—Richard Peck

*As I Lay Dying*—William Faulkner

*At Risk*—Alice Hoffman

*The Awakening*—Kate Chopin

*Barleby the Scrivener and Benito Cereno*—Herman Melville

*Billy Budd*—Herman Melville

*Brighton Beach Memoirs*-- Neil Simon

*Catcher in the Rye*—J.D. Salinger

*Celene*-Brock Cole

*Civil Disobedience and Other Essays*—Henry David Thoreau

*Crazy Horse Electric Game*—Chris Crutcher

*The Crucible*-Arthur Miller

*Death of a Salesman*—Arthur Miller

*Different Seasons*—Stephen King  
*Emily Dickinson Selected Poems*—Emily Dickinson  
*Ethan Frome*-- Edith Wharton  
*41 Short Stories*—O. Henry  
*50 Great American Short Stories*—ed. Milton Crane  
*The Glass Menagerie*-- Tennessee Williams  
*Grapes of Wrath*—John Steinbeck  
*The Great Gatsby*—F. Scott Fitzgerald  
*The Heart is a Lonely Hunter*-- Carson McCullers  
*I Had Seen Castles*—Cynthia Rylant  
*I Know Why the Caged Bird Sings*—Maya Angelou  
*Izzy Willy Nilly*-- Cynthia Voigt  
*The Jungle*—Upton Sinclair  
*The Martian Chronicles*—Ray Bradbury  
*My Antonia*—Willa Cather  
*Native Son*—Richard Wright  
*Nine Short Stories*—J.D. Salinger  
*Nothing But the Truth*--Avi  
*Oh Pioneers!*—Willa Cather  
*Poe Short Stories*—Edgar Allan Poe  
*A Raisin in the Sun*-- Lorraine Hansberry  
*Salem's Lot*—Stephen King  
*The Scarlet Letter*—Nathaniel Hawthorne  
*Secret Life of Bees*-- Sue Monk Kidd  
*Self-Reliance and Other Essays*—Ralph Waldo Emerson  
*Spoon River Anthology*—Edgar Lee Masters  
*Tomorrowland Short Stories*  
*Turn of the Screw*—Henry James  
*Uncle Tom's Cabin*—Harriett Beecher Stowe  
*Walt Whitman: Selected Poems*—Walt Whitman  
*Winesburg Ohio*—Sherwood Anderson

### **Internet**

[litfinder.com](http://litfinder.com)

## **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)**

#### **Fluency**

1. Read developmentally appropriate materials (at an independent level) with accuracy and speed.
2. Read a variety of genres and types of text with fluency and comprehension.

#### **Reading Strategies (before, during, and after reading)**

1. Identify, assess, and apply personal reading strategies that were most effective in previous learning from a variety of texts.
2. Judge the most effective graphic organizers to use with various text types for memory retention and monitoring comprehension.

#### **Vocabulary and Concept Development**

1. Use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary.
2. Use knowledge of root words to understand new words.
3. Apply reading vocabulary in different content areas.

#### **Comprehension Skills and Response to Text**

1. Identify, describe, evaluate, and synthesize the central ideas in informational texts.
2. Understand the study of literature and theories of literary criticism.
3. Understand that our literary heritage is marked by distinct literary movements and is part of a global literary tradition.

4. Compare and evaluate the relationship between past literary traditions and contemporary writing.
5. Analyze how works of a given period reflect historical and social events and conditions.
6. Analyze how an author's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.
7. Demonstrate familiarity with everyday texts such as job and college applications, W-2 forms, contracts, etc.
8. Read, comprehend, and be able to follow information gained from technical and instructional manuals (e.g., how-to books, computer manuals, instructional manuals).

### **Inquiry and Research**

1. Select appropriate electronic media for research and evaluate the quality of the information received.
2. Develop increased ability to critically select works to support a research topic.
3. Read and critically analyze a variety of works, including books and other print materials (e.g., periodicals, journals, manuals), about one issue or topic, or books by a single author or in one genre, and produce evidence of reading.
4. Apply information gained from several sources or books on a single topic or by a single author to foster an argument, draw conclusions, or advance a position.
5. Critique the validity and logic of arguments advanced in public documents, their appeal to various audiences, and the extent to which they anticipate and address reader concerns.

