



## School District of Marshfield Course Syllabus

Course Name: English II (Regular, Honors & Essentials)

Length of Course: 1 Year

Credits: 1 Credit

### Course Description:

Focus on the craft of writing, both through practice and through analysis of nonfiction pieces and novel study. Students will read a wide-ranging variety of nonfiction: essays, speeches, articles, op-ed, cartoons, etc. Each unit will conclude with study of a novel. Topics will be drawn from global perspectives and will center on the themes of the Reading/Writing Connection, Building Relationships, Ongoing Social Issues/Criticism, Understanding Self, Independence and Freedom, Of Myself and Others. Students will understand how professional writers use language to convey ideas and students will apply those same language ideas to their own writing.

### Skill Targets/College and Career Readiness Standards:

- Reading: Informational Text—By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 complexity band independently and proficiently.
- Reading: Literature—By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 complexity band independently and proficiently.
- Writing—By the end of grade 10, draw evidence from literary or informational texts to support analysis, reflection, and research and write over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- Language—By the end of grade 10, demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Also, demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Also by the end of grade 10, acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- Speaking and Listening: By the end of grade 10, adapt a speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## Topic Outline—Units and Themes with Targets:

### First Quarter:

1. Nonfiction as it Reflects Our Society (6 weeks)
  - A. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - B. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
  - C. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meanings and tone.
  - D. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text
  - E. Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts
  - F. Develop and strengthen writing as needed by planning, revising, editing, and rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - G. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - H. Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
  - I. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - J. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
  - K. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
    - a. Identify characteristics of writing
    - b. Practice active reading strategies
    - c. Write samples of writing structures and techniques.

Suggested readings:

1. "They've Got to Be Carefully Taught" by Susan Brady Konig
2. "Simplicity" by William Zinsser"
3. "The Jacket" by Gary Soto
4. "On Being 17, Bright, and Unable" by David Raymond
5. "Rule of Thumbs: Love in the Age of Texting" by Natalie Y. Moore
6. "The Greatest Nature Essay Ever" by Brian Doyle

L. Common Formative Assessments: Identifying the Characteristics of Writing worksheet

- a. Quiz on vocabulary of characteristics of writing

M. Summative Assessment(s): Identifying the Characteristics of Writing Test/ACT Style Objective Test

- a. Writing Samples (different structures and techniques)

2. Read and analyze essays containing themes related to topics/themes in *Of Mice and Men*.

A. PLC Teams may add current and relevant articles/essays containing the themes:

- a. The American Dream
- b. Disillusionment of the American Dream
- c. Treatment of the mentally handicapped in the U.S.
- d. Women's rights in the U.S.
- e. Racism in the U.S.
- f. Treatment of immigrant and migrant workers in the U.S.
- g. 7. Friendship

3. Suggested readings:

- A. "The Boy Nobody Knew" by Faith Ringgold
- B. "A Brief History of the Disability Rights Movement" ([www.adl.org](http://www.adl.org))
- C. "Native American Mascots: Racial Slur or Cherished Tradition?" by Phyllis Emert
- D. "Foreigner in Marshfield" by N. Revoyr
- E. "from Narrative of the Life of Frederick Douglass, an American Slave" by Frederick Douglass
- F. "from Letter from a Birmingham Jail" by Martin Luther King, Jr.
- G. "How it Feels to be Colored Me" by Nora Zeale Hurston

4. Common Formative Assessments:

- A. Practice citing evidence
- B. Practice analyzing significant quotes

5. Summative Assessment(s):

- A. Short Essay Test (Prompt based on current event article)

6. Read and analyze *Of Mice and Men* (3 weeks)

- A. Complete theme chart
- B. Complete Characterization Chart

- C. Discuss themes and social issues within the novel
- 7. Common Formative Assessments:
  - A. Reading quizzes
  - B. Practice analyzing significant quotes
- 8. Summative Assessment(s):
  - A. *Of Mice and Men* Objective Test
  - B. Significant Quote Test

Second Quarter:

- 1. A Study in Controversial Issues/Understanding Bias
  - A. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - B. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
  - C. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
  - D. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
  - E. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
  - F. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
  - G. Write arguments to support claim in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - H. Develop and strengthen writing as needed by planning, revising, editing, and rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - I. Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

- J. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
  - K. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively, assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
  - L. Develop and strengthen writing as needed by planning, revising, editing, and rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - M. Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
  - N. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - O. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - P. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
  - Q. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
- 2. Read and analyze current articles (such as those in *Scholastic Update*) on controversial issues (3 weeks)
    - A. Provide both biased and unbiased articles
    - B. Re-visit characteristics of writing, especially to show development of arguments
    - C. Summarize and Evaluate articles
  - 3. Common Formatives:
    - A. Reading Guide (Class, Partner, and Individual)
    - B. (Partner and individual are required formatives)
  - 4. Common Summative:
    - A. Summary/Evaluation Outline
    - B. ACT Style Objective Test
    - C. In Class Essay (Summary/Evaluation) (H)

