



LISLE SENIOR HIGH SCHOOL

English II

Department Contact Information

Table with 3 columns: Teacher, Email, Phone Number. Rows include Erin Kerr, Courtney Mulhaupt, David Sally, Svea Patrick, and Pat Woyna.

DEPARTMENT MISSION

The Lisle Senior High School English program furthers of the continuum of rigor and academic excellence introduced at Lisle Junior High School. The four- year senior high school program focuses on composition, language, and literature and is designed to encourage students to become critical and analytical readers, logical and insightful thinkers, and skilled users of written and oral communication.

COURSE DESCRIPTION

Literature studies will concentrate on authors of prose, fiction, nonfiction, poetry and drama. Students will be able to read, comprehend, interpret, evaluate and use written material in coordination with the literature they have read. The objective is to learn and review grammar, usage and punctuation skills as they apply to the composition process.

COURSE LEARNING STANDARDS

RL.9-10.3. 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.



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RI.9-10.2. Determine a central idea of a text and analyze 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.

W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
- b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

### COURSE GRADING POLICY

Homework is a necessary part of the District's instructional program. Homework is assigned to further a student's educational development and is an application or adaptation of a classroom experience. Homework is defined as any assignment which extends outside of the normal school day, i.e.. - worksheets, projects, essays, presentations, etc.

### LATE WORK POLICY

Summative Assignment Submission	%	
On time	100%	of earned grade awarded
Up to 3 weeks late	90%	of earned grade awarded
Deadline	0%	No evidence of mastery

### COMMUNICATION WITH COURSE TEACHER(S)

Electronic communication with your teacher must come through google classroom or your school email. The best way to contact me is through email. If you do not get a response within 48 hours, please call or resend the email, as it might have gone to the spam folder.



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**OTHER SUPPORT**

Check in with the Library for peer tutoring either before or after school or during your study hall.  
Make an appointment with your teacher for before or after school.

