

OAKLAND UNIFIED SCHOOL DISTRICT • HIGH SCHOOL ENGLISH SYLLABUS
English 2A and 2B

Vocabulary Development: In English II, the vocabulary and literary terms and concepts are integrated into the literature and nonfiction texts that students are reading. A variety of instructional strategies are employed to introduce, practice, and master vocabulary and terms.

Word Analysis	Study, learn, and use the literal, connotative, and figurative meanings of words in grade level fiction and non-fiction texts.
Word Study	Study simple roots, prefixes, and suffixes.
Analogies	Begin to learn the concept of analogies using more complicated and abstract ideas.
Literary terms	While reading literature and nonfiction texts, students study and learn grade-level terms and concepts. (See attached grid.) In 10th grade, there is an emphasis on characterization.
Academic Vocabulary	Study high-incident academic vocabulary. (See attached list)

Reading Comprehension: In English II, students read at least six full literary works per year drawn from the core literature list and literature anthology. Short story and poetry units may substitute a core literature selection or two of the six works may be read in literature circle/book groups.

Reading Genre	Students learn to read and recognize a variety of genres: autobiography, memoir, nonfiction texts, essays, poetry, drama, and print advertising.
Reading Strategies	Students use strategic and metacognitive strategies such as: predicting, questioning, making connections, summarizing, synthesizing, note-taking, oral discussion and debate in order to comprehend, and extend ideas presented in the text through original analysis, evaluation, and elaboration.
Critical reading analysis	Students critique the logic of workplace and functional documents and evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence and the way in which the author’s intent affects the structure and tone of the text.

Literary Response: In English II, students identify various themes in literature with close attention to themes of cultural diversity, emphasizing social and personal meaning and analyze the way in which a work of literature is related to the themes and issues of its historical period. There is a focus on World Literature that aims to support interdisciplinary collaboration with the World History teacher.

Genre	Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic. Examine frame story, essay, and satire.
Literary features and elements	Understand the primary features of a literary text and recognize literary elements and devices including irony, narrator types, suspense, imagery, symbolism, theme, mood and tone and evaluate the aesthetic qualities of style.
Character analysis	Analyze characters and interactions between characters and explain the way those interactions affect the plot. Determine characters’ traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy and through indirect through actions, appearance, speech, thoughts, and others’ reactions. Explore the differences between round vs. flat, and dynamic vs. static characters. Address the elements of the traditional hero.

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Interpretation	Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text. Identify and describe the function of dialogue, scene designs, and soliloquies. Analyze a work of literature or exposition, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.
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Writing and Presentation Forms and Structures: In English II, students master sentence and paragraph-level writing in addition to writing multi-paragraph essays. By the end of the year, 10th grade students should be able to produce a text of at least 1,000 words (3 pages 2x-spaced 12 pt. font). Students will write at least one paper per grading period outside of class which is graded by the teacher; one assignment must include basic research techniques. Students will write at least three “on demand” in-class essays per year with an emphasis on CAHSEE writing types. Writing and speaking applications should be integrated so that students have the opportunity to orally deliver persuasive presentations and oral responses to literature.

Sentence level	<ul style="list-style-type: none"> • Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial) • Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses). • Demonstrate an understanding of sentence structure.
Paragraph level	<ul style="list-style-type: none"> • Students learn the architecture of paragraphs (topic sentence, evidence, analysis.) • Students examine models of coordinate, subordinate, and mixed sequence paragraphs that serve as a basis for generating ideas for effective composition and revision.
Multi-paragraph biographical narrative writing	<ul style="list-style-type: none"> • Establishes a situation, plot, point of view, setting, and the significance of the events and of conclusions that can be drawn from those events. • Includes sensory details and concrete language to develop setting, plot, and characters. • Uses a range of strategies such as dialogue, suspense, naming, pacing, and specific additions, e.g. movement, gestures, expression. • Excludes unnecessary details and inconsistencies • Deals with factual events which are presented in a logical arrangement that makes the writer’s intention clear.
Multi-paragraph Response to Literature or expository text	<ul style="list-style-type: none"> • Introduction includes summary of significant ideas in literary work or expository text. • Body paragraphs (3-4) include accurate and detailed reference to textual evidence and maintain a consistent tone and focus. • Writing includes an awareness of author’s stylistic and literary devices and demonstrates a clear sense of audience. • Writing includes an interpretation and analysis of themes, symbols, and textual nuances and complexities. • Conclusion restates and extends thesis.
Multi-paragraph persuasive essay	<ul style="list-style-type: none"> • Introduction includes thesis and background information. • Body paragraphs (3-4) with supporting evidence, include examples, counter-arguments, and explain how evidence supports thesis. • Incorporate the use of transitional words (although, however, despite, ect...) • Conclusion restates and extends thesis. • In persuasive presentations, recognize and use elements of classical speech forms in formulating rational arguments and applying the art of persuasion and debate.

