



# Course Syllabus

## English II

2017-18

### **Course Description:**

This course explores a variety of literature, grammar, and composition. It expands the concepts of short stories, non-fiction, drama, poetry, and novels, and extensive reading and writing of narrative, persuasive, and expository essays. Students will develop correct and effective uses of written and spoken language, reinforcing skills in reading, writing, speaking, listening, and relating to one another.

This course focuses on the theme of culture and how our personal cultures help to shape us as individuals. This year you will explore cultural identity through texts written from different cultural perspectives. You will also look at a different culture through reading the novel *Things Fall Apart*. Finally, you'll look at how different cultures view justice and how cultural clashes often lead to conflict in the world.

### **Course Units:**

#### **Semester 1**

##### **Unit 1: Cultural Conversations**

- Embedded Assessment 1: Writing About Cultural Identity
- Embedded Assessment 2: Writing a Synthesis Paper

##### **Unit 2: Cultural Perspectives**

- Embedded Assessment 1: Writing a Narrative
- Embedded Assessment 2: Creating an Argument

#### **Semester 2**

##### **Unit 3: Cultures in Conflict**

- Embedded Assessment 1: Researching and Comparing Pre- and Post-Colonial Ibo Culture
- Embedded Assessment 2: Writing a Literary Analysis Essay

##### **Unit 4: Dramatic Justice**

- Embedded Assessment 1: Presenting an Oral Interpretation of Literature
- Embedded Assessment 2: Writing a Literary Analysis Essay on Characterization and Theme

### **Required Materials:**

Springboard English Language Arts Grade 10 (online version)  
*Things Fall Apart* by Chinua Achebe (Semester 2/PDF version)  
MacBook (charged)  
Pens, Pencils, Highlighters, & 3 Subject Notebook

## **Grading Policy:**

This course uses **weighted grading** with the following categories:

• Tests	<u>Grading Scale</u>
• Quizzes	<u>100-90%      A</u>
• Projects	<u>89-80%      B</u>
• Classwork	<u>79-70%      C</u>
• Homework	<u>69-60%      D</u>
	<u>59% &gt;      F</u>

Missing work will NOT be given close to the end of IPR and end of semester.

Late work is to be submitted according to the English Department's policy of 1 week of grace after the previous IPR of 4 weeks. Work assigned BEFORE the previous IPR will not be given. This means submitting a semester of work the final week of class is not acceptable.

## **Learning Standards:**

### **Semester 1**

- Students will analyze a subject or theme that is represented in two different artistic texts/mediums (anything that conveys a message).
- Students will generate and develop an argument and cite textual evidence from a fiction and a non-fiction source to support analysis of the argument.
- Students will effectively communicate ideas when speaking or writing by relying on the appropriate use of the conventions of Standard English grammar and usage to convey specific meanings and add variety and interest to writing or presentations.
- Students will determine the meaning of words and phrases as they are used in fiction and nonfiction text (including primary sources) in order to analyze the cumulative impact of specific word choices on meaning and tone.

### **Semester 2**

- Students will delineate and evaluate an argument using evidence an author provides and determine if the evidence provided is relevant and sufficient enough to support the claim (including research-based evidence).
- Students will generate and develop an argument and cite textual evidence from a fiction and a non-fiction source to support analysis of the argument.
- Students will write effective argumentative communication that is supported by claims and counterclaims, pointing out the strengths and limitations of both with textual evidence found in credible sources (e.g., including Shakespeare, mythology, and the Bible).
- Students will effectively communicate ideas when speaking or writing by relying on the appropriate use of the conventions of Standard English grammar and usage to convey specific meanings and add variety and interest to writing or presentations.
- Students will initiate and participate effectively in a range of collaborative discussion with diverse partners, building on others' ideas, and expressing their own ideas clearly and persuasively.

## **Behavior Expectations:**

Please refer to DPS61 Handbook and Code of Conduct.

## **Original Work, Cheating, Plagiarism, and Paraphrasing Policy :**

Please refer to DPS61 Handbook and Code of Conduct.

**I have read and understand the attached syllabus and course guidelines for English II.**

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Student Name (print)

Signature

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Parent/Guardian Signature