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

- Use annotated lists of self-selected and teacher-assigned readings, literary, informational and persuasive, to evaluate progress and to set goals as a reader.
- Generate reading logs or journals from a wide range of material representing diverse cultures, time periods, and genres focusing primarily on text from the United States.
- Grasp author's styles through emulation of selected passages.
- Discover personal reaction through reader-response journals.
- Examine multicultural values and themes in American literature.
- Respond to essay questions formulated by the teacher and prepare their own questions for selected literary works.
- Support assertions using evidence from several sources and / books by a single writer.
- Support assertions using several sources and / or books focusing on a single literary period.
- Explain the significance of the social, cultural, or political history of a text.
- Build text interpretations with other works that have been read.
- Use prior experiences to understand a text.
- Express initial and tentative interpretations of the literary work.

- Provide evidence of understandings of the human condition exemplified in literature.
- Demonstrate understanding of text.
- Put ideas into own words for summary and paraphrase.
- Relate new information to prior knowledge and experience.
- Use information from the reading to apply to other settings and purposes.
- Explain concepts and opinions explored in the text.
- Describe how the text organization contributes to its meaning.
- Explain the reasons for a character's actions, taking into account the situation and basic motivation of the character.
- Make sophisticated predictions in a text.
- Discuss recurring themes across works in print and media.
- Make inferences and draw conclusions about context, events, characters, and setting.
- Discuss the impact of authors' word choice on content.
- Discuss the role of point of view or persona in the text or visual media.
- Demonstrate that many pieces of literature have multiple valid interpretations.
- Easily apply reading strategies such as context clues, re-reading, monitoring, cross-checking, reading with others, language conventions and scanning.
- Practice active reading.
- Dramatize interpretations of readings.
- Collaborate with others to build text interpretations.
- Manage reading longer and / or more difficult texts, both in and outside of class.
- Select and read books for recreation.
- Recommend to peers, books for recreation.

## **STANDARD 3.2 (WRITING)**

### **Strands with Cumulative Progress Indicators**

#### **A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)**

1. Engage in the full writing process by writing daily and for sustained amounts of time.
2. Use strategies such as graphic organizers and outlines to plan and write drafts according to the intended message, audience, and purpose for writing.
3. Analyze and revise writing to improve style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning.
4. Review and edit work for spelling, usage, clarity, and fluency.
5. Use the computer and word-processing software to compose, revise, edit, and publish a piece.
6. Use a scoring rubric to evaluate and improve own writing and the writing of others.
7. Reflect on own writing and establish goals for growth and improvement.

## **B. Writing as a Product (resulting in a formal product or publication)**

1. Analyze characteristics, structures, tone, and features of language of selected genres and apply this knowledge to own writing.
2. Critique published works for authenticity and credibility.
3. Draft a thesis statement and support/defend it through highly developed ideas and content, organization, and paragraph development.
4. Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea (e.g., cause-effect, problem/solution, hypothesis/results, rhetorical questions, parallelism).
5. Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper, etc.
6. Use primary and secondary sources to provide evidence, justification, or to extend a position, and cite sources from books, periodicals, interviews, discourse, electronic sources, etc.
7. Foresee readers' needs and develop interest through strategies such as using precise language, specific details, definitions, descriptions, examples, anecdotes, analogies, and humor as well as anticipating and countering concerns and arguments and advancing a position.
8. Provide compelling openings and strong closure to written pieces.
9. Use the responses of others to review content, organization, and usage for publication.

## **C. Mechanics, Spelling, and Handwriting**

1. Use Standard English conventions in all writing (sentence structure, grammar and usage, punctuation, capitalization, spelling).
2. Demonstrate a well-developed knowledge of English syntax to express ideas in a lively and effective personal style.
3. Use subordination, coordination, apposition, and other devices effectively to indicate relationships between ideas.
4. Use transition words to reinforce a logical progression of ideas.
5. Exclude extraneous details, repetitious ideas, and inconsistencies to improve writing.
6. Use knowledge of Standard English conventions to edit own writing and the writing of others for correctness.
7. Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.
8. Write legibly in manuscript or cursive to meet district standards.

## **D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Employ the most effective writing formats and strategies for the purpose and audience.
2. Demonstrate command of a variety of writing genres, such as:
  - Persuasive essay

- Personal narrative
  - Research report
  - Descriptive essay
  - Critique
  - Response to literature
  - Parody of a particular narrative style (fable, myth, short story, etc.)
  - Poetry
3. Evaluate the impact of an author's decisions regarding tone, word choice, style, content, point of view, literary elements, and literary merit, and produce an interpretation of overall effectiveness.
  4. Apply all copyright laws to information used in written work.
  5. When writing, employ structures to support the reader, such as transition words, chronology, hierarchy or sequence, and forms, such as headings and subtitles.
  6. Compile and synthesize information for everyday and workplace purposes, such as job applications, resumes, business letters and college applications.
  7. Demonstrate personal style and voice effectively to support the purpose and engage the audience of a piece of writing.

