

# 2025-2026

## English 2 Syllabus

### World Literature

#### Course Description

The aim of the English 2 course is for students to gain and take responsibility for real learning. Real learning means the knowledge and skills that students will need after course completion and graduation. During this one semester course, students will read texts from various cultures and time periods; as well as, students will learn to use evidence from texts to support their claims, to recognize elements of the author's craft in fiction and non-fiction reading selections, to argue effectively in their own writing, and to utilize and practice 21<sup>st</sup> century skills such as researching, presenting, and collaborating.

- Unit Credit 1
- Placement recommendations: Completion of English 1 CP

#### Instructional Philosophy

Real learning takes place when students take responsibility for what they will gain from a course. Therefore, the teacher acts as a facilitator and guide who models real learning to the students. Students will be expected to be self-directed learners during classroom activities such as class readings, discussions, presentations, speeches, and writing assignments, both independent and cooperative.

#### Course Goals:

By the end of this course, students will be able to...

- ☐ interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations, building upon the ideas of others to clearly express one's own views while respecting diverse perspectives.
- ☐ read and comprehend literature, including novels, short stories, dramas, and poems.
- ☐ read and comprehend informational texts.
- ☐ gather relevant information from multiple authoritative sources, using advanced searches effectively. They will selectively integrate information into the text, avoiding plagiarism and following a standard format for citation.
- ☐ produce clear and coherent writing (arguments, informative/explanatory texts, and narratives) in which the development, organization, and style are appropriate to task, purpose, and audience.
- ☐ demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- ☐ students will write arguments to support claims with clear reasons and relevant evidence.

- ☐ students will write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- ☐ write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

### **Major Course Assignments & Projects:**

Throughout the course, students will . . . .

- participate in a planned class discussion (Socratic Discussion).
- be assessed on the works of literature. These assessments will include short-answer and constructed response questions
- write an argumentative piece, a literary analysis, and an expository piece. All formal writing should be formatted according to MLA guidelines.
- participate in a project-based learning assessment in which they collaborate and actively take charge of their own learning and the project's final outcome
- write and create a narrative piece.
- demonstrate their command of the conventions of standard English grammar through writing.

### **Course Assessment Plan & Grading:**

- Major assignments for each quarter count as 60% of the student's grade - these include Content Checks, essays, presentations, etc.
- Minor assignments for each quarter count as 40% of the student's grade - these include classwork, quizzes, and written responses.
- Each quarter will count as 40% of the overall grade, and the State standardized End-of-Course (E.O.C.) exam will count as 20% of the overall course grade.
- Objective assessment questions will be scored with a grading key.
- Short answers, constructed responses, and essays will be graded with the approved SCCCR Power Standards and rubrics.
- Classroom discussions will also be graded with a rubric.

### **Grading Scale:**

A-----100-90      B-----89-80      C-----79-70      D-----69-60      F-----59 and below

### **Late Work Policy:**

- If you are absent, you have 5 days from the day you returned to school to make up any late work. The student is responsible for obtaining makeup work. If you miss a scheduled quiz or an announced test, it is your responsibility to schedule the missed assessment with the teacher.
- Major Grades (test, essay, project):
  - o A **ZERO** WILL BE PUT IN THE GRADEBOOK AS A PLACEHOLDER UNTIL THE ASSIGNMENT IS COMPLETED.
  - o If a test is missing, students ARE EXPECTED to make it up ASAP by making an appointment with the instructor.
  - o ALL major grades are due by the end of the unit, which is determined by the instructor.

- o Retakes are available on tests for students who make an 80 or below.
- Minor Grades:
  - o A **ZERO** WILL BE PUT IN THE GRADEBOOK AS A PLACEHOLDER UNTIL THE ASSIGNMENT IS COMPLETED.
  - o If a quiz is missing, students ARE EXPECTED to make it by making an appointment with the instructor.
  - o All work is to be completed prior to the end of the unit, which is determined by the instructor.
  - o Tardy work will only be accepted with score deductions ( -10 for each week until Content Checks) and then will no longer be accepted after the unit concludes.
  - o Retakes will be available ONLY on quizzes for students who make an 80 or below.

### **Required/Suggested Course Readings:**

- Sustained Silent Reading (S.S.R.) requires students to choose their own grade level text for independent reading and analysis.
- Excerpts or entire readings of varying novels (see [Cumulative Text List](#) for summaries):
  - o *Night*
  - o *A Long Walk to Water*
  - o *In Order to Live*
  - o *Persepolis: A Story of Childhood*
  - o *Macbeth*
  - o *Maus I & II*
- Short Stories from varying authors & time periods
- Speeches delivered by historical figures:
  - o Adolf Hitler
  - o Mahatma Gandhi
  - o Malala Yousafzai
  - o Nelson Mandela
- Poetry from various authors in relation to themes and topics from current readings.
- Informational articles related to current events in regard to various aspects of war such as encampments, humanitarian issues, world view, etc.

