

**Murrieta Valley Unified School District**  
**High School Course Outline**  
**April 2011**

**Department:** English

**Course Title:** English II

**Course Number:** 1002

**Grade Level:** 10

**Length of Course:** Year

**Prerequisite:** Successful completion of English I

**UC/CSU (A-F) Requirement:** B

**I. Goals**

The student will:

A. Develop the ability to independently read core works of literature

1. Demonstrate increased reading fluency (*Reading Standard 1.0*)
2. Demonstrate the ability to analyze informational materials (*Reading Standard 2.0*)
3. Demonstrate the ability to analyze literary concepts (*Reading Standard 3.0*)
4. Demonstrate an awareness of literary works and themes (*Reading Standard 3.0*)
5. Demonstrate knowledge of vocabulary commonly used in standard aptitude testing (*Reading Standard 1.0*)
6. Demonstrate awareness for the cultural significance of literature (*Reading Standard 3.0*)

B. Develop the ability to write and speak with a command of standard English conventions

1. Demonstrate the ability to identify and correctly use clauses, phrases, and mechanics of punctuation (*English Language Conventions Standard 1.0*)
  2. Demonstrate the ability to understand sentence construction (*ELC Standard 1.0*)
  3. Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction and syntax (*ELC Standard 1.0*)
  4. Demonstrate the ability to produce legible work (*ELC Standard 1.0*)
- C. Develop writing skills to compose coherent and focused essays that convey a well-defined perspective and tightly reasoned argument
1. Demonstrate the ability to write structured essays (*Writing Standard 1.0*)
  2. Demonstrate the ability to conduct library research, using electronic media research, advanced publishing software and graphic programs (*Writing Standard 1.0*)
  3. Demonstrate the ability to apply rhetorical strategies of narration, exposition, persuasion and descriptions to produce texts in a variety of genres (*Writing Standard 2.0*)
- D. Deliver focused and coherent presentations conveying clear and distinct perspectives and solid reasoning
1. Demonstrate preplanning and organizational skills (*Listening and Speaking Standard 1.0*)
  2. Demonstrate use of visual aids (*L & S Standard 1.0*)
  3. Demonstrate appropriate poise and delivery (*L & S Standard 1.0*)
  4. Demonstrate polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion and description (*L & S Standard 2.0*)

E. Develop the ability to listen

1. Demonstrate audience-decorum (*L & S Standard 1.0*)
2. Demonstrate ability to follow complex verbal directions (*L & S Standard 1.0*)

These goals are aligned with the California State English Framework.

## **II. Outline of Content for Major Areas of Study**

See Instructional Blueprint

## **III. Accountability Determinants**

- A. Warm Ups/Participation = 15%
- B. Composition = 25%
- C. Formative and Summative Assessments = 25%
- D. Projects/Class Assignments/Homework = 25%
- E. Final = 10%

## **IV. Required Texts**

Chin, Beverly Ann, et. al. *Glencoe Literature: The Reader's Choice Course 5*. New York, New York: Glencoe/McGraw-Hill, 2002.

*Glencoe Language Arts: Grammar and Composition Handbook*. New York, New York: Glencoe/McGraw-Hill, 2002.

## **V. Supplementary Literature**

Orwell, George. Animal Farm  
Steinbeck, John. Of Mice and Men  
Golding, William. Lord of the Flies  
Shakespeare, William. Julius Caesar  
Shakespeare, William. Midsummer Night's Dream  
Wiesel, Elie. Night  
Hersey, John. Hiroshima  
Sophocles. Antigone  
Wright, Richard. Black Boy  
Knowles, John. Separate Peace