Course Title: English 2 Honors

Course #: 1223-1224

Course Description: Sophomore honors students are challenged at advanced reading comprehension and writing levels in this rigorous, accelerated pace course. Students study world literature with a focus on literary movements, universal themes, and rhetorical devices. They continue their study of SAT vocabulary and transformational grammar to prepare for standardized tests and to support effective written and oral communication. Students produce MLA style, thesis-driven research papers, with special focus on the evaluation of academic sources, ethical and appropriate use of internet resources, and both the research process and final written product. Students are introduced to a variety of nonfiction pieces in order to emphasize rhetorical elements such as tone, purpose, and audience. Students prepare for entry in the AP Language and Composition course or English 3 Honors. Please be aware that the prerequisite for both classes is a "B" or better during both semesters of English 2H.

UC/CSU Approval: “b” approved

Grade Level: 10

Estimated Homework Per Week: 4-5 hours, depending on the assignments and the student’s reading/writing stamina

Prerequisite: Completion of English 1B, English 1, or English 1H with a grade of a B or higher

Recommended Prerequisite Skills: Students entering English 2H should be self-motivated, dedicated learners who can balance their time between reading assignments and class projects. Students should be able to utilize active reading strategies when approaching texts including the regular use of annotations. Students should exhibit advanced writing skills by demonstrating cohesion throughout their work, correct sentence structure, and the utilization of proper MLA and expository writing format.

Course Grade Categories:

- 30% Analytical Writing (final drafts of CDW paragraphs, CDW essays, final pieces of Research Paper process, On-Demand essays, Forum Posts)
- 25% Reading Skills (context portion of Passage Analyses, reading comprehension quizzes, unit exams, reading annotations, journals, reflections)
- 10% Writing Skills (vocabulary and grammar, drafting process, peer editing process)
Major Assessments/Units/Topics:

Semester 1

Unit 1: Orientation Unit/Short Story

This is a short unit intended for assessing students and giving them a preview as to the work required for English 2H. Students read Gabriel Garcia Marquez’s short story, “A Very Old Man With Enormous Wings” and take an in-class, timed essay. We focus on themes concerning magical realism and the humanity of the individual.

- Assessment: On-Demand Analytical Essay

Unit 2: Things Fall Apart by Chinua Achebe

Students read and analyze Chinua Achebe’s novel Things Fall Apart. Students complete group research on traditions and culture of the Igbo people and learn about the “single story narrative” and the negative effects of colonialism in Africa. As we read, we study Aristotle’s definition of tragedy and the tragic hero and apply it in our discussions and essays.

- Assessments:
  - Dialectical Journals
  - Socratic Seminar
  - Processed Argumentative Essay

Unit 3: Oedipus Rex by Sophocles

Students continue their study of the tragic genre and the tragic hero through our reading of the play Oedipus Rex by Sophocles. We focus on key questions such as: In what ways can the quest for knowledge be detrimental to personal happiness or be a positive force for growth? and How do heroes reflect the cultures that they represent? We also study literary devices (motifs, symbols, archetypes, etc.) and how they affect the meaning and message of a text.

- Assessments:
  - Passage Analysis Exam
  - Newspaper Project

Unit 4: Short Stories (Demonstrating what we have learned)

Students assemble in groups to pick, read, and teach a short story by an international author. The authors vary, but the texts focus on themes we have studied throughout the semester.
Students are expected to prove their understanding of the semester’s key themes, readings, and concepts through their lessons and text connections.

- **Assessments:**
  - Group Project/Presentation
  - Expository Paragraph

**Unit 5: Independent Reading Project (assigned at the beginning of first semester)**

Students read a self-selected novel by an international author. They are expected to apply reading comprehension and analysis skills established in class. Students create a project to present the book to their classmates.

- **Assessments:**
  - Critical Book Review
  - Creative Project and Statement of Intent

**Semester 1 Final Exam**

**Semester 2**

**Unit 6: Research Paper**

Students conduct research on a world 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:**
  - Annotated Bibliography
  - Final Outline
  - Final Paper
  - Oral Presentation

**Unit 7: A Doll’s House (during the research paper unit)**

Students read and analyze Henrik Ibsen’s play *A Doll’s House* and relate the play to current social issues. The unit explores issues related to gender roles, social status, and societal expectations.

- **Assessment:** On-Demand Argumentative Essay
Unit 8: Shakespeare Unit

Students explore a Shakespearean play chosen by the individual instructor of the course. Topics of conversation revolve around the evolution of theater, dramatic structure, and Shakespearean language. Depending on the text chosen, students will learn more about the development of humor or drama within Shakespearean texts. Other topics reviewed include the use and abuse of power, the role of appearance and perception of reality, the construction of gender identity, and societal expectations of romantic relationships.

Possible readings could include *Twelfth Night, Much Ado About Nothing, Othello.*

- Assessment: Passage Analysis Exam

Unit 9: *The Metamorphosis*

Students read and analyze Franz Kafka’s *The Metamorphosis.* In this unit, students explore stream of consciousness writing and analyze the use of symbolism within a text. Students are encouraged to look at the text in an abstract way to understand how authors create allegories in their writing to represent the current state of society.

- Assessments:
  - Socratic Seminar
  - Processed Analytical Essay

Unit 10: *The Stranger*

This unit focuses on Albert Camus’ *The Stranger* and adds depth to many of the conversations that took place in the previous *Metamorphosis* unit. This unit also explores the influence of the existentialist literary movement in the twentieth century. Students explore the cause and effect relationship between actions and consequences in relation to societal norms.

- Assessment: On-Demand Argumentative Essay

Semester 2 Final Exam