



Honors English I Curriculum

Board Approved: March 21, 2024

Course Information

Course Description:

The Honors English I course is a rigorous course designed to focus on the necessary foundational skills to ensure success in future AP English Language Arts coursework. This course will focus on teaching students to read closely and critically as well as to write analytically. Within this course, students will focus on the author's purpose for including specific word choices and how those words contribute to the overall meaning of the text. Students will also study a variety of literary authors style techniques and analyze their impact on the overall meaning on the text. Blended writing and research will be integrated throughout the course. This course is designed to prepare students for success in more advanced placement courses in future course study.

Transfer Goals:

- Read and comprehend a range of complex texts and media for various audiences and purposes.
- Connect the power of images and words to the perspectives of others in order to construct an understanding of global cultures, historical periods, and themselves.
- Think critically by asking meaningful questions, identifying appropriate resources, and seeking answers through analysis of evidence found in multi-modal texts.
- Compose blended genre writing responses to show an understanding of various audiences and purposes in an efficient and effective structure.

Curriculum Standards: [DESE English Language Arts Missouri Learning Standards](#)

Curriculum Resource(s): *College Board Pre-AP English 1 Digital Coursework*

**Priority standards indicated in bold*

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Family Notification Procedures

Grades 9-12	<p><u>Whole Class Books</u></p> <ul style="list-style-type: none">• Titles for books that will be assigned to a whole class will be available on Canvas and on course overviews/syllabi. If this changes during the class term, families will be notified.• If a teacher plans to offer a choice from a small set of pre-identified books, those titles will be available on Canvas and on course overviews/syllabi. If this changes during the class term, families will be notified. <p><u>Library Books</u></p> <ul style="list-style-type: none">• Families may contact their school's library media specialists to sign up for email notices in Destiny to be made aware of books checked out from district libraries.• How Parents/Guardians Can Monitor Student Book Selections <p><u>Open Choice Books</u></p> <ul style="list-style-type: none">• When a class begins a unit involving the selection of open-choice books, teachers notify families and prompt them to ask their students.• For classes where students can select choice books at a faster pace, teachers will send quarterly emails to families reminding them to regularly ask their students.
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Priority standards indicated in **bold*

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Unit 1: Short Stories and Text Features

Timeframe: 8-9 Weeks

Unit Description: This unit focuses on students practicing close reading skills before jumping to analysis. Students practice reading closely for details and providing textual evidence to provide a rationale for statements and evidence for their claims and reflections in both fiction and nonfiction texts. Students work to build ideas over multiple works to defend how ideas work together to contribute to an overall theme, topic, or idea. Students will compose a writing composition of brief analysis in this unit.

Enduring Understandings:

- Close critical reading of complex literary and nonfiction texts leads to a deeper understanding of the explicit and implicit meaning of the works.
- Writing an analysis requires interpreting the relevant details and features of a work and explaining their relationships to the meaning of the work as a whole.
- Precise word choice and compelling language patterns can stir the thoughts, emotions, and actions of readers.
- Academic discourse requires collaboration to advance and deepen understanding of topics or texts.

Essential Questions:

- How do I seek first to understand and analyze a text fully before jumping to judgment and drawing conclusions without fully reading the text?
- How do I fully analyze fiction and nonfiction texts?
- What impact does an author's word choice have on my experiences as a reader?

Unit 1 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
RL1A	<ul style="list-style-type: none"> ● I can use relevant evidence from the text to draw conclusions, make inferences, and analyze what the text is saying. ● I can support my analysis by using specific and detailed examples from the text.
RI1A	<ul style="list-style-type: none"> ● I can draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL1B	<ul style="list-style-type: none"> ● I can figure out what words and phrases mean in the text. I will use the context of the sentence, and word parts, or look up definitions in reference materials to understand the meanings.
RI1B	<ul style="list-style-type: none"> ● I can determine the meaning of words and phrases as they are used in the text using context, affixes, or reference materials.

**Priority standards indicated in bold*

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RIIC	<ul style="list-style-type: none"> ● I can look at visual elements in a text and understand what they mean. ● I can analyze them to make conclusions and understand the information they convey.
RL1C	<ul style="list-style-type: none"> ● I can look at visual elements in a text and understand what they mean. ● I can analyze them to make conclusions and understand the information they convey.
RL1D	<ul style="list-style-type: none"> ● I can find the main ideas or theme(s) in a text. ● I can look for at least two themes and see how they are shown and developed throughout the text. ● I can relate these themes to my own life experiences. ● I can provide a short and unbiased summary of what the text is about.
R1D	<ul style="list-style-type: none"> ● I can find the central ideas in a text. ● I can analyze the development throughout the text and provide an explanation of the significance of the central ideas. ● I can provide a short and unbiased summary of what the text is about.
RI2A	<ul style="list-style-type: none"> ● I can study how an author decides to organize and arrange information in a certain order, and see how these choices affect the reader's experience. ● I can understand how they influence the way we understand the text and engage with the information presented.
RL2C	<ul style="list-style-type: none"> ● I can analyze the cumulative impact of specific word choices and syntax on meaning and tone.
RL3B	<ul style="list-style-type: none"> ● I can describe how and why an author references or changes existing stories or information in their own writing. ● I can understand how authors draw upon familiar sources to add depth, meaning, or a new perspective to their own text.
RL3D	<ul style="list-style-type: none"> ● I can read and comprehend literature independently and proficiently.
RI3D	<ul style="list-style-type: none"> ● I can read and comprehend informational text independently and proficiently.
W3A	<ul style="list-style-type: none"> ● I can review, revise, and edit my writing while considering the task, purpose, and audience.
SL1A	<ul style="list-style-type: none"> ● I can work with peers to set rules for collegial discussions and decision-making, clear goals, deadlines, and individual roles.

**Priority standards indicated in bold*

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Unit 2: Poetry and Drama

Timeframe: 8-9 Weeks

Unit Description: In this unit, students will study the impact of word choice on overall meaning of texts through the study of works of poetry and drama. Students will focus on words and phrases and analyze how shifts in tone and meaning impact a text. Students will closely read poems, plays, and performances. Within this unit, one of the drama works studied will be William Shakespeare’s *Romeo and Juliet*. Students will analyze multiple formats, viewpoints, and versions of a work and analyze the differences and overall impact of the different versions on them as the audience.

Enduring Understandings:

- Analyzing literature is a complex task that includes making inferences, examining an author’s use of literary and stylistic elements, and drawing conclusions about the meaning of the work as a whole.
- Composing is a recursive process that can be used to explore ideas and illuminate concepts for both the writer and the reader.
- Conventions of Standard English are used to aid the reader’s understanding, and authors may use or defy these conventions to achieve different effects.
- Effective speakers design