

English 2A (H)

Description of Target Group

This course is the first semester of a two-semester course intended to meet the district's graduation requirement. It is designed for only those sophomore students who have passed English 1A-CP and 1B-CP and whose recommendations and portfolios have been accepted by the English Department Honors Committee.

Purpose

This course is designed to provide selected students with a qualitatively different and varied curriculum which challenges and enriches their individual potential while maintaining the requirements of the basic course outline. Critical writing and reading, listening and speaking skills will focus on using analytical and evaluative thinking. Both group and individual projects will be assigned. In addition, students will explore career and college information.

Standards of Expected Student Achievement

Upon completion of this course, students will demonstrate the following skills:

READING

1. Read independently
2. Comprehend the reading
3. Identify and understand literary terms:

allusion	conflict	foil	moral	protagonist
anecdote	connotation	foreshadowing	narrator	satire
antagonist	denotation	genre	plot	setting
character	denouement	irony	point of view	symbol
climax	dialogue	mood	prose	theme
				tone

4. Construct meaning from a text
5. Extend beyond a text
6. Keep a journal or log
7. The ability to find pertinent data from reference works to use in oral and written reports.

Short Stories: From the text

Novels:	<i>All Quiet on the Western Front</i>	<i>Ivanhoe</i>
	<i>Brave New World</i>	<i>Les Miserables</i>
	<i>Bridge of San Luis Rey</i>	<i>1984</i>
	<i>Cry, the Beloved Country</i>	<i>One Day in the Life</i>
	<i>David Copperfield</i>	<i>Pride and Prejudice</i>

WRITING

1. Write effective sentences
2. Write effective paragraphs which have relevant support
3. Write effective essays which demonstrate coherence and style
4. Use a variety of sentences in written work
5. Use vocabulary effectively
6. Demonstrate good mechanics and spelling
7. Use a dictionary, thesaurus, and grammar handbook in the writing process
8. Follow an outline to write an essay
9. Write a research report using MLA or APA documentation
10. Write the following types of essays:

evaluative	reflective
comparison-contrast	interpretive

SPEAKING

1. Participate effectively in class and small group discussions
2. Communicate information effectively as a large group member, a small group member, and as a presenter
3. Give an oral report based on research employing appropriate props

LISTENING

1. Listen to and follow directions
2. Listen to an oral presentation, glean pertinent data, and take appropriate notes
3. Not interrupt a presentation
4. Summarize the major points of a presentation--whether or not the student agrees on the topic

INSTRUCTIONAL MATERIALS

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Also refer to the county schools' inventory and the English Department inventory of materials.

DESCRIPTION OF TARGET GROUP

This course is the second semester of a two-semester course intended to meet the district's graduation requirement. It is designed for only those sophomore students who have passed English 2A-Honors and whose recommendations and portfolios have been accepted by the English Department Honors Committee.

PURPOSE

This course is designed to provide selected students with a qualitatively different and varied curriculum, which challenges and enriches their individual potential while maintaining the requirements of the basic course outline. Critical writing and reading, listening and speaking skills will focus on using analytical and evaluative thinking. Both group and individual projects will be assigned. In addition, students will explore career and college information.

STANDARDS OF EXPECTED STUDENT ACHTEVEMENT

Upon completion of this course, students will demonstrate the following skills:

READING

1. Read independently
2. Comprehend the reading
3. Identify and understand literary terms:

alliteration	free verse	paradox	sonnet
anachronism	hyperbole	personification	stanza
assonance	iambic pentameter	poetry	tragic hero
blank verse	imagery	prose	
couplet	metaphor	refrain	
figurative language	onomatopoeia	rhythm	

4. Construct meaning from a text
5. Extend beyond a text
6. Keep a journal or log
7. The ability to find pertinent data from reference works to use in oral and written reports

Poetry: From the text
Plays: Required: Julius Caesar
Supplementary selections are in the text

WRITING

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SPEAKING

1. Participate effectively in class and small group discussions
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