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

- Create an organizing structure appropriate to a specific purpose, audience, and content.
- Develop a controlling idea that conveys a perspective on the subject.
- Write multiple drafts of a piece.
- Use writing as a strategy for learning.
- Understand that writing is a process.
- Include relevant facts and details and appropriate arguments and information.
- Engage the reader by establishing a rich context and otherwise developing reader interest.
- Be mindful of audience.
- Anticipate and address reader concerns.
- Analyze and revise his/her own work to further develop the piece of writing, improve meaning, and sharpen its focus by adding or deleting details and explanations, clarifying difficult passages, rearranging or revising words, sentences, paragraphs, or the organizational structure of the entire piece.
- Proofread acceptably his/her own writing or writing of others, using dictionaries and other resources including the teacher or peers as appropriate.
- Understand and *utilize* suggestions made by computer programs, such as grammar check in Microsoft Word.
- Evaluate and respond to the critiques of peers and teachers.
- Participate in peer writing groups.
- Offer suggestions to classmates in peer writing groups.
- Write to learn.
- Constructively critique the writing of a peer using a scoring guide that the teacher and class have discussed.
- Understand and use editing symbols.

- Write to inform the reader by creating reports or narrative procedures which: use a range of appropriate strategies, such as analyzing a subject, providing appropriate facts and detail from a variety of sources to develop the subject in depth, making inferences or evaluating the facts and details, and including visuals or graphs as appropriate to support the text.
- Include clear and complete descriptions in each step of a narrative procedure, anticipating the reader's needs, possible problems, mistakes and misunderstandings, and providing transitions between the steps.
- Write to persuade the reader by creating point-of-view pieces or responses to literary works which:
  - promote a clear and insightful judgment that is interpretive, analytic, evaluative, or reflective
  - support the judgment through multiple references to the text, other works, works from other authors, non-print media, or personal knowledge, and provide source citations as appropriate.
- Create an organizing structure that is appropriate to the needs, values, and interests of a specified audience.
- Arrange details, reasons, examples, and anecdotes effectively and persuasively.
- Anticipate reader concerns and counter these concerns with well-reasoned arguments.
- When writing a response to literature, demonstrate increasing understanding of the literary work.
- Write for self-expression and/or to entertain by creating poems, fictional narratives, dramatic scripts, and autobiographical accounts which:
  - use literary elements such as creating a situation, plot, point of view, setting, conflict, and characters with increasing facility and detail.
  - use a variety of literary techniques such as suspense, flashbacks, foreshadowing, tension, alliteration, hyperbole, metaphor, and simile.
- Seek to discover meaning for themselves, and more importantly, for humankind in general.
- Write to summarize or paraphrase by creating writings which:
  - state the main idea in material read or heard and the significant details in his / her own words with style and voice appropriate to the grade ten level and audience.
  - distinguish between significant and minor details.
  - connect subordinate ideas to the main idea.
- Demonstrate a grasp of the writing process, employing appropriate strategies in small writing activities.
- Independent management of the conventions of written language so that they aid rather than interfere with reading.
- Use of variety of sentence structures and careful word choice to make writing effective and interesting.

- Use of paragraph development to hold the reader's attention and facilitate understanding.
- Use of conventional spelling by referring to a dictionary or other sources when needed for less common or troublesome words.
- Maintenance of daily personal journals that are both autobiographical and experimental.
- Periodical review of personal journals in recognition of the writing process.
- Perform both close and loose modeling of professional writing samples.
- Experiment with a variety of creative writing genres including *poetry, fiction, creative nonfiction, and writing for children.*

### **STANDARD 3.3 (SPEAKING)**

#### **Strands with Cumulative Progress Indicators**

##### **A. Discussion**

1. Support a position integrating multiple perspectives.
2. Support, modify, or refute a position in small or large-group discussions.
3. Assume leadership roles in student-directed discussions, projects, and forums.
4. Summarize and evaluate tentative conclusions and take the initiative in moving discussions to the next stage.