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Procedural Manual	<ul style="list-style-type: none"> • Convey ideas clearly and logically. • Give detailed and accurate specifications. • Include scenarios, definitions, and examples to aid comprehension. • Anticipate readers' problems, mistakes, and misunderstandings.
One essay a year will use research methods	<ul style="list-style-type: none"> • Use the research techniques to locate sources of information; take notes on topic (paraphrasing and summarizing) • Use notes to organize and write a report of information. • Appropriate conventions for citing sources (footnotes and bibliography) are used. • Use clear research questions and suitable research methods to elicit and present evidence from primary and secondary sources. • Integrate quotations and citations into a written text while maintaining the flow of ideas. • Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium • Understand the issues of plagiarism and how to avoid them. <p>Apply appropriate interviewing techniques:</p> <ul style="list-style-type: none"> • Prepare and ask relevant questions. • Make notes of responses. • Use language that conveys maturity, sensitivity, and respect. • Respond correctly and effectively to questions. • Demonstrate knowledge of the subject or organization. • Compile and report responses. • Evaluate the effectiveness of the interview.

Writing Strategies: In English II, to develop fluency and stamina, students practice writing daily and write on many topics that allow them to make personal connections. Students develop their own voice and sense of audience. Attention is paid to developing students' self-concept as writers. Students participate in meta-cognitive reflection about their writing process and their own growth as writers. Writing folders are maintained in classrooms in order to capture a body of student.

Style	Students learn to use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
Writing Process	<ul style="list-style-type: none"> • Understand and apply the stages of the writing process including: prewriting, drafting, revising, editing, publishing and evaluate the writings of self and others using appropriate rubrics. • Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.
Presentation	<ul style="list-style-type: none"> • Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals. • Design and publish documents by using advanced publishing software and graphic programs.

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Written and Oral Language Conventions: Attention to the standards of academic English is on-going and should be measured in the context of students’ speaking and writing. The teacher correction of errors should be focused and limited to one or two conventions at a time. Students should be taught to proofread and edit.

Grammar	<p>Review grammar standards of prior grades:</p> <ul style="list-style-type: none"> • Identify and use regular and irregular verbs, adverbs, prepositions, modifiers, pronouns, and coordinating conjunctions in writing and speaking. • Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects. • Identify and use infinitives and participles and make clear references between pronouns and antecedents. • Identify all parts of speech and types and structure of sentences.
Punctuation	Use of semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences. Identify hyphens, dashes, brackets, and semicolons and use them correctly.

Listening and Speaking Strategies and Applications: Listening and speaking applications should be taught in conjunction with reading comprehension, literary response, and writing applications.

Comprehension	<ul style="list-style-type: none"> • Formulate judgments about the ideas under discussion and support those judgments with convincing evidence. • Compare and contrast the ways in which media genres cover the same event.
Organization and Delivery	<ul style="list-style-type: none"> • Choose logical patterns of organization to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause. • Choose appropriate techniques for developing the introduction and conclusion. • Present and advance a clear thesis statement and choose appropriate types of proof that meet standard tests for evidence, including credibility, validity, and relevance. • Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations. • Produce concise notes for extemporaneous delivery.
Analysis and Evaluation of Oral and Media	<ul style="list-style-type: none"> • Analyze historically significant speeches to find the rhetorical devices and features that make them memorable. • Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience. • Evaluate the clarity, quality, effectiveness, and general coherence of a speaker’s important points, arguments, evidence, organization of ideas, delivery, diction, and syntax. • Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic. • Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them.