

## English II (E) – Credit Recovery

### COURSE DESCRIPTION:

In English II Credit Recovery, students will read literary works from a variety of genres, from different cultures, and from classical and modern time periods. The elements of each genre and various literary techniques will be discussed to develop an understanding of the authors' craft and the effectiveness and purposes of common literary devices. Students will be asked to understand more than storyline; they will be asked to contemplate the universality of literature, themes and motifs that transcend time and place. In order to develop critical thinking skills and the ability to communicate effectively, students will be asked to respond to their readings creatively and thoughtfully, to write for different purposes, to present material orally, and to evaluate material and ideas presented not only in the literature but also in the media.

### COURSE OBJECTIVE:

- To provide opportunities for students to read and respond to both fiction and non-fiction
- To develop post-reading comprehension of different genres of literature through discussion of literary devices
- To model ways to interpret, describe, analyze and evaluate components of fiction, literary non-fiction, and mass media
- To model ways to make inferences, draw conclusions based on text, and cite evidence from readings to support generalizations and personal observations
- To develop students' understanding of meaningful communication by modeling the writing process, exploring common errors in grammar, usage, and mechanics, and modeling ways to enhance one's style
- To provide opportunities for students to write, speak, listen and read for different purposes
- To develop word recognition skills and develop vocabulary by studying vocabulary in context
- To develop vocabulary by studying word parts as well as context clues

This course has been specifically built with the credit recovery student in mind. The course content has been appropriately grouped into smaller topics to increase retention and expand opportunities for assessment. With each topic, diagnostic quizzes are presented to the student, allowing students to pass through areas of content that they have previously studied successfully. Post-topic quizzes are presented with each topic of content. Audio readings are included with every portion of content, allowing auditory learners the opportunity to engage with the course. Test pools and randomized test questions are utilized in pre- and post-topic quizzes as well as unit exams, ensuring that students taking the course will not be presented with the same exams.

The ELL version of the course includes additional practice activities (such as cloze activities), as well as pre-topic vocabulary lists, that introduce key vocabulary in English and in Spanish.

**PREREQUISITES:** None

**COURSE LENGTH:** Two semesters

**REQUIRED TEXT:** *All Quiet on the Western Front* by Erich Maria Remarque  
*Raisin in the Sun* by Lorraine Hansberry

(E) = ELL – Assistive Content Included in this Course

## English II (E) – Credit Recovery (continued)

### COURSE OUTLINE:

#### **UNIT I: Introduction A and Poetry**

Section 1 - Introduction A

Section 2 - Poetry

#### **UNIT II: The Short Story**

Section 1 - The Short Story

#### **UNIT III: The Novel**

Section 1 - The Novel: *All Quiet on the Western Front* by Erich Maria Remarque

Section 2 - Vocabulary: Greek and Latin Roots: Adjectives

Section 3 - Grammar, Usage and Mechanics: Quotations and Apostrophes

#### **UNIT IV: The Personal Essay**

Section 1 - Writing a Personal Essay

Section 2 - Improving Style through Vocabulary Development

Section 3 - Improving Conventions: Grammar, Usage, and Mechanics

#### **UNIT V: Introduction B and Drama**

Section 1 - Introduction B

Section 2 - Act I of *A Raisin in the Sun* by Lorraine Hansberry

Section 3 - Act II and III of *A Raisin in the Sun* by Lorraine Hansberry

#### **UNIT VI: Writing to Learn**

Section 1 - Writing a Research Paper

Section 2 - Improving Style through Vocabulary Development

Section 3 - Improving Conventions: Grammar, Usage, and Mechanics

#### **UNIT VII: Writing to Persuade**

Section 1 - Writing a Persuasive Essay

Section 2 - Improving Style through Vocabulary Development

Section 3 - Improving Conventions: Grammar, Usage, and Mechanics

#### **UNIT VIII: Mass Media**

Section 1 - Recognizing Propaganda and Bias

#### **UNIT IX: Oral Presentation**

Section 1 - Creating and Presenting an Oral Report

Section 2 - Improving Style through Vocabulary Development

Section 3 - Improving Conventions: Grammar and Usage

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