5. The Argumentative Research Paper (4 weeks)
  - A. Introduction to research
    - a. Choosing a topic
    - b. Note taking (including summarizing versus paraphrasing)
    - c. Choosing sources
    - d. Identifying fallacies
    - e. Writing the outline
    - f. Writing the rough draft
  - B. Common Formatives:
    - a. Note card sample
    - b. Research Techniques Quiz
    - c. Thesis and Topic Sentence Check
  - C. Common Summative:
    - a. Sentence outline (contains thesis, topic sentences, evidence with
    - b. MLA documentation) and Works Cited page
    - c. Research Paper Test
  - D. Grammar Review as needed throughout the work on the research project. (1-2 weeks)
    - a. Sentence style
    - b. Common usage problems

Third Quarter:

1. The Argumentative Research Paper and Evaluating Persuasive Techniques (5 weeks)
  - A. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - B. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
  - C. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
  - D. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
  - E. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

- F. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- G. Write arguments to support claim in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- H. Develop and strengthen writing as needed by planning, revising, editing, and rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- I. Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- J. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- K. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively, assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- L. Develop and strengthen writing as needed by planning, revising, editing, and rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- M. Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- N. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- O. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- P. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- Q. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
  - R. Present information, findings, and supporting evidence clearly, concisely, and logically so that listeners can follow the line of reasoning and organization, development, substance, and style are appropriate to purpose, audience, and task.
  - S. Write rough draft of research paper (2 weeks)
    - a. Incorporate appropriate introduction, analysis, transitions, and conclusion.
    - b. Include a Works Cited page in MLA format.
    - c. After peer revision and editing, write final draft.
  - T. Common Formative Assessments: Sample paragraph
    - d. Rough draft completion
    - e. Self-evaluation (written) of research and writing process
  - U. Common Summative Assessment:
    - f. Argumentative Research Paper (R)
    - g. Argumentative Research Paper/Annotated Bibliography (H)
    - h. Presentation of paper (including self-evaluation)
  - V. Evaluate persuasive techniques
    - i. Define and identify fallacies
    - j. View and evaluate professional speeches
  - W. *Suggested Readings:*
    - k. *I Have a Dream* by Martin Luther King, Jr.
    - l. "The Lowest Animal" by Mark Twain
  - X. Common Formative Assessments:
    - m. Evaluation guide (Class, Partner, and Individual)
    - n. (Partner and individual are required formatives)
  - Y. Common Summative Assessment:
    - o. Objective Test on Persuasive Techniques and Evaluation
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- 1. A Study in Human Nature (4 weeks)
    - A. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
    - B. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
    - C. Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

- D. Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time, create such effects as mystery, tension, or surprise.
- E. Develop and strengthen writing as needed by planning, revising, editing, and rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- F. Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- G. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- H. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- I. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- J. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
- K. Novel study—*Animal Farm*, *Lord of the Flies*, and/or *The Kite Runner*(H) (4 weeks)
  - a. Literary terms: satire, irony, fable, allegory, theme
  - b. Complete theme chart with supporting evidence
  - c. Complete character/historical person/event chart
  - d. Reading quizzes
- L. Common Formative Assessments:
  - a. Historical background quiz
  - b. Writing and supporting theme statement
- M. Common Summative Assessment:
  - a. Objective Content Test

#### Fourth Quarter:

- 1. Understanding Myself and Others (4 weeks)
  - A. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - B. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

- C. Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- D. Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time, create such effects as mystery, tension, or surprise.
- E. Develop and strengthen writing as needed by planning, revising, editing, and rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- F. Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- G. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- H. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- I. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- J. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
- K. Drama study—*A Raisin in the Sun* (3-4 weeks)
  - a. Reader's Theater
  - b. Complete summary logs
  - c. Introduce personal essay/personal narrative due middle of next unit
  - d. Topic will be to share a significant event/person in life and the effect it/he/she had on individual
- L. Common Formative Assessment:
  - a. Summary logs
  - b. Individual Act quizzes
- M. Common Summative Assessment:
  - a. Essay Test (includes citing outside articles/essays)
- N. Nonfiction study—*The Glass Castle* by Jeannette Walls (4-5 weeks)
  - a. Literature circles
  - b. Full class discussion
  - c. Terms: memoir, point of view, tone
- O. Common Formative Assessment:
  - a. Theme Chart

- b. Reading journal entry
  - c. Reading quizzes
- P. Common Summative Assessment:
  - a. Reading journal entry (best of last three)
  - b. Critical Analysis Essay Test