This curriculum guide provides an overview of what your child will learn by the end of English II. While this is an overview, your child’s actual experience may differ from this guide depending on your child’s individual needs. This guide focuses on the key skills your child will learn, which will build a strong foundation for success in other subjects and in future learning opportunities. If your child is meeting the expectations outlined in this curriculum guide, he or she will be well prepared for English III.

How can I help?

You should use this guide as a resource to gain an understanding of the key skills that will be introduced and/or mastered by your child this year. This will help promote a better understanding, as well as allow for a strong relationship to be developed with your child’s teacher. Regular ongoing dialogue about teaching and learning, beyond parent-teacher conferences, is expected and desired.

At home, you play an important role in setting and reinforcing high expectations for your child, while providing support for your child in meeting them. If your child needs additional help or wants to learn more about a topic, work with his or her teacher to identify opportunities for support or to find additional resources to supplement the learning. High expectations do not just surround the content being learned. Your conveyed expectations should also surround the development and use of the following soft skills: effective time-management, persistence and perseverance, self-confidence, growth mindset, productive use of constructive criticism, thinking critically, exhibiting independence, and being motivated.
English II is a world literature course where students will read, write, and discuss short stories, poetry, nonfiction, novels, and other relevant materials. Some of the geographical locations we will cover include Russia, Latin America, Asia, and Africa. In addition, students will write a persuasive essay first semester and complete a career research project second semester, among other major writing assignments and presentations. The course is completely skills-based, so assessments often ask students to demonstrate their skills with new, or “cold,” readings.

A sample of skills to be gained:

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

List of primary sources for learning:

- *Animal Farm* by George Orwell
- *Anthem* by Ayn Rand
- *The Pearl* by John Steinbeck
- Selections from *The Joy Luck Club* by Amy Tan
- Short stories such as “How Much Land Does a Man Need,” “The Problem,” “Dead Men’s Path,” “Half a Day,” “The Handsomest Drowned Man in the World,” “The Jay,” and “Dreaming of Heroes”
Help your child learn at home

As you invest in your child in many different ways each day, take the following things into consideration as you invest in his or her learning. These strategies will have a direct impact on the learning of your child at home.

- Create a suitable place for learning at home to be completed.
- Create a daily routine and stick to it as much as possible.
- Work with your child on their homework on a regular basis. Have them start the homework on their own and then provide assistance when asked. When they ask for help, try utilizing the following prompts to help them think through their learning.
  - What do you remember from the learning activities in school?
  - Is there a place that you can reference that will help you?
  - What do you think would help?
  - Explain to me what you are struggling with.
  - What do you think you should do next?

It is important to help your child work through the answer, not just provide them with the answer. This process is extremely important in helping your child develop strategies that can be used whether he or she is with you or not.

Additionally, here are some activities you can do with your child to support learning at home:

**English II**

- Ask your student about the current unit of study
- Ask your student to summarize the text we are reading in class
- Ask your student to see the weekly calendar, so you are able to keep up with daily activities and assignments
- Offer to read and edit writing assignments
- Encourage your student to write using formal wording and phrasing
- Utilize the online textbook and re-read the text with your student at home
- Review the week’s vocabulary words with your student
- Encourage your student to re-read and revise any written work to be submitted
• Most importantly, encourage your student to reach out to the teacher for additional help
• Ask your student to share work via Google Drive to keep up-to-date with essay work