

**North Carolina English II Honors
Teaching Preparation Portfolio**

This form should be completed and additional requested material attached. The form should be submitted to appropriate administrators for approval as required by the LEA.

General Course Information	Course code:	102251
	Course title:	English II Honors
Course Description Refer to Standard Course of Study for English I – IV; develop locally for electives. (Area will expand to needed size.)	<p>Students in the honors course will explore world literature more widely and deeply, including more challenging and/or complete print and non-print texts. The honors English course fosters intellectual curiosity by encouraging students to generate thought-provoking questions and topics and to research diverse sources. Honors courses will require students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators. Higher level thinking skills will be emphasized through interdisciplinary and critical perspectives as reflected in the quality of student performance in oral language, written language, and other media/technology.</p> <p>While all courses should challenge students and incorporate opportunities for independent critical thinking, English II Honors can be distinguished from Standard English II by the consistency with which the characteristics described above are evident.</p>	
Course Goals and Objectives Refer to Standard Course of Study for English I – IV; develop locally for electives.	<p>See Standard Course of Study for English II. For an honors course, implement additional objective:</p> <p>2.04 Investigate informational communication through</p> <ul style="list-style-type: none"> • exploring print and non-print texts to extend study of self-selected topics relevant to world literature and/or history. • analyzing and developing effective strategies for integrating a variety or support (including direct quotations, personal experiences/observations, and current events) into written and oral products. • using precise language and sentence variety to create style and tone appropriate to the audience and purpose. • planning, designing, and self-monitoring as students create a variety of texts. 	
Generalizations	Generalizations	

<p>List generalizations, then discuss briefly how they will be used in the course.</p>	<ul style="list-style-type: none"> The human experience recognizes no boundaries. The literature reflects the commonalities of the human experience. <p>Describe how generalizations will be used in the course.</p> <ul style="list-style-type: none"> Students will explore a variety of cultures through texts such as <i>All Quiet on the Western Front</i>, <i>Things Fall Apart</i>, <i>Siddhartha</i>, <i>Cry the Beloved Country</i>, and <i>Cyrano de Bergerac</i> to enhance their understanding of the commonalities of the human experience.
<p>Essential Questions</p>	<p>Essential Questions</p>
<p>List essential questions, then discuss briefly how they will be used in the course.</p>	<ul style="list-style-type: none"> How do the novels, short stories, and poetry selections reflect the commonalities of the human experience? How does the literature recognize the dual nature of progress as being both a negative and positive force on culture? How does the literature expose the idea that the psychological effects of war transcend culture and time? How do life experiences shape individual beliefs and values in turn motivating decision-making processes? <p>Describe how Essential Questions will be used in the course</p> <ul style="list-style-type: none"> The essential questions can be used to initiate class discussion, to develop writing prompts (formal, informational essays as well as informal journal entries), and to research topics.
<p>Issues Particular to the Course</p> <p>List issues particular to this course and discuss how you plan to deal with them.</p>	<ul style="list-style-type: none"> 10th Grade Writing Assessment Cause-effect relationships will be examined through strategies such as essays, graphics, and multi-media presentations to illustrate points. Definition essays will be produced to explore multi-faceted meanings of abstract words and terms as they relate to world literature. Vocabulary Grammar and editing skills
<p>Expectations of Performance</p> <p>Explain how expectations of performance are appropriate for an honors course.</p>	<p>Students are expected to read at or above grade level and to engage in independent research and homework that requires higher levels of critical thinking and reading comprehension.</p> <p>Students in an honors course will be able to independently engage themselves in the learning process, hold themselves to a more intense level of understanding, and be a more reflective scholar. More specifically to the requirements of 10th grade honors, students will have a broader world view and a working recognition of the nuances of the traditions, customs, and social climates of other cultural and ethnic nationalities through the literature studied.</p>

