



English 2 — Year-at-a-Glance

Standard & Honors Levels • 2026–2027 School Year

Course Overview

English 2 follows the individual's collision with forces larger than themselves — nature, ambition, and conscience. Students begin with stories of survival and self-discovery, using Doris Lessing's "Through the Tunnel" alongside an excerpt from Yann Martel's *Life of Pi*, paired with a poetry study on growing up and finding one's voice. The year then turns to what it means to live a good life, studying the myth of King Midas alongside modern poetry on greed and contentment, using the "golden touch" as a lens for examining what truly brings happiness and what money can't buy. From there, students move into the literature of moral courage, studying Dr. King's "Letter from Birmingham Jail" alongside reflections on survivors' guilt and sacrifice, examining how individuals justify — or refuse to justify — difficult ethical choices under pressure. Students close the year applying these skills to various texts, synthesizing a year of reading into original narrative writing. Throughout, students strengthen literary analysis, research, and argument writing while examining how identity is shaped by the pressures — natural, material, and moral — that test it.

Honors Courses: These courses raise rigor through the addition of more complex texts, deeper analysis across themes and disciplines, and more challenging tasks — not simply more work.

Course Focus

English 2 gives students an integrated study of reading, writing, speaking, listening, and language framed around the [Grade 10 Florida B.E.S.T. Standards for English Language Arts](#). Coursework includes:

- Reading widely and drawing logical inferences from texts
- Analyzing literature and informational texts for craft, structure, argument, and historical context
- Writing arguments, expository pieces, narratives, and research-based work
- Speaking, listening, and collaborating — using evidence to support or challenge ideas

Quarter-by-Quarter Breakdown

All English 2 teachers cover these standards using the spotlight texts below. Teachers may also add supplemental texts, lessons, and projects to reinforce the quarter's focus and extend learning. Standard codes (e.g., ELA.10.R.1.1) match the [Florida B.E.S.T. Standards for English Language Arts](#).

QUARTER 1 The Threshold of Maturity

Reading: Literary elements (ELA.10.R.1.1) · Theme (ELA.10.R.1.2) · Point of View (ELA.10.R.1.3) · Summarizing (ELA.10.R.3.2)

Writing: Literary Analysis (ELA.10.C.1.3)

Grammar: Foundations of Flow & Punctuation of Maintenance (ELA.10.C.3.1)

Vocabulary: Academic Vocabulary (ELA.10.V.1.1) · Morphology (ELA.10.V.1.2) · Context & Connotation (ELA.10.V.1.3)

Spotlight Texts:

- *"Through the Tunnel"* — Dorris Lessing (short story)
- *from The Life of Pi* — Yann Martel (novel)
- *"Fifteen"* — William Stafford (poem)
- *"I Am Offering This Poem"* — Jimmy Santiago Baca (poetry)
- *"The Writer"* — Richard Wilbur (poem)

QUARTER 2 The Good Life

Reading: Poetry (ELA.10.R.1.4) · Figurative Language (ELA.10.R.3.1) · Comparative Reading (ELA.10.R.3.3)

Writing: Research (ELA.10.C.4.1)

Grammar: Mastering Parallel Structure (ELA.10.C.3.1)

Vocabulary: Academic Vocabulary (ELA.10.V.1.1) · Morphology (ELA.10.V.1.2) · Context & Connotation (ELA.10.V.1.3)

Spotlight Texts:

- *"Avarice"* — Yusef Komunyakaa (poetry)
- *"The Good Life"* — Tracy K. Smith (poetry)
- *"Money"* — Reginald Gibbons (poetry)
- *"The Golden Touch"* — Nathaniel Hawthorne (short story)
- *from "King Midas"* — Howard Moss (poetry)
- *"Constantly Risking Absurdity"* — Lawrence Ferlinghetti (poetry)

QUARTER 3 The Literature of Moral Courage

Reading: Text Structure (ELA.10.R.2.1) · Central Idea (ELA.10.R.2.2) · Author's Purpose (ELA.10.R.2.3) · Argument (ELA.10.R.2.4) · Understanding Rhetoric (ELA.10.R.3.4)

Writing: Writing on Demand (ELA.10.C.1.3, ELA.10.C.1.4)

Grammar: Advanced Phrases & Clauses (ELA.10.C.3.1)

Vocabulary: Academic Vocabulary (ELA.10.V.1.1) · Morphology (ELA.10.V.1.2) · Context & Connotation (ELA.10.V.1.3)

Spotlight Texts:

- *"Letter from Birmingham Jail"* — Martin Luther King Jr. (letter)
- *"Lessons of Dr. Martin Luther King, Jr."* — Cesar Chavez (speech)
- *"The Moral Logic of Survivor Guilt"* — Nancy Sherman (opinion article)
- *"The Value of a Sherpa Life"* — Grayson Schaffer (article)

QUARTER 4 Synthesis & Review

Reading: All tested Grade 10 B.E.S.T. Standards are reviewed this quarter.

