

EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services

Course of Study Information Page

Course Title: Honors English 2 (#115)	
<p>Rationale: After discussions with teachers, students, and parents interested in more challenging course offerings and preparation for other advanced classes, concerned stakeholders concluded that this course of study would fill an academic need. Moreover, considering the new GATE standards, Honors English 2 would meet a definite need for gifted and talented students—a need that is not being met by Advanced English 10. Too, this class would match up with AP World History and prepare students to read and think critically and write for a rigorous exam.</p>	
<p>Course Description: World Literature—a demanding sophomore course that challenges students to examine world cultures, world-views, and a variety of world philosophies through various literary genres. Further, readings and discussions will lead to written responses that examine ideas and issues of the aforementioned topics.</p>	
<p>How Does This Course Align With or Meet State and District Content Standards? (Please attach a copy of the standards used) –</p>	
Length of Course:	One year – Two semesters
Grade Level:	10th
<p>Credit:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Number of units: 5 credits per semester <input checked="" type="checkbox"/> Meets graduation requirements <input checked="" type="checkbox"/> Request for UC "a-g" requirements <input checked="" type="checkbox"/> College Prep <input type="checkbox"/> Elective <input type="checkbox"/> Vocational 	
Prerequisites:	Completion of Advanced English 9 or teacher recommendation. Student should be enrolled in AP World History concurrently with Honors English 2
Department(s):	English
District Sites:	All
Board of Trustees Adoption Date:	February 14, 2006
Textbook(s)/Instructional Materials:	Prentice Hall Literature, <i>World Masterpieces</i> (ISBN 0-13-414624-7).
Date Adopted by the Board of Trustees:	

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Informational Page

Honors English

Grade 10

It is strongly recommended that those students seeking entrance achieve a B in grade 9 Advanced English and submit evidence of strong writing skills. This course offers a concentrated, thematic introduction to world literature through representative writers and their works

As this course is listed in thematic sections, state standards and learning expectations are listed at the end of the document. Please note that the standards and learning expectations for English II in addition to the extra requirements of the Honors English course will be incorporated throughout the units of study.

As this class will coordinate with AP World History, the following themes shall serve as a loose foundation on which to build thematic units of study.

- Impact of interaction among major societies.
- The relationship of change and continuity across the historic periods covered in coursework.
- Impact of technology and demography on people and the environment.
- Systems of social structure and gender structure.
- Cultural and intellectual developments and interactions among and within societies.
- Political and social cultures.

In accordance with UC policy, the Honors English 2 course will require a “comprehensive written exam” at the end of each semester. The purpose of the exam will be to allow students to demonstrate writing style, rhetorical nuances, knowledge of literature, grammar and vocabulary.

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UNIT #1 : Theme: Cultural Foundations:

OBJECTIVES AND GOALS	SUGGESTED WORKS
<p>The student will:</p> <ul style="list-style-type: none"> ❖ Literary study will emphasize in-depth analyses of texts that include short stories, novels, poetry, drama and essays. ❖ Composition is frequent and text-based. Students shall develop writing skills using a variety of modes and styles. ❖ Too, students shall also be expected to develop skills for literary criticism, deconstruction of a literary text and to share ideas about a work through class discussions and oral presentations. ❖ Students are required to do independent work, use current technology, and produce numerous projects, including an inter-disciplinary project that is research-based. <p>Finally, students in the English 10 honors class shall read challenging texts, write copious essays, and be expected to produce and turn in quality work that meets the standards of a rigorous honors program.</p>	<p>Greek ideals—<u>Antigone</u></p> <p>Roman culture—selections from Plutarch and <u>Horace's</u> “Odes”</p> <p>China—readings from <u>Tao Te Ching</u> and other documents</p> <p>Babylonia—<u>Gilgamesh</u></p> <p>India—<u>Siddhartha</u></p>

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UNIT #2 : Theme: Pre-Renaissance

OBJECTIVES AND GOALS	SUGGESTED WORKS
<p>The student will:</p> <ul style="list-style-type: none"> ❖ Literary study will emphasize in-depth analyses of texts that include short stories, novels, poetry, drama and essays. ❖ Composition is frequent and text-based. Students shall develop writing skills using a variety of modes and styles. ❖ Too, students shall also be expected to develop skills for literary criticism, deconstruction of a literary text and to share ideas about a work through class discussions and oral presentations. ❖ Students are required to do independent work, use current technology, and produce numerous projects, including an interdisciplinary project that is research-based. ❖ Finally, students in the English 10 honors class shall read challenging texts, write copious essays, and be expected to produce and turn in quality work that meets the standards of a rigorous honors program. 	<p>Persia—<u>The Rubiyat of Omar Khayam</u></p> <p>England--Chaucer—<u>The Knights Tale</u></p> <p>The World—<u>Sophie's World</u></p> <p>Japan—<u>Ran</u></p> <p>Latin America—selections from <u>Conquest of New Spain</u></p>

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UNIT #3 : Renaissance to the Age of Reason

OBJECTIVES AND GOALS	SUGGESTED WORKS
<p>The student will:</p> <ul style="list-style-type: none"> ❖ Literary study will emphasize in-depth analyses of texts that include short stories, novels, poetry, drama and essays. ❖ Composition is frequent and text-based. Students shall develop writing skills using a variety of modes and styles. ❖ Too, students shall also be expected to develop skills for literary criticism, deconstruction of a literary text and to share ideas about a work through class discussions and oral presentations. ❖ Students are required to do independent work, use current technology, and produce numerous projects, including an inter-disciplinary project that is research-based. ❖ Finally, students in the English 10 honors class shall read challenging texts, write copious essays, and be expected to produce and turn in quality work that meets the standards of a rigorous honors program. 	<p>Europe—<u>The Prince</u></p> <p>England—Richard II (Shakespeare)</p> <p>Spain—excerpts from <u>Don Quixote</u></p>

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UNIT #4 : The Age of Reason to The Romantic Age:

OBJECTIVES AND GOALS	SUGGESTED WORKS
<p>The student will:</p> <ul style="list-style-type: none"> ❖ Literary study will emphasize in-depth analyses of texts that include short stories, novels, poetry, drama and essays. ❖ Composition is frequent and text-based. Students shall develop writing skills using a variety of modes and styles. ❖ Too, students shall also be expected to develop skills for literary criticism, deconstruction of a literary text and to share ideas about a work through class discussions and oral presentations. ❖ Students are required to do independent work, use current technology, and produce numerous projects, including an inter-disciplinary project that is research-based. ❖ Finally, students in the English 10 honors class shall read challenging texts, write copious essays, and be expected to produce and turn in quality work that meets the standards of a rigorous honors program. 	<p>The Age of Reason:</p> <p>Europe—<u>Candide</u></p> <p>Europe—selections from non-fiction and poetry.</p> <p>Europe—Johnson—“Rasselas, Prince of Abyssinia”</p> <p>Shaftesbury—“Characteristics of Men, Manner, Opinions, Times”</p> <p>The Romantic Age: Europe—Romantic poetry</p>

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UNIT #5 : Post Romantic Age to Pre- WWII

OBJECTIVES AND GOALS	SUGGESTED WORKS
<p>The student will:</p> <ul style="list-style-type: none"> ❖ Literary study will emphasize in-depth analyses of texts that include short stories, novels, poetry, drama and essays. ❖ Composition is frequent and text-based. Students shall develop writing skills using a variety of modes and styles. ❖ Too, students shall also be expected to develop skills for literary criticism, deconstruction of a literary text and to share ideas about a work through class discussions and oral presentations. ❖ Students are required to do independent work, use current technology, and produce numerous projects, including an interdisciplinary project that is research-based. ❖ Finally, students in the English 10 honors class shall read challenging texts, write copious essays, and be expected to produce and turn in quality work that meets the standards of a rigorous honors program. 	<p>Europe—War poetry</p> <p>World—war poetry</p> <p>China—<u>55 Days at Peking</u></p>

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UNIT #6 : WWII and Beyond

OBJECTIVES AND GOALS	SUGGESTED WORKS
<p>The student will:</p> <ul style="list-style-type: none"> ❖ Literary study will emphasize in-depth analyses of texts that include short stories, novels, poetry, drama and essays. ❖ Composition is frequent and text-based. Students shall develop writing skills using a variety of modes and styles. ❖ Too, students shall also be expected to develop skills for literary criticism, deconstruction of a literary text and to share ideas about a work through class discussions and oral presentations. ❖ Students are required to do independent work, use current technology, and produce numerous projects, including an inter-disciplinary project that is research-based. ❖ Finally, students in the English 10 honors class shall read challenging texts, write copious essays, and be expected to produce and turn in quality work that meets the standards of a rigorous honors program. 	<p>To WWII and Beyond:</p> <p>Europe—<u>A Separate Peace</u> Japan—<u>Hiroshima</u> Europe—<u>1984</u> China—<u>The Kitchen God's Wife</u></p>

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Content Area Standards and Learning Expectations

The students will achieve the following California State content standards and meet the districts learning expectations in addition to the honors requirements of the class:
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LEARNING EXPECTATIONS FOR ENGLISH II

The expectation is that teachers will teach the content in the district and state English/ Language Arts Standards. The Learning Expectations include the most powerful and assessable standards that will be consistently taught and assessed by teachers across the district.

Under the State Standard Detail, standards shown in bold will be addressed on the Exit Exam and were included in the original document developed by teachers in the EDUHSD. Standards

that are both bolded and underlined will be addressed on the Exit Exam and have therefore been added.

In addition to a continued review and practice of skills enumerated for English I, the following areas will be emphasized for English II:

I. Content Area: READING COMPREHENSION

District Standard: Students will read actively by applying a wide range of comprehension strategies including clarifying, questioning, predicting, and summarizing to effectively interact with the literature.

State Standard Detail

2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes. (READING) (Standard included in 9th grade as well.)
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2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension. (READING)

2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation and elaboration. (READING)
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2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings. (READING)

2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material). (READING)
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3.0 Read and respond to historically or culturally significant works of literature.

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Numbers and the content area shown in parenthesis refer to the location of the standard in the state standards document.

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3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue). (READING)

3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot. (READING)

3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach) (READING)

3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach) (READING)

3.7 Analyze recognized works of world literature from a variety of authors. (READING 11 /12 grade standards – note content is addressed in 10th grade in EDUHSD)

BENCHMARKS:

Districtwide

- Students will write an essay based on Antigone (attached).
- Students proficiency will be assessed using assessments on pages 78-85 in Elements of Literature: Standardized Test Preparation (attached).

Suggested

Reader responses

Literature-based essays

Student projects

RESOURCES AVAILABLE:

Workplace documents

BEST INSTRUCTIONAL PRACTICES:

(recommendations to be added)

Learning Expectations for English II Page 3

II. Content Area: VOCABULARY/CONVENTIONS

District Standard: Students will use appropriate conventions of written language, which include grammar, spelling, punctuation, language usage, capitalization, sentence structure, and format to achieve clarity.

State Standard Detail

1.0 Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately. (READING)

1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens). (...CONVENTIONS)

1.2 Understand sentence construction (e.g., parallel structure subordination,

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proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses). (...CONVENTIONS)

1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

CONVENTIONS)

1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization. (... CONVENTIONS)

BENCHMARKS:

Districtwide

- Students will write an essay based on Antigone. (Same assessment as content area 1.)

Suggested

Tests

District writing assessment

RESOURCES AVAILABLE:

(recommendations to be added)

BEST INSTRUCTIONAL PRACTICES:

Study roots and stems

Guided practice activities

District writing assessment

Learning Expectations for English II Page 4

III. Content Area: WRITING

District Standard: Students generate and organize ideas for writing, using appropriate writing strategies and research methodologies.

State Standard Detail

1.6 Integrate quotations and citations into a written text while maintaining a flow of ideas. (WRITING)

1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context. (WRITING)

2.2 Write responses to literature that:

a. Demonstrate a comprehensive grasp of the significant ideas of literary works.

b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.

c. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.

d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. (WRITING)

2.3 Write expository compositions, including analytical essays and research reports:

a. Marshall evidence in support of a thesis and related claims, including information on all relevant perspectives.

b. Convey information and ideas from primary and secondary sources

accurately and coherently.

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c. Make distinctions between the relative value and significance of specific data, facts and ideas.

e. Anticipate and address readers' potential misunderstandings, biases, and expectations.

f. Use technical terms and notations accurately. (WRITING)

2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, Procedures for conducting a meeting, minutes of a meeting):

a. Report information and convey ideas logically and correctly.

b. Offer detailed and accurate specifications.

c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).

d. Anticipate readers' problems, mistakes, and misunderstandings.

(WRITING)

BENCHMARKS:

Districtwide

- Students will write an essay based on Masque of Red Death (attached).
- Students will write an essay using the short story essay topic prompt (attached).

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Suggested

Essays

Multiple Drafts

District Essay

RESOURCES AVAILABLE:

(recommendations to be added)

BEST INSTRUCTIONAL PRACTICES:

(recommendations to be added)

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IV. Content Area: LISTENING AND SPEAKING

District Standard: Students will demonstrate the ability to speak effectively and appropriately in a variety of situations for different audiences and purposes.

State Standard Detail

1.10 Analyze historically significant speeches to find the rhetorical devices and features that make them memorable. (LISTENING AND SPEAKING)

1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event. (LISTENING AND SPEAKING)

1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations. (LISTENING AND SPEAKING)

3.13 Apply appropriate interview techniques. (LISTENING AND SPEAKING)

2.3d Respond correctly and effectively to questions. (LISTENING AND SPEAKING)

2.4 Deliver oral responses to literature. (LISTENING AND SPEAKING)

2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects). (LISTENING AND SPEAKING)

BENCHMARKS:

Districtwide

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- Students prepare and present a presentation using props, visual aides or clips. Students are assessed for presenting and for listening skills. (Rubrics are attached.)
- Students present an excerpt from a speech (list will be provided) then discuss a rhetorical devices used in the speech.

Suggested

Recitations

Audience responses

Oral presentations

Dramatic performances

RESOURCES AVAILABLE:

(recommendations to be added)

BEST INSTRUCTIONAL PRACTICES:

Oral presentations

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V. Content Area: **RESEARCH AND TECHNOLOGY**

District Standard: Through the use of library research and other technological resources, students will develop main ideas through supporting evidence and integrate quotations and citations into a written text while maintaining the flow of ideas.

State Standard Detail

1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources. (WRITING)

1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents). (WRITING)

1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas. (WRITING)

1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., Modern Language Association Handbook, The Chicago Manual of Style). (WRITING)

BENCHMARKS:

Districtwide

- Students will write an essay based on Antigone.
 - Students will write an essay based on Masque of Red Death.
- (Note: Students will use research and technology skills in researching content for these essays.)

Suggested

Student presentations

Projects

Literature-based essays