	<p>Because Honors English II students are expected to explore World Literature “more widely and deeply” than their standards counterparts, including “more challenging and more complete texts,” the course expectations are appropriate for an honors level course.</p>
<p>Assignments</p> <p>Provide selected assignments and explain how they are appropriate for an honors course.</p>	<p>Sample Summer Assignment: These are suggested titles. Any related titles may be substituted and assignments adapted for summer reading.</p> <p>Theme: Identity & Voice</p> <p>Texts: 1. <i>Night</i> by Elie Wiesel 2. <i>The Book Thief</i> by Marcus Zusack</p> <p>Goals: Student will read and reflect upon 2 novels that share themes of repression, voice, and identity by marking text, recording thinking, and planning an essay.</p> <p>Assignments:</p> <p><u>Pre-Reading:</u> Before reading, watch a book trailer on <i>Night</i> and an author video clip on <i>The Book Thief</i>. (If you do not have access to a computer this summer, computers are available before and after school and at lunch in our media center. You can watch the clips there). Record any significant themes, events, or characters you hear mentioned so you can look for these as you read. Links are below:</p> <p>http://www.60secondrecap.com/library/night/</p> <p>http://www.amazon.com/Book-Thief-Markus-Zusak/dp/0375842209/ref=sr_1_1?ie=UTF8&s=books&qid=1274363340&sr=1-1</p> <p><u>During Reading:</u> While reading both texts, highlight significant quotations or excerpts that reflect the identity theme. Hold your thinking about these quotations in a method of your choosing (sticky notes, columned chart, margin annotations, foldable, etc.)</p> <p><u>After Reading:</u> After reading and reflecting, <i>plan</i> a 2-3 page essay that compares the two protagonists and their journey towards establishing voice/identity in a world that has stolen it. You may choose to plan with Thinking Maps, a traditional outline, or another organizational strategy of your choice. Your plan should include specific support from the texts, such as quotations, scenes, etc., as well as a thesis statement. (See attached rubric). We will write the essay the 1st week of class, and I will use it as a diagnostic tool to see what you already know about good writing.</p>

Support: I am available for questions through my email, honors.teacher@bcsemail.org. I will respond to your email within three days. If you do not have email, you can call the school, and they will forward your message to me.

Resources: These books are available in our school library and at local bookstores, like Barnes and Noble, Books a Million, and Mr. K’s Used Books. I also have several copies in my classroom library. Please see me prior to summer vacation if you need help securing one or both books.

English II Summer Reading Assignment Rubric

Evidence	Level 4	Level 3	Level 2	Level 1
Preparation	Consistent high level thinking is evident during reading through significant, analytical note-taking.	High level thinking is evident in several places throughout analytical note-taking.	Note-taking may be in-consistent and/or superficial.	Note-taking is minimal or non-existent.
Focus & Organization	Essay plan is very clearly focused on the assigned topic. Chosen organizational strategy is creative and supports that focus with a significant thesis.	Essay plan is clearly focused on the assigned topic, but may stray at times. Organizational strategy supports a significant thesis, but may follow a generic pattern.	Essay plan strays from assigned topic, may not have a strong thesis, and may not follow a clear organizational strategy.	Topic is unclear. Thesis is missing. Organizational strategy is non-existent.
Support & Elaboration	Thesis is supported with specific, significant textual support.	Thesis is supported with textual support.	Textual support may be inconsistent.	Textual support is missing.

Sample Course Assignments:

- “Reports From the Front” - After reading *All Quiet on the Western Front*, the class is divided into groups of reporters and characters from the novel. The reporters develop probing questions to ask the characters, and the characters must give answers that reveal some of the internal and external conflicts faced. The resulting interviews are edited and combined to form a documentary that can be viewed by the class upon completion. Objective 2.04: Investigate informational communication through planning, designing, and self-monitoring as students create a variety of texts.
- Debate- After reading *Cyrano de Bergerac* students divide into groups to debate the character of Roxanne. Resolved: Roxanne is a vain, shallow woman who does not deserve Cyrano’s love. Objective 2.04: Investigate informational communication through analyzing and developing effective strategies for

Anticipation Guides

Podcasting

Role Play

Thinking Maps

Journal Entries

Exit Slips

- Summative:

Multiple Choice Items

Fill-in-the-blank

Short Answer

Extended Response

Performance

Simulation

Sample Assessments:

Content Rubric for Writing

Points Descriptions

4 Topic/subject is clear, though it may or may not be explicitly stated

Maintains focus on topic/subject throughout the response

Organizational structure establishes relationships between and among ideas and/or events

Consists of a logical progression of ideas and/or events and is unified and complete

Support and elaboration are related to and supportive of the topic/subject

Consists of specific, developed details

Exhibits skillful use of vocabulary that is precise and purposeful

Demonstrates skillful use of sentence fluency

3 Topic/subject is generally clear, though it may or may not be explicitly stated

May exhibit minor lapses in focus on topic/subject

Organizational structure establishes relationships between and among ideas and/or events, although minor lapses may be present

Consists of a logical progression of ideas and/or events and is reasonably complete, although minor lapses may be present

Support and elaboration may have minor weaknesses in relatedness to and support of the topic/subject

Consists of some specific details

Exhibits reasonable use of vocabulary that is precise and purposeful

Demonstrates reasonable use of sentence fluency

2 Topic/subject may be vague

May lose or may exhibit lapses in focus on topic/subject

Organizational structure may establish little relationship between and among ideas and/or events

