



Cecil County Public Schools
Division of Education Services
Serving learners, families, and the community.

Honors 6 English Language Arts

Purpose of the Document: This document provides an overview of this course. The information provided below is designed to support students, parents, and the school community to understand the major content of the course and the standards used to design it. To support the needs of students, teachers may make adjustments as needed. Please contact your child's teacher and/or review the course Schoology page with your child for additional information.

Program Mission: The Secondary English Language Arts Department will empower all students with the agency to navigate a diverse and technologically fluid society, articulate informed viewpoints, engage in productive collaborations, and disrupt limiting patterns so that they can pursue personally meaningful goals.

Commitment Statements:

In recognition of the honor and privilege of being Teachers of English Language Arts, we commit to the following values and behaviors that will strengthen our community and promote lifelong learning.

- We will collaborate with our colleagues, students, parents, and communities to develop teaching practices that are grounded in research, relevant to our students' lives, and reflective of technological and cultural advancements.
- We will engage in honest self-reflection, supporting one another as we build on our strengths and recognize our limitations, always seeking to balance autonomy and accountability.
- We will strive to educate the whole learner, demonstrating empathy and respect while providing learning experiences that are both aligned with state standards and flexible enough to adapt as we meet the needs of each learner.
- We will earn the trust of our students, providing a safe space for vulnerability and diversity. As guides and advocates, we will help our students find purpose and meaning in their lives, working alongside them to remove barriers to their personal and academic growth.

Course Description: The CCPS Secondary English Language Arts Curriculum has been designed using the quad text set framework. Units of study are grounded in complex, grade-level texts and made accessible to all learners through supplementary texts (visual texts, informational texts, young adult literature) that build background and vocabulary. Text sets are aligned with focus standards and explored through the lens of essential questions that challenge students to consider the author's craft and purpose.

MODULE 1- Narrative Elements

<p>Standards/ and or skills taught</p> <ul style="list-style-type: none"> ● Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. ● Identify theme or central idea ● Determine the meaning of words and phrases 		
<p>Unit 1 How students are graded:</p> <ul style="list-style-type: none"> ● Short responses to text ● Summative cold read assessment 	<p>Unit 2 How students are graded</p> <ul style="list-style-type: none"> ● Cold read assessment ● Summary ● Quick Write ● Comparison of poetry and prose ● Summative Essay: After reading <i>Woodsong Part 2: The Race</i> by Gary Paulsen and <i>See It Through</i> by Edgar Albert Guest, how do the authors develop a common theme in both texts? 	<p>Unit 3 How students are graded</p> <ul style="list-style-type: none"> ● Reading guide ● Write a claim ● Close read comic ● Short response to text (CSET) ● Summative Essay: After reading <i>World Without Fish</i> by Mark Kurlansky and <i>Flush</i> by Carl Hiaasen, write an essay that argues which author more effectively develops the central idea or theme: All Life on earth is interconnected, and altered circumstances will change the order of life at sea, which will also change life on land.

<p>Unit 1 Resources:</p> <ul style="list-style-type: none"> ● Target text: <i>Woodsong</i>, Gary Paulsen (Part I, Running) L1090 ● YA Options: <ul style="list-style-type: none"> ○ <i>The Cay</i> by Theodore Taylor (L 860) ○ <i>Island of the Blue Dolphins</i> by Scott O’Dell (L 1000) ○ <i>Fever 1793</i> by Laurie Halse Anderson (L 580) ○ <i>Life As We Knew It</i> by Susan Beth Pfeffer (L 770) ○ <i>Touching Spirit Bear</i> by Ben Mikaelson (L 730) 	<p>Unit 2 Resources:</p> <ul style="list-style-type: none"> ● Target texts: <ul style="list-style-type: none"> <i>Woodsong</i>, Gary Paulsen (Part 2, The Race) L1090 “See It Through” by Edgar Albert Guest (poetry) ● YA Options: <ul style="list-style-type: none"> ○ <i>The Cay</i> by Theodore Taylor (L 860) ○ <i>Island of the Blue Dolphins</i> by Scott O’Dell (L 1000) ○ <i>Fever 1793</i> by Laurie Halse Anderson (L 580) ○ <i>Life As We Knew It</i> by Susan Beth Pfeffer (L 770) ○ <i>Touching Spirit Bear</i> by Ben Mikaelson (L 730) 	<p>Unit 3 Resources:</p> <ul style="list-style-type: none"> ● Target text: <i>World Without Fish</i>, Mark Kurlansky (L 1160) ● YA Companion: <i>Flush</i>, Carl Hiaasen (L 770)
<p>Home and School Connection</p> <ul style="list-style-type: none"> ● When you view movies or TV series together as a family, talk about the message, or theme, the writers are trying to convey. How do the characters and the conflicts they experience reveal the theme? 		

MODULE 2, Unit 4- Argument and Perspective

<p>Standards/ and or skills taught</p> <ul style="list-style-type: none"> ● Explain how an author develops the point of view of the narrator or speaker in a text ● Write arguments to support claims with clear reasons and relevant evidence ● Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
<p>How students are graded:</p> <ul style="list-style-type: none"> ● Text-based responses ● Short argumentative responses

- Summative Benchmark: After reading the text set (articles, letters, and a video) about Sir Arthur Conan Doyle and his signature character Sherlock Holmes, write an essay that argues whether Doyle was justified in killing off Sherlock Holmes. Be sure to use evidence from the texts to support your argument.

Resources:

- Video: [Arthur Conan Doyle Interviewed on Sherlock Holmes and Spirituality](#)
- Collection of Doyle Letters (Primary Sources)
 - Letter to Mr. Bell About Sherlock Holmes 4May92
 - Letter to Innes Doyle (Autumn 1890)
 - Letter to Ruby Paulson (August 1893)
- SIRS Article: The Case of the Murderous Author
- Online Article: Author's Dilemma: Write for Self? Or the Market?

Home and School Connection

Discuss movies or books with surprising endings. What was the author attempting to accomplish?