

SWEETWATER UNION HIGH SCHOOL DISTRICT

DIVISION OF ADULT EDUCATION

High School Subjects

<u>VI</u>	<u>English 2 - Semester 3</u>	<u>9003</u>
Level	<u>English 2 - Semester 4</u>	<u>9004</u>
	2015	Codes

<u>DURATION:</u>	Approximately 60 hours each, extended if necessary until all required work is completed.
<u>GRADE LEVEL:</u>	Adult/10
<u>PREREQUISITES:</u>	English 1-2 or demonstration of competency in the requirements
<u>CREDIT:</u>	One (1) semester credit each toward the English requirements for

PROGRAM DESCRIPTION:

The English 2 course will expand on students' previous understanding of the essential elements of literary and expository prose. Not only will students study the significance of several literary devices, such as imagery, figurative language, and irony in multi-genres of literary texts, they will examine how these various devices impact various texts' themes and tone. While working across genres, English 2 students also will use terms key to the Aesthetic approach of literary criticism. Moreover, students will deepen their understanding of functional documents and other expository genres when they critique the logic of such texts by examining the sequence of information and argument presented in the texts and assess the author's anticipation of possible reader misunderstanding. The English 2 course will broaden students' understanding and practical skill level regarding research methodology by analyzing primary source texts, (i.e., diaries, policy statements, speeches) and generating their own primary source materials, (i.e., interviews and surveys). Students will learn the essential importance of formulating "researchable" questions and assessing the various qualities and levels of questions for interview and survey use. In addition, English 2 students will form and articulate generalizations and conclusions. This course's balanced approach to developing critical reading, writing, and thinking skills is grounded in the rich material found in both literary and expository prose. Not only pivotal in achieving proficiency on the California High School Exit Examination, English 2 is also the gateway into the demanding cognitive and academic skill expectations of the last two years of high school English/Language Arts classes.

STUDENT LEARNER OUTCOMES:

- Students will establish personal, academic and/or workforce goals and demonstrate progress toward them
- Students will solve problems
- Students will communicate clearly and collaborate with others
- Students will use resources, including technology, to research, organize and communicate information

GOALS:

- 1.0 Compare and contrast the presentation of theme across genres, including analyzing the significance of choice of narrator and use literary devices, such as foreshadowing and flashbacks, across genres (LR&A 3.2, 3.6, 3.9).
- 2.0 Analyze the significance of five literary devices (figurative language, imagery, symbolism, irony, and diction) and their impact on theme, tone or mood across genres using the Aesthetic approach of literary criticism.

- 3.0 Critique the logic of functional documents and other expository genres by examining the sequence of information and procedures in anticipation of possible reader misunderstandings (RC 2.7).
- 4.0 Analyze the craft involved in a primary source research report including the use of personally conducted interviews and surveys whenever relevant.

OBJECTIVES:

- 1.0 With respect to comparing and contrasting the presentation of theme across genres, including analyzing the significance of choice of narrator and use literary devices, such as foreshadowing and flashbacks, across genres (LR&A 3.2, 3.6, 3.9), students who successfully complete this course will demonstrate their abilities to:
 - 1.1 Analyze how the choice of narrator (i.e., voice, speaker, persona) affect characterization, and credibility of the text (LR&A 3.9) in two different literary genres (e.g., a short story and a poem).
 - 1.2 Analyze an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing and flashbacks) (LR&A 3.6), in two different literary genres.
 - 1.3 Compare and contrast the presentation of a similar theme or topic across two genres and explain how the selection of genre shapes the theme (LR&A 3.2) in each given text from the two different genres
 - 1.4 Write an expository essay (WA 2.3).
- 2.0 With respect to analyzing the significance of five literary devices (figurative language, imagery, symbolism, irony, and diction) and their impact on theme, tone or mood across genres using the Aesthetic approach of literary criticism, students who successfully complete this course will demonstrate their abilities to:
 - 2.1 Analyze the significance of one literary device, figurative language, and explain its impact on tone or mood (LR&A 3.11) in given texts from two different genres.
 - 2.2 Analyze the significance of one literary device, imagery, and explain its appeal (LR&A 3.7) in given texts from two different genres.
 - 2.3 Analyze the significance of one literary device, symbolism, and explain its impact on theme (LR&A 3.7 & 3.11) in given texts from two different genres.
 - 2.4 Analyze the significance of one literary device, irony, and explain its appeal (LR&A 3.7) in given texts from two different genres.
 - 2.5 Evaluate the aesthetic qualities of style including the impact of diction and figurative language on mood, tone, or theme (LR&A 3.11) on one previously read text aesthetic approach.
 - 2.6 Write a response to literature essay (WA 2.2).
- 3.0 With respect to critiquing the logic of functional documents and other expository genres by examining the sequence of information and procedures in anticipation of possible reader misunderstandings (RC 2.7), students who successfully complete this course will demonstrate their abilities to:

- 3.1 Analyze expository texts, including one business letter, for the logic and coherence of the organization and controlling perspective, by taking into consideration audience, purpose, and formality of the context (WS 1.9).
 - 3.2 Analyze expository texts, including one business letter, for precision of word choice and tone by taking into consideration audience, purpose, and formality of the context (WS 1.9).
 - 3.3 Compare and contrast the structure and format of two functional workplace documents, including the graphics and headers, and explain how authors use these features to achieve their purposes (RC 2.1).
 - 3.4 Critique the logic of one functional workplace document (i.e., business letter, memo, emergency procedure, work injury report form, etc.) by examining the sequence of information and procedures in anticipation of possible reader misunderstandings (RC 2.7).
 - 3.5 Revise and rewrite one essay to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration audience, purpose, and formality of the context (WS 1.9).
 - 3.6 Write one business letter (WA 2.4)
- 4.0 With respect to analyzing the craft involved in a primary source research report including the use of personally conducted interviews and surveys whenever relevant, students who successfully complete this course will demonstrate their abilities to:
- 4.1 Evaluate the effectiveness of one written and one oral interview for the relevancy of questions and appropriateness of interviewing techniques (SA 1.5).
 - 4.2 Compare and contrast information about a single topic (i.e., issue/event) from two primary sources and explain the complexities and discrepancies encountered (WS 1.5).
 - 4.3 Analyze ideas from one primary source and one secondary source regarding a single topic and explain how one idea from one of the two sources could be extended through elaboration, evaluation or original analysis. (RC 2.5)
 - 4.4 Analyze a given text for integration of quotations and citations while maintaining the flow of ideas (WS 1.6)

INSTRUCTIONAL STRATEGIES AND TIMES:

Individual work with assignments	65%
Media and technology	15%
Teacher/student evaluation of student practice	10%
Evaluation	10%

EVALUATION:

1. Satisfactory completion of written, computer, and research-based assignments as evaluated by the instructor.
2. Satisfactory completion of teacher-made and/or standardized test as evaluated by the instructor.
3. Satisfactory progress and participation in classroom activities as evaluated by the instructor.

CONDITIONS FOR REPETITION:

Students who have failed to meet the objectives because of insufficient attendance or inability to master content may repeat the course.

Approved:
BOARD OF TRUSTEES
March 21, 1974

Revised:
February 22, 1979
July 17, 1984
June 20, 1990
August 19, 1999
December 12, 2005
May 26, 2015
October 26, 2015