

Central Visual Performing Arts High School

English II

Instructor: Elizabeth Foster

Email: Elizabeth.Foster@slps.org

Class: 208

Course Description:

The English II course is designed to introduce students to various literary genres, develop their critical thinking skills, and foster a love for reading. Through the exploration of a diverse range of texts, students will engage in close reading, analysis, and interpretation. They will also develop their writing and communication skills through class discussions, essays, and creative projects. This course aims to enhance students' understanding of literary elements and themes while promoting a lifelong appreciation for literature.

Course Objectives:

1. Develop reading comprehension skills through close reading and analysis of various literary texts.
2. Understand and apply literary elements such as plot, character, setting, theme, and symbolism.
3. Analyze and interpret literary works from different genres, time periods, and cultural backgrounds.
4. Enhance critical thinking skills through class discussions, debates, and written responses.
5. Improve writing skills by constructing well-organized, coherent, and evidence-based essays.
6. Explore diverse perspectives and broaden cultural understanding through literature.
7. Cultivate independent reading habits and a lifelong love for literature.
8. Develop oral communication skills through participation in class discussions and presentations.
9. Engage in collaborative learning through group projects, book clubs, and peer editing.
10. Develop an understanding and appreciation for the impact of literary devices and figurative language on literary works

Controversial Content

This course guides students in becoming curious, critical, and responsive readers of diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. That being said, it should be noted that the novels we will be studying have some controversial content such as but not necessarily limited to, religion, politics, The Holocaust, scientific research such as stem cell research, racism, and inter family marriage (Antigone specifically).

Classroom Expectations:

You are expected to conduct yourself in a respectful and productive manner. In addition to all the rules and expectations listed in the Student and Parent Handbook, I expect you to have a positive attitude, treat others with respect, practice

Central Visual Performing Arts High School

English II

Instructor: Elizabeth Foster

Email: Elizabeth.Foster@slps.org

Class: 208

self-discipline, and demonstrate responsibility and accountability. If these conditions are not met, you can expect one-on-one meetings with me, parent/instructor conferencing, and administrative action, if necessary.

Concerning the use of cell phones and other electronic devices:

Devices should be on silent and kept in your purse, backpack, or pocket during class unless otherwise instructed. You may NOT place it on your desk. Parents, guardians, and other family members should call the front office in case of emergency. If you violate this rule you can expect consequences per the CVPA policy.

Grading Policy:

Major written assignments (final drafts) will account for 70 percent of your grade. Homework and classwork will account for 30 percent of your grade. Grades will be updated every 2 weeks in SIS. You will receive 4 progress reports and 2 report cards each school year.

Academic Integrity:

Ms. Foster has extremely high regard for academic integrity and, as such, has zero tolerance for any and all forms of academic dishonesty. Academic dishonesty includes but is not limited to, all forms of cheating on any assessments, essays, or assignments (copying, taking pictures, group chats with answers, etc.), plagiarism, and any other unethical academic behavior. Any student in violation will receive no credit (zero/F letter grade), a family meeting will be scheduled, and a notation of the violation will be in the student's school record.

The use of artificial intelligence (AI) tools, such as Chat GPT, has the potential for misuse and often borders on plagiarism. If it is deemed that a student has used any AI tool to complete an assignment, the student will receive no credit (zero/F letter grade), a family meeting will be scheduled, as well as a notation of the violation in the student's school record.

Make-up Work Policy:

Make-up tests will **ONLY** be given to a student who has an **excused absence**. **The student must make arrangements with the teacher to take a make-up test.** A student only has two chances (the next two class periods after an absence) to make up a test.

Homework/Classwork: Students who are absent for **excused reasons** will be permitted to make up missed work. **It is the student's responsibility to get their assignments the day upon their return to school and complete the assignments according to a timeframe determined by the teacher within two weeks of the date of the last absence.** Grades of zero will be assigned for assignments missed because of unexcused absences. No missing work will be accepted after a period of 3 weeks.