##### **B. Questioning (Inquiry) and Contributing**

1. Ask prepared and follow-up questions in interviews and other discussions.
2. Extend peer contributions by elaboration and illustration.
3. Analyze, evaluate, and modify group processes.
4. Select and discuss literary passages that reveal character, develop theme, and illustrate literary elements.
5. Question critically the position or viewpoint of an author.
6. Respond to audience questions by providing clarification, illustration, definition, and elaboration.
7. Participate actively in panel discussions, symposiums, and/or business meeting formats (e.g., explore a question and consider perspectives).

##### **C. Word Choice**

1. Modulate tone and clarify thoughts through word choice.
2. Improve word choice by focusing on rhetorical devices (e.g., puns, parallelism, allusion, alliteration).

##### **D. Oral Presentation**

1. Speak for a variety of purposes (e.g., persuasion, information, entertainment, literary interpretation, dramatization, and personal expression).
2. Use a variety of organizational strategies (e.g., focusing idea, attention getters, clinchers, repetition, and transition words).
3. Demonstrate effective delivery strategies (e.g., eye contact, body language, volume, intonation, and articulation) when speaking.
4. Edit drafts of speeches independently and in peer discussions.
5. Modify oral communications through sensing audience confusion, and make impromptu revisions in oral presentation (e.g., summarizing, restating, adding illustrations/details).
6. Use a rubric to self-assess and improve oral presentations.

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

- Deliver both informal and formal oral presentations.
- Participate in informal and formal student readings.
- Read each other's work aloud to experience the effect of, and importance of, voice on a particular work.
- Join in a favorite poem read.
- Ask probing as well as challenging questions in a respectful way.
- Actively listen and respond to the questions of others.
- Use appropriate grammar, word choice, and pacing during formal oral presentations.
- Use language which is clear, audible, and appropriate for communicating to the intended audience.
- anticipate the listener's point of view and address this perspective in presentations.
- Use eye contact, voice tone, voice variation, gestures, phrasing, and pacing to engage the listener.
- Use an engaging introduction, appropriate organization, and a satisfying conclusion to maintain listener interest.
- Effectively present various types of oral presentations, such as informational, persuasive, and humorous speeches.
- Participate in formal and informal debate.
- Evaluate presentations, speeches, and debate for accuracy and truthfulness.

**STANDARD 3.4 (LISTENING)**

**Strands with Cumulative Progress Indicators**

**A. Active Listening**

1. Explore and reflect on ideas while hearing and focusing attentively.
2. Listen skillfully to distinguish emotive and persuasive rhetoric.
3. Demonstrate appropriate listener response to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation.

## **B. Listening Comprehension**

1. Listen to summarize, make judgments, and evaluate.
2. Evaluate the credibility of a speaker.
3. Determine when propaganda and argument are used in oral forms.
4. Listen and respond appropriately to a debate.

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

- Listen to a variety of oral presentations made by both peers and the instructor.
- Formulate useful and positive guidelines, as well as rubrics, for evaluating oral presentations.
- Listen to oral recordings of interviews, literature, and creative writing presentations.
- Peer respond to specific areas and aspects of a text.
- Listen with interest to the varied voices of classmates as resource material for written pieces.
- Listen to outside/professional speakers.

## **STANDARD 3.5 (VIEWING AND MEDIA LITERACY)**

### **Strands with Cumulative Progress Indicators**

#### **A. Constructing Meaning from Media**

1. Understand that messages are representations of social reality and vary by historic time periods and parts of the world.
2. Identify and evaluate how a media product expresses the values of the culture that produced it.
3. Identify and select media forms appropriate for the viewer's purpose.

#### **B. Visual and Verbal Messages**

1. Analyze media for stereotyping (e.g., gender, ethnicity).
2. Compare and contrast three or more media sources.

#### **C. Living with Media**

1. Use print and electronic media texts to explore human relationships, new ideas, and aspects of culture (e.g., racial prejudice, dating, marriage, family and social institutions, cf. health and physical education standards and visual and performing arts standards).
2. Determine influences on news media based on existing political, historical, economical, and social contexts (e.g., importance of audience feedback).
3. Recognize that creators of media and performances use a number of forms, techniques, and technologies to convey their messages.

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

- Develop research papers, projects, and presentations using multimedia technology.
- Address and / or answer questions utilizing the Internet and / or other data bases.
- Create and present a portfolio of work demonstrating the growth in learning utilizing technology.
- View films that coincide with certain themes studied in literature.
- View films to recognize the subtle demands made in the visual vs. the written page.
- Access on-line information for research and publication purposes.
- View and analyze art, photography, and cartoons as picture prompts that initiate writing.
- Understand and apply the strategies and techniques of effective layout in the creation of professional print materials.