

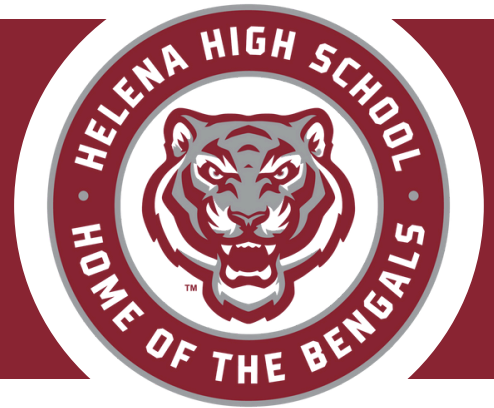
English 2: Helena High School

Mrs. Lacy Svingen

2025-2026

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Course Description

English 2 is a year-long course that builds on foundational literacy skills with an emphasis on analytical thinking, effective communication, and academic writing. Students will deepen their understanding of argument writing by embedding and analyzing textual evidence, synthesizing information across texts, and developing strong claims. The course includes focused instruction on research skills, MLA formatting, and the structure of academic essays. Students will also explore and evaluate persuasive techniques through the analysis and creation of persuasive speeches. Through a variety of texts and assignments, students will strengthen their ability to read, write, and speak with clarity and purpose.



Weekly agendas and communication will post to my teacher page on the Helena High School web site. I will also communicate with students through the English Teams page.

Course Grading

Assignment Types & Purposes

1. Practice Assignments (10%)

These assignments are designed to help students build skills through repetition and guided support. Practice tasks may include daily warm-ups, reading logs, vocabulary exercises, or skill drills. They are low-stakes opportunities for students to try, make mistakes, and receive feedback without a major impact on their grade. ***Practice assignments are not accepted as late work.**

2. Formative Assignments (30%)

Formative assessments are checkpoints that measure progress and understanding as students learn. These assignments include quizzes, graphic organizers, reading responses, or drafts. They help both students and teachers identify areas of growth and adjust instruction accordingly.

3. Summative Assignments (60%)

Summative assessments evaluate student learning at the end of a unit or major instructional period. These may include final projects, essays, tests, or presentations. They demonstrate mastery of the material and carry the most weight in determining the final grade.

*"The fault, dear Brutus, is not in our stars
But in ourselves, that we are underlings."
Cassius, 1.2
(Julius Caesar)*

*"Shoot all the bluejays you want, if you
can hit 'em, but remember it's a sin to
kill a mockingbird."
Atticus Finch
(To Kill a Mockingbird)*

Grading Scale

100% - 90% = A
89% - 80% = B
79% - 70% = C
69% - 60% = D
59% - 50% = F

Classroom & Bengal Expectations

Students are expected to follow classroom rules and procedures as well as school-wide policies for behavior.

- Honor the opinions and beliefs of others.
- Treat the classroom and its contents with care.
- NO PERSONAL ELECTRONIC DEVICE/ EARBUD USAGE DURING INSTRUCTIONAL TIME.
- Food and drink (other than water with a lid) is not permitted in the classroom.
- Hoods are not permitted to be worn up in the classroom.
- **Absences:** It is YOUR responsibility to see me about makeup work.
- **Late Work:** Pay attention to due dates and cutoff dates for Formative and summative work.

Year-Long Focus:

What does it mean to be a good person?

Purpose-Driven Reading, Writing, and Speaking

Course Content:

"Ralph wept for the end of innocence,
the darkness of man's heart,
and the fall through the air of a true,
wise friend called Piggy."
(*Lord of the Flies*)

Bengals
H E L E N A



Unit 1: Why Do People Do Bad Things?

- Anchor Text: *Lord of the Flies* (William Golding)
- Skills Focus: Analyzing character motivation, moral dilemmas, and societal breakdown
- Summative Task: Argument Essay



Greetings and welcome to Sophomore English. My name is Lacy Svingen. This is my eleventh year teaching at HHS. I am passionate about reading and literacy. am excited for this school year and look forward to getting to know all of you!

Unit 2: What Are the Benefits and Harms of Conformity?

- Anchor Text: *The Wave* (Todd Strasser)
- Skills Focus: Analyzing theme, making concessions and counterclaims, ethical reasoning
- Summative Task: Concession Essay

When I'm not at school, I am busy with my family, which includes my husband, 16-year-old son, 14-year-old daughter, our mini-schnauzer, Hattie, and Cairn terrier, Gus. As a family, we like to take advantage of Helena and the surrounding areas with rafting, mountain biking, and skiing.

Unit 3: What Does It Mean to Be Brave?

- Anchor Text: Independent Research (biographies & articles)
- Skills Focus: Research skills, source evaluation, multimedia presentation
- Summative Task: Research and Present a Brave Individual

"Strength Through Discipline, Strength
Through Community, Strength
Through Action"
(*The Wave*)

Unit 4: When Should People Rebel Against the Values of Society?

- Anchor Text: *I Must Betray You* (Ruta Sepetys)
- Skills Focus: Analyzing historical fiction, connecting themes to real-world resistance
- Summative Task: Mini Synthesis Project

Unit 5: Why Is It Important to Question Assumptions and Seek Multiple Perspectives?

- Anchor Text: *To Kill a Mockingbird* (Harper Lee)
- Skills Focus: Perspective, justice, synthesis of ideas across texts
- Summative Task: Synthesis Essay

Unit 6: How Do People Use Their Voices to Effect Change?

- Anchor Texts: "Letter from Birmingham Jail" (Martin Luther King Jr.) & *Julius Caesar* (William Shakespeare)
- Skills Focus: Rhetorical strategies, persuasive speech, appeals, tone
- Summative Task: Rhetorical Analysis & Persuasive Speech