May have major lapses in the logical progression of ideas and/or events and is minimally complete

Support and elaboration may have major weaknesses in relatedness to and support of the topic/subject

Consists of general and/or undeveloped details, which may be presented in a list-like fashion

Exhibits minimal use of vocabulary that is precise and purposeful

Demonstrates minimal use of sentence fluency

- 1** Topic/subject is unclear or confusing
- May fail to establish focus on topic/subject
- Organizational structure may not establish connection between and among ideas and/or events
- May consist of ideas and/or events that are presented in a random fashion and is incomplete or confusing
- Support and elaboration attempts to support the topic/subject but may be unrelated or confusing
- Consists of sparse details
- Lacks use of vocabulary that is precise and purposeful
- May not demonstrate sentence fluency

Formative Assessments

- Daily journal writing that works as both brainstorming and reflection of topics to be discussed in class
- Reading quizzes to assess reading comprehension and ability to grasp details and nuances embedded in a text
- Exit pass that requires students to record three topics learned during the class period.

Marriage Debate

Play an audio recording of Ani DiFranco’s song, “Wishin’ and Hopin’.”

Provide students with the lyrics, including:

Show him that you care, just for him

Do the things that he likes to do.

Wear your hair just for him, ‘cause

You won’t get him, thinkin’ and a prayin’

Wishin’ and hopin’.

Divide the class into two groups. One group will argue that such gender roles of dominance and submission still exist in today’s society; the other will argue that today our society no longer desires such gender specific behaviors, and that true love and marriage is based on mutual respect. Ask each side to prepare supporting points, as well as predict what the opposing side will say. Challenge them to make connections to their own lives. Hold a class debate, complete with cross examinations and rebuttals.

Give One-Get One

In this interactive strategy, students set up a barter system to demonstrate their comprehension of major themes in the play and to exchange ideas with peers. Prepare a grid for students with six to twelve empty boxes on a sheet of paper. Label the boxes with response prompts, such as, “I believe. . .” or “I think the most important action was. . .” or “One thing I like about Mrs. Linde is. . .” Ask students to choose three of the prompts and record their personal opinions or knowledge. Next, students mingle and ask their peers to provide opinions and knowledge to fill in the remainder of the boxes. For each box they “get,” students must “give” one as well. Once students have completed the boxes, ask them to share ideas that are unique, helpful, interesting, or

profound. If students did not get all boxes filled in, they may do so during the group discussion.

Think-Pair-Share

In *A Doll's House*, Nora is referred to by a number of nicknames such as, "little lark," "squirrel," "spendthrift," and "sweet tooth." Nora refers to her husband as "darling" and "dear." Ask students to consider the language that will be used in the play to represent gender stereotypes. On a sheet of paper, students work independently to brainstorm nicknames or pet names currently used when talking about men and women. After they write their thinking down, students pair up and compare lists. Partners should note any commonalities, trends or patterns they see. For instance, are the nicknames used for one gender more condescending than the other? Is one set more physically oriented? Is one more comparable to children? Or are both sets equal? After partners discuss their observations, the class can share as a whole.

Class Blog

Students can use their post-it note questions, connections, and inferences as the basis for an online blog. Using an online teaching assistant such as Blackboard or Moodle, or using your teacher website, create a discussion forum for student responses outside of class. Post two or three open-ended questions designed to elicit a broad range of answers with the capacity for complex and controversial responses. Give students a deadline to respond, and ask them to discuss not only the initial topic, but their classmates' responses as well.

Sample blog prompts for *Oedipus the King* include the following:

1. Who is the biggest victim in this play? Oedipus? Jocasta? Their children? The people of Thebes? (You may choose another character). Explain your choice.
2. What connections can you make to other literature we have read in class? To the contemporary world? To your own experience? Explain how these connections inform your reading of the play.
3. Why all the references to darkness, sight, and blindness? What is the playwright's purpose in using these motifs?

Foldable Dialectic Journals

Using one piece of notebook or typing paper (or two facing pieces from a sewn composition book), model for students how to fold paper into four columns. Label the columns in the following order from left to right:

1. "From the Text"
2. "From Me"
3. "From my Classmate"
4. "My New Thinking"

During an in-class reading of the play students record in the first column any significant words, phrases, or sentences from the selection. Excerpts may be chosen because they align with a theme, issue, or literary technique discussed in class or because they promote student questions, connections, or inferences. In the second column, students record their questions or explain their thinking.

In the third column, classmates exchange journals and respond to or add to each other's

thoughts. Afterwards, students reflect on classmate input and record their new thinking in the fourth column.

