Course Title: English 2

Course #: 1221-1222

Course Description: English 2 is a yearlong English course for college preparatory tenth grade students. This course emphasizes the skills relevant to the production of the expository (CDW) paragraph and introduces the student to the multi-paragraphed literary analysis essay. In addition, each student will learn research strategies as they complete the process of preparing and writing a thesis based research paper using MLA format. The class covers literature of various genres and cultural backgrounds with a focus on universal themes. Students will continue their study of grammar, vocabulary, and literary techniques and terms.

UC/CSU Approval: “b” approved

Grade Level: 10

Estimated Homework Per Week: 3 hours, depending on the assignments and the student’s reading/writing stamina

Prerequisite: Completion of English 1B, English 1, or English 1H

Recommended Prerequisite Skills:
- Student should be able to independently and actively (annotate) read assigned texts
- They should have an understanding of the CDW (expository) paragraph format
- They should have working knowledge of literary devices, characterization, conflict, and theme (we do review these concepts in the first semester).

Course Grade Categories:
- Analytical Writing: 30%
- Reading Skills (homework, classwork, reading quizzes and tests): 20%
- Writing Skills (grammar, drafts, peer editing): 15%
- Oral Communication and Projects: 20%
- Final Exam: 15%

Major Assessments/Units/Topics:
Unit 1: Influences on Identity

In this opening unit, students discuss how external and internal influences affect the development of theirs, and other’s, identities. We read name poems and write our own; we also
read nonfiction short stories about the effects of culture in people’s lives. Readings rotate through a selection of poems and short stories.

- Assessments:
  - Personal Name Poem
  - Process Expository Paragraph Assessment

Unit 2: The Coming-of-Age Story

Students continue their study of how identity is influenced by society, culture, and relationships while reading *Persepolis*, a graphic memoir by Marjane Satrapi, who tells the story of her childhood in pre- and post-revolution Iran. We will study how illustrative texts can still communicate themes and author’s purpose. Students will be able to draw major thematic and character comparisons between this text and the readings from Unit 1. Students will compose a full-length essay and an individual creative project.

- Assessments:
  - Group Research Project and Presentation on graphic novel elements
  - Multiple Panel/Passage Analyses
  - Process Essay Assessment
  - Graphic Memoir Project with Writing Component

Unit 3: The Personal Journey

With our reflections about identity and growing up in mind, we join Santiago on his quest to find his “Personal Legend” in Paulo Coelho’s novel *The Alchemist*. We will create a digital, interactive map of Santiago’s journey and continue our personal ponderings on who we are as individuals and what dreams we have for our futures. We will supplement our novel with readings from authors such as Gabriel Garcia Marquez, Aesop, Ralph Waldo Emerson, and Khalil Gibran.

- Assessments
  - Timed/On-Demand Assessment: Expository Writing
  - Digital Project

*Fall Semester Exam*

Unit 4: Argument and Persuasion

Students will get an introduction to rhetorical elements and the art of persuasion in this unit. We focus on questions such as: How can someone use language to persuade others? How can one analyze the effectiveness of persuasive techniques? and What is rhetoric? Students will study and present on propaganda techniques, learn about ethos/pathos/logos, and put their knowledge into practice by collaborating on an election project. This unit will prepare them for the argumentative research paper in the next unit.
Unit 5: Research Paper

Students will conduct research on an important issue and compile a portfolio that includes a central research question, an annotated bibliography, an outline, several rough drafts, and a final draft. This is a guided process with teachers providing lessons along the way about topics such as evaluating credible sources, composing annotated bibliographies, and writing research papers. Students will continue to develop their writing skills through drafting as well as self- and peer-editing. Students will also create a multimedia, TED Talk-style presentation on their topic that they will share with their peers.

- Assessments:
  - Class Election Project with Writing Component

Unit 6: Medieval Literature and Dante’s Inferno

Students will read selections from Medieval Romance literature and Dante’s Inferno. We will discuss how setting contributes to the theme, tone, and/or mood of a story. We will also continue our study of, and analyze, allegories. After reading Dante’s work, students will create their own “Inferno” which they will present through an artistic project.

- Assessments:
  - Project with Writing Component

Unit 7: Macbeth by William Shakespeare

Students will read the tragic play Macbeth by William Shakespeare. Students will continue their inquiry of theme, characterization, and conflict while discussing important questions such as: How does ambition lead to tragedy? How can one’s conscience affect him/her physically? and To what extent can power (or the lack of power) affect individuals and/or relationships? There will be plenty of opportunities for students to test their acting abilities as we will read most of the play in class.

- Assessments:
  - Process Essay

Spring Semester Exam