Text and Other Required Reading:

This year we will read the following texts which can be purchased if so desired- copies will be provided in class as well.

- Fahrenheit 451- Ray Bradbury

Central Visual Performing Arts High School

English II

Instructor: Elizabeth Foster

Email: Elizabeth.Foster@slps.org

Class: 208

- Night- Elie Weisel
- The Immortal Life of Henrietta Lacks- Rebecca Skloot
- Antigone- Sophocles

Additional literature may be announced at a later date as well as the Study Sync videos, short stories, poems, and materials. Students will complete outside reading assignments to reinforce language and writing skills. During the semester, students will follow current events, complete close read assignments and analysis work on outside texts.

Materials and Supplies Needed:

College-ruled loose-leaf paper OR Notebook, pens (blue or black, and red), pencils, and highlighters (blue, green, yellow, pink, and orange). The books will be available in class. If students would like to have their own copy to make notes in or to read at home, students will want to consider purchasing the novels on their own. All handouts are provided through Teams on our class page.

Units of Study*	
<p>Unit 1 The Power of Communication</p>	<p>Essential Question: Why do words matter? Unit Overview: In this unit, students will explore a dystopian society in which books, literature, and media are heavily controlled and censored. We will explore the idea of the power of communication in verbal and written forms. Unit Goals: Students will be able to</p> <ul style="list-style-type: none"> • Write a personal narrative that includes specific details and descriptions • Correctly use exposition and dialogue to convey meaning and add variety and interest to writing. • Define, identify, and analyze an author’s use of literary terms, including metaphor, simile, and imagery. Discuss and analyze an author’s use of structure as it applies to meaning • Analyze a character’s development overtime • Track characters as they change in complexity • Dialogue with texts- students consider the author’s point of view while the students posit their own <p>Anchor Text: Fahrenheit 451- Ray Bradbury Ancillary Text: My Grandmother Washes Her Feet in the Bathroom at Sears, I am Offering This Poem, Heart of Darkness, various others Major Assignment: Literary analysis essay “What is the power of language?”</p>
<p>Unit 2 Moving Forward</p>	<p>Essential Question: How does culture influence your goals? Unit Overview: The most exciting stories are the ones with plots that keep moving forward. Readers eagerly turn the pages in order to find out what happens next. Like a good story, history also moves forward. Yet, as individuals and as members of various cultural groups, we often look at the past in order to figure out where we came from and what led us to the place where we are now. The past influences how we move forward as individuals, as a community, and as a culture. Unit Goals: Students will be able to</p> <ul style="list-style-type: none"> • Write a personal narrative that includes specific details and descriptions • Correctly use exposition and dialogue to convey meaning and add variety and interest to writing. • Define, identify, and analyze an author’s use of literary terms, including metaphor, simile, and imagery. Discuss and analyze an author’s use of structure as it applies to meaning • Analyze a character’s development overtime • Track characters as they change in complexity • Dialogue with texts- students consider the author’s point of view while the students posit their own <p>Anchor Text: Night- Elie Wiesel Ancillary Text: Excerpts from The Diary of a Young Girl by Anne Frank, documentary interviews with</p>

Central Visual Performing Arts High School

English II

Instructor: Elizabeth Foster

Email: Elizabeth.Foster@slps.org

Class: 208

	<p>Holocaust Survivors, Civil Peace, various texts Major Assignment: Informative/ Research Essay “How does culture influence your goals”</p>
<p>Unit 3 Persistence of Memories</p>	<p>Essential Question: How does the past impact the future? Unit Overview: In childhood, each new day seems like a brand-new experience. At some point, however, we mature enough to realize that the past not only exists but also has a hold on us. The past also has something to teach us. Exploring the past helps us make wiser choices as we move forward in our lives. Unit Goals: Students will be able to</p> <ul style="list-style-type: none"> ● Read informational texts and analyze informational text structure ● Define figurative language such as simile and metaphor ● Use language, style, and audience appropriate to a specific audience ● Define connotation and denotation ● Use media in their writing and presentations ● Summarize texts ● Use technical language ● Identify story structure ● Organize writing in a cohesive manner to fit the assignment ● Use descriptive details, transitions, and provide a conclusion that flows from their writing <p>Anchor Text: The Immortal Life of Henrietta Lacks- Rebecca Skloot Ancillary Text: Dream Psychology: Psychoanalysis for beginners, Rituals of Memory, Seeing at the Speed of Sound Major Assignment: Narrative response (Personal Narrative), “How can memories change our future?”</p>
<p>Unit 4 The Ties That Bind</p>	<p>Essential Question: What brings us back to one another? Unit Overview: Everybody has ties that bind. We are bound to our families, friends, communities, and homelands, often by grand feelings such as love and loyalty and sometimes by dark ones such as shared hardship and fear. Because having ties to people and places is a universal experience, audiences have for centuries been drawn to stories about characters who stand up to or stand up for the people and places close to their hearts. Unit Goals: Students will be able to</p> <ul style="list-style-type: none"> ● Define and analyze character, story plot, connotation and denotation, and story structure ● Summarize pieces of reading ● Define and identify dramatic elements and structure ● Identify figurative language, Point of view, author’s purpose ● Evaluate sources and cite sources correctly given a specific format ● Organize an oral presentation ● Consider the audience and purpose of written and oral presentations ● Communicate ideas clearly ● Provide solid reasoning for any chosen evidence ● Engage in academic discourse <p>Anchor Text: Antigone- Sophocles Ancillary Text: As You Like It, Act II, Scene vii, Claudette Colvin Explains Her Role in the Civil Rights Movement, Hotel Rwanda, Cherokee Family Reunion, various texts Major Assignment:Argumentative Oral Presentation, “How can listening to another person’s story instruct us?”</p>

***This is a tentative plan and may change at the discretion of the teacher**

Grading Scale	
%	Letter Grade
90-100	A
80-89%	B

Central Visual Performing Arts High School

English II

Instructor: Elizabeth Foster

Email: Elizabeth.Foster@slps.org

Class: 208

70-79%	C
60-69%	D
59% or lower	F

Proficiency Scale		
4	Extending	In addition to meeting the standard, student work exhibits in-depth inferences and applications that exceed standard expectations
3	Meeting Expectations	Student work exhibits no major errors or omissions
2	Progressing	Student work exhibits no major errors or omissions regarding the simpler details and processes however, the student exhibits major errors or omissions regarding the more complex ideas and processes
1	Emergent	With support, the student demonstrates a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes
0	No Evidence	No evidence to indicate the student's understanding of the skill

Welcome back CVPA Family! We are going to have a wonderful year together! Through the study of various literary forms, we will examine the changes in both writing and culture. As part of this program, I ask you to read at least **three** independent books over the school year. At least one of which should be from the list of Non-Fiction books provided below.

Central Visual Performing Arts High School

English II

Instructor: Elizabeth Foster

Email: Elizabeth.Foster@slps.org

Class: 208

As you progress through the books I will be assigning an essay of your reading to assess your initial writing skills and comprehension skills. I want to also let you all know that I will be going on maternity leave in January- while this will present an interruption I am ensuring that I have everything in place for the students to continue to learn while I am away. If you have any questions regarding the course please email me at elizabeth.foster@slps.org. Read every chance you get. The more you read, the better you will become at reading. Remember, "ferrum ferro acuitur"

Please sign and date below to affirm that you have read and understand this syllabus and the course requirements, please return this page to Ms. Foster by August 27th.

Sincerely,

Ms. Elizabeth Foster

X _____

Parent Printed name and date

X _____

Parent Signature

X _____

Student Printed name and date

X _____

Student Signature