Character-Foil Double-Bubble Maps

Robert Marzano's first essential teaching strategy is the study of similarities and differences. In *Oedipus the King*, *Oedipus at Colonus*, and *Antigone*, Oedipus serves as a foil to almost every other character in the plays. To help students compare and contrast Oedipus with Creon or with any of the plays' secondary characters, ask students to label one bubble "Oedipus," and the other with another character. In the bubbles shared by the foils, students record similarities, such as "pride gets in the way." In the bubbles specific to each of the characters, students record parallel differences, such as "ignores prophecies" and "respects the gods." After students fill in their double-bubble maps, they might turn and share with a classmate or the class, adding to their maps as the discussion ensues.

In addition to Oedipus and Creon, other possible character foils include the following:

1. Oedipus and Antigone
2. Antigone and Ismene
3. Antigone and Creon
4. Creon and Theseus

Summative Assessments

- Visual projects
- Tests
- Vocabulary Quizzes
- Debates

Test: Oedipus Rex Multiple Choice

Part I: Match the following names with the correct description. The names may be used more than once.

- | | |
|------------|---------------------|
| a. Laius | a. The Sphinx |
| b. Jocasta | b. Oracle at Delphi |
| c. Oedipus | c. The Chorus |
| d. Creon | d. Polybus |
| e. Merope | e. Teiresias |

- _____ 1. He was a blind prophet.
_____ 2. He was the true father of Oedipus
_____ 3. She finally realized that she had married her son.
_____ 4. This religious shrine and personage was responsible for the prophecy about Oedipus that ultimately proved true
_____ 5. He was Jocasta's brother.

- _____ 6. He solved the riddle of the sphinx.
- _____ 7. He was king of Corinth.
- _____ 8. These individuals reacted to events as the audience might.
- _____ 9. She raised Oedipus as her own son.
- _____ 10. This mythical creature terrorized Thebes.
- _____ 11. He was to be crowned king of Corinth.
- _____ 12. Oedipus **first** accused this man of conspiring in Laius' murder.
- _____ 13. Oedipus wanted to kill this man for conspiring against him.
- _____ 14. He blinded himself after finding his wife's body.
- _____ 15. He was killed at the place where three roads intersected.
- _____ 16. He raised Oedipus as his son.
- _____ 17. He was Oedipus's uncle and brother-in-law.
- _____ 18. She was the wife of Polybus.
- _____ 19. When she realizes the truth, she commits suicide.
- _____ 20. Oedipus ridicules this man for not knowing the answer to the sphinx's riddle.

Part II: Arrange the following clusters in chronological order with a being first, b being second, and c being third. Events from the myth are included.

- _____ 21. Creon goes to the Oracle at Delphi
- _____ 22. Laius goes to the Oracle at Delphi
- _____ 23. Oedipus goes to the Oracle at Delphi

- _____ 24. Oedipus solves the riddle of the Sphinx.
- _____ 25. Oedipus kills a man at an intersection of three roads.
- _____ 26. Oedipus becomes King of Thebes.

Part II (Continued): Arrange the following clusters in chronological order with a being first, b being second, and c being third.

- _____ 27. Jocasta kills herself.
- _____ 28. Jocasta unknowingly marries her own son.
- _____ 29. Jocasta grants a servant's request and sends him away from Thebes.

- _____ 30. Oedipus questions Teiresias.
- _____ 31. Oedipus questions Creon about the Oracle's information.
- _____ 32. Oedipus questions Jocasta about Laius and his death.

- _____ 33. Jocasta dies.
- _____ 34. Laius dies.
- _____ 35. Polybus dies.

- _____ 36. Oedipus blinds himself.
- _____ 37. Creon becomes king.

- _____ 38. Jocasta commits suicide.
- _____ 39. Hearing the information provided by Oedipus and the messenger, Jocasta realizes that she is married to her son.
- _____ 40. Hearing the information provided by Jocasta, the messenger, and the herdsman, Oedipus realizes that he is married to his mother.
- _____ 41. Hearing the information provided by the messenger, Oedipus realizes that he is not the true son of Polybus and Merope.