### **Potential PG-13 Films:**

- *The Freedom Writers Diary* (2007) - A dedicated teacher (Hilary Swank) in a racially divided Los Angeles school has a class of at-risk teenagers deemed incapable of learning. Instead of giving up, she inspires her students to take an interest in their education and planning their future. She assigns reading material that relates to their lives and encourages them all to keep journals.
- *The Boy in the Striped Pajamas* (2008)- During World War II, 8-year-old Bruno (Asa Butterfield) and his family leave Berlin to take up residence near the concentration camp where his father (David Thewlis) has just become

commandant. Unhappy and lonely, he wanders out behind his house one day and finds Shmuel (Jack Scanlon), a Jewish boy of his age. Though the barbed-wire fence of the camp separates them, the boys begin a forbidden friendship, oblivious to the real nature of their surroundings.

- *Just Mercy* (2019) - After graduating from Harvard, Bryan Stevenson heads to Alabama to defend those wrongly condemned or without proper representation. One of his first cases is that of Walter McMillian, who is sentenced to die in 1987 for the murder of an eighteen-year-old girl, despite evidence proving his innocence. In the years that follow, Stevenson encounters racism and legal and political maneuverings as he tirelessly fights for McMillian's life.
- *Macbeth* (1983) - This film-adapted play by William Shakespeare tells the story of a Scottish general named Macbeth who is consumed by ambition and murders King Duncan to become king himself. The play explores themes of political ambition, witchcraft, prophecy, and murder, and how Macbeth's actions lead to the near destruction of the kingdom he seeks to rule.

### Units of Study:

For further exploration of the curriculum, please refer to the [English 2 Pacing Guide](#).

- 🗨️ *Unit 1: Conflict & Connection - What differences can't be bridged?* (3-4 Weeks) - In this first unit, students will learn about conflicts between people of different backgrounds and the impact of these oppositions. The section will conclude with students constructing a visual essay regarding a text-dependent question.
- 👁️ *Unit 2 - Power of Perception - How does our point of view shape our view of the world?* (3-4 Weeks) - This next unit will require students to consider how perspective and point of view shape how people think. To assess their learning, students will produce an informative newspaper article that relays varying perspectives on a particular issue or problem.
- 🚩 *Unit 3 - Hard-Won Liberty - How can we escape what oppresses us?* (3-4 Weeks) - The third unit facilitates student learning about the meaning of freedom and the people who have fought oppression to obtain it. Their comprehension will be assessed through an argumentative essay regarding the complicated and trying journey to liberation.
- 🔥 *Unit 4: Reckless Ambition - When is ambition reckless?* (3-4 Weeks) - Through this final unit, students will examine the sources and consequences of lusting for power, ending in a literary analysis multimedia project comparing a fictional yet relevant lesson to a present day one based on William Shakespeare's *The Tragedy of Macbeth*.

### Classroom Materials:

- Google Chromebook & charger
- Pencils, pens, highlighters
- Index cards and sticky notes

- Loose-leaf paper or notebook paper
- 1" binder or folder with pockets and three prongs
- Plug in headphones for Chromebook (**NOT BLUETOOTH**)

### **Classroom Expectations:**

#### **1) Be PREPARED**

- Arrive to class on time
- Bring all necessary materials (Chromebooks, supplies, assignments, & an open mind)
- PHONES & HEADPHONES KEPT AWAY!

#### **2) Be PRESENT**

- Physically & mentally
- Active participation (ask questions, seek help, make connections, & help others)
- PHONES & HEADPHONES KEPT AWAY!

#### **3) Be POLITE**

- Be respectful towards your teachers, classmates, and yourself.
- Be open-minded, patient, and respectful while we discuss diverse texts and topics.
- PHONES & HEADPHONES KEPT AWAY!

#### **4) Be POSITIVE**

- Come to class ready and open to learning new concepts and material.
- Be someone who others want to collaborate with, respect, and be around.
- You will make mistakes, but you will learn and grow from them.

### **Academic Honesty:**

Academically fraudulent behavior will NOT be tolerated. According to school policy, submitting academic work of another or copying work from the internet is forbidden. Additionally, any use of AI, or similar programs to ChatGBT, to present work as your own is considered academic dishonesty and is strictly prohibited without prior approval from a teacher.

- The first offense will result in a referral, a zero in the grade book, and an alternative assignment to be completed to replace the 0. For second offenses and beyond, an administrative referral will be completed and a ZERO will be submitted for your grade.