

English II Honors

| | | Description of Average Weekly Outside Requirements | |
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| Main Topics What main ideas/concepts are covered): English II Honors is aligned to Florida's B.E.S.T Standards and will cover the following: <ul style="list-style-type: none"> • Novels • Short Stories • Non-Fiction: Essays, Speeches, Historical Documents • Poetry • Drama • Formal Writing: Argument, Expository, Narrative | Rationale (Why a student should take this course): This is a capstone course in literature and writing as vehicles for expressing the fundamental ideas and values of a society. Students explore the history and culture associated with selected texts and how the writing reflects author's purpose. The emphasis of the course is on close reading for purpose and effect and on the mastery of standard English for practical use. Students develop writing skills addressing several modes and methods, including expository, argumentative, personal, and academic, to develop an appreciation and understanding of each. This course is for students at or above a 3.0 GPA and at or above a 3 on the FAST ELA who are ready for higher-level critical thinking and analysis of texts. | Reading (Text, document, etc.): Students will be expected to engage in reading that will be incorporated into class assignments. Students will read assigned selections of larger works consisting of approximately 10-15 pages per night Students will be expected to work on long-term assignments, including projects, formal writing, and independent reading. Students will be required to self-manage their time and work independently at an advanced level. | Written (Terms, questions, outlines, free response, etc.): Students will write approximately 10 to 15 pieces of formal, text-based writing in response to given prompts. Included in the writing samples: <ul style="list-style-type: none"> • Analysis of literature or character • Writing styles that are audience and format appropriate • Modeling existing pieces of writing • Argumentative and Expository Essays • Research Using MLA Formatting |
| Grade Composition (How grades are determined): Formative Assessments: <ul style="list-style-type: none"> • Classwork • Homework • Quizzes • Informal Writing Summative Assessments: <ul style="list-style-type: none"> • Tests • Projects • Formal Writing | Skill Development (Skills developed in this course and how): Students will learn to identify literary techniques including detail, imagery, diction, point of view, tone, mood, and syntax, and explain their effects on themes and texts. Students will practice grammar usage and mechanics of standard English. | Sample Textbook Excerpt: Is this a dagger which I see before me, The handle toward my hand? Come, let me clutch thee! I have thee not, and yet I see thee still. Art thou not, fatal vision, sensible To feeling as to sight? or art thou but A dagger of the mind, a false creation Proceeding from the heat-oppressèd brain? I see thee yet, in form as palpable As this which now I draw. Thou marshall'st me the way that I was going, And such an instrument I was to use. Mine eyes are made the fools o' th' other senses, Or else worth all the rest. I see thee still, And on thy blade and dudgeon gouts of blood, Which was not so before. There's no such thing. It is the bloody business which informs Thus to mine eyes. Now o'er the one half-world Nature seems dead, and wicked dreams abuse The curtained sleep. [...] - <i>Macbeth</i> Act II, Scene 1 | |
| Required Skills (Skills necessary to be successful in this course) <ul style="list-style-type: none"> • Close, Analytical Reading • Informal and Formal Writing – Argument, Expository, Personal Narrative, Research • Strong work ethic • Open mind to new concepts • Ability to work independently and at an advanced level | Students will be able to show understanding and application of text using a variety of reading comprehension assessment tools. Students will develop a clear and concise ability to express a full range of ideas through writing in a variety of modes. Students will develop logical approaches to building and sustaining academic reasoning and learn to express that logic clearly. | | |