Part III: Match the quotation with the character. Each name is used at least once.

a. Oedipus b. Teiresias c. Creon d. Jocasta e. Laius

- _____ 42. Very well, I will tell you what I heard from the god. Apollo commands us—he was quite clear—“Drive the corruption from the land, don’t harbor it any longer, past all cure . . .” (speaker)
- _____ 43. “I’ll start again—I’ll bring all to light myself! . . . I am the land’s avenger by all rights, and Apollo’s champion too.” (speaker)
- _____ 44. “Now I see it all. You helped hatch the plot, you did the work, yes, short of
- _____ 45. killing him with your own hands—and given eyes I’d say you did the killing
- _____ 46. single-handed!” (44=speaker; 45=speaking to; 46= him/the man murdered)
- _____ 47. This day will bring your birth and your destruction. (speaker)
- _____ 48. So, you mock my blindness? Let me tell you this. You with your precious
- _____ 49. eyes, you’re blind to the corruption of your life, to the house you live in, those
- _____ 50. you live with—“ (48=speaker; 49= speaking to; 50=speaking about/lives with)

Part III (Continued): Match the quotation with the character.

a. Oedipus b. Teiresius c. Creon d. Jocasta e. Laius

- _____ 51. “Not I, I am not the man to yearn for kingship, not with a king’s power
- _____ 52. in my hands.” (51=speaker 52=speaking to)
- _____ 53. “My sister, it’s dreadful . . . Oedipus, your husband, he’s bent on a choice of
- _____ 54. punishments for me, banishment from the fatherland or death.”
- _____ 55. (53=speaker; 54=speaking to; 55=speaking about)
- _____ 56. “He was swarthy, and the grey had just begun to streak his temples, and his
- _____ 57. build . . . wasn’t far from yours.”

_____ 58. (56=speaker; 57=speaking to; 58=speaking about)

_____ 59. “Stop—in the name of god, if you love your own life, call off this search!

_____ 60. My suffering is enough.” (59=speaker; 60=speaking to)

Part IV: Match the location with the description/association. Each is used at least Once.

a. Corinth

b. Thebes

c. Cithaeron

d. Delphi

_____ 61. The location of Apollo’s oracle

_____ 62. The city that Oedipus thought he was born in.

_____ 63. A messenger was sent from this city to tell Oedipus that he was to be king.

_____ 65. The place Oedipus felt he should have died.

_____ 66. Until he died, Polybus was king of this city.

_____ 67. Until he died, Laius was king of this city.

_____ 68. The temple where the Greeks went for information and prophesies

_____ 69. The place where the infant Oedipus was to be left to die

_____ 70. The city where Oedipus was born

_____ 71. The city where Oedipus was king

_____ 72. The city where Oedipus’ adoptive parents ruled

_____ 73. The barren place that Oedipus mentioned as part of his exile

_____ 74. The city where Creon became king

_____ 75. The city where Jocasta died

Please turn in your test and Grade Master. Pick up the short answer section of the test.

Test: Oedipus Rex

Short Answer

List three functions of the Greek chorus and a specific example of each from the play.

76. Function-

77. Example-

78. Function-

79. Example-

80. Function-

81. Example-

List four qualities of a tragic hero, according to Aristotle, and give an example of how Oedipus fits this description or quality.

82. Quality-

83. Example-

84. Quality-

85. Example-

86. Quality-

87. Example-

88. Quality-

89. Example

List two ways that Okonkwo from *Things Fall Apart* fits the qualities of a tragic hero.

90.

91.

**Test: Oedipus Rex
Short Answer
(Continued)**

List two examples of dramatic irony. Be specific as to what the character said and why it was ironic.

92.

93.

List one of the components of Aristotle's Unities. Be as specific as possible.

94.

What does *en medias res* mean and how does it apply to Oedipus?

	<p>95.</p> <p>What is the magic number in Greek drama and other literature? Give one example.</p> <p>96.</p> <p>A careful reader might find some of the events or coincidences in the play highly suspicious or unbelievable. List one event that you find questionable and tell why.</p> <p>97.</p> <p>What is a catharsis?</p> <p>98.</p> <p>99 & 100. What do you believe the author Sophocles hoped for the Greek audience to learn from this play? (In other words – What is his central idea or theme?) Support your answer with details from the story.</p>
<p>System for Grading</p>	<p>Include system for grading in the course syllabus.</p> <p>Daily grades = 33.3 % Quiz/project grades = 33.3.% Test/Essay grades = 33.4 %</p>
<p>Instructional Materials, Equipment, and Technologies</p>	<p>Adopted text and additional supplemental materials that includes:</p> <p><i>Things Fall Apart</i> <i>All Quiet on the Western Front</i> <i>Joy Luck Club</i> <i>Nectar in a Sieve</i> <i>My Forbidden Face</i> <i>Night</i> <i>I Have Lived a Thousand Years</i> <i>Cyrano de Bergerac</i> <i>Siddhartha</i> <i>Cry the Beloved Country</i></p>

Submitted _____
Teacher signature *Date*

Approved _____
Administrator signature *Date*

Approved _____
Administrator signature *Date*

Approved _____
Administrator signature *Date*