Writing: Narrative (ELA.10.C.1.2)

Grammar: Mechanics of Continuity (ELA.10.C.3.1)

Vocabulary: Academic Vocabulary (ELA.10.V.1.1) · Morphology (ELA.10.V.1.2) · Context & Connotation (ELA.10.V.1.3)

Texts: Chosen by your student's school team — contact your student's teacher for specifics.

Longer Works Students May Study

Teachers may also assign longer works in full. The titles below are approved by the Florida Department of Education for English 2. Any work outside the District's adopted resource, *myPerspectives Florida* (Savvas 2026), or the B.E.S.T. Sample Text List goes through the District's novel-approval process before instructional use. Teachers are expected to share with families information about studies of longer works at least two weeks before each study begins. This list is not comprehensive; see the [Florida B.E.S.T. Standards for English Language Arts](#) for more information.

<i>myPerspectives</i> — Abridged List of Extended Works	Grade 10 B.E.S.T. Sample List — Abridged List of Extended Works
• <i>The Alchemist</i> — Coelho • <i>Behind the Scenes, or, Thirty Years a Slave, and Four Years in the White House</i> — Keckley • <i>Beloved</i> — Morrison • <i>The Book Thief</i> — Zusak • <i>The Color Purple</i> — Walker • <i>Dracula</i> — Stoker • <i>Emma</i> — Austen • <i>The Endurance</i> — Alexander • <i>Falling Leaves: The Memoir of an Unwanted Chinese Daughter</i> — Mah • <i>Fast Food Nation: The Dark Side of the All-American Meal</i> — Schlosser • <i>For the Benefit of Those Who See</i> — Mahoney • <i>The Glory Field</i> — Myers • <i>Hard Times</i> — Dickens • <i>The House of Seven Gables</i> — Hawthorne • <i>I Know Why the Caged Bird Sings</i> — Angelou • <i>If I Stay</i> — Forman • <i>In Cold Blood</i> — Capote • <i>The Invisible Man</i> — Wells • <i>The Island of Dr. Moreau</i> — Wells • <i>The Jungle</i> — Sinclair • <i>Just As I Thought</i> — Paley • <i>The Lovely Bones</i> — Sebald • <i>March: Book 1</i> — Lewis, Aydin, Powell • <i>Oedipus Rex</i> — Sophocles • <i>The Pearl</i> — Steinbeck • <i>The Perks of Being a Wallflower</i> — Chbosky • <i>The Poison Tree: A Tale of Hindu Life in Bengal</i> — Chatterji • <i>Practical Magic</i> — Hoffman • <i>Robot Dreams</i> — Varon • <i>The Secret Life of Bees</i> — Kidd • <i>Selma, Lord, Selma: Girlhood Memories of the Civil-Rights Days</i> — Webb, Nelson, Sikora • <i>A Separate Peace</i> — Knowles • <i>Things Fall Apart</i> — Achebe • <i>To Kill a Mockingbird</i> — Lee • <i>Touch the Top of the World: A Blind Man's Journey to Climb Farther than the Eye Can See</i> — Weihenmayer • <i>The Turn of the Screw</i> — James	• <i>2 Samuel</i> — Bible • <i>The Autobiography of an Ex-Colored Man</i> — Johnson • <i>The Autobiography of Benjamin Franklin</i> — Franklin • <i>Common Sense</i> — Paine • <i>Cry, The Beloved Country</i> — Paton • <i>Fahrenheit 451</i> — Bradbury • <i>Frankenstein; or, The Modern Prometheus</i> — M. Shelley • <i>Land of Hope: An Invitation to the Great American Story</i> — McClay • <i>Lord of the Flies</i> — Golding • <i>Macbeth</i> — Shakespeare • <i>A Midsummer Night's Dream</i> — Shakespeare • <i>Of Mice and Men</i> — Steinbeck • <i>The Piano Lesson</i> — Wilson • <i>Prometheus Unbound</i> — P.B. Shelley • <i>Pygmalion</i> — Shaw • <i>A Raisin in the Sun</i> — Hansberry • <i>The Red Badge of Courage</i> — Crane • <i>The Scarlett Letter</i> — Hawthorne • <i>The Souls of Black Folk</i> — Du Bois • <i>A Tale of Two Cities</i> — Dickens • <i>Till We Have Faces: A Myth Retold</i> — Lewis • <i>Uncle Tom's Cabin</i> — Stowe • <i>Up from Slavery</i> — Washington

Questions about your student's English 2 course? Reach out to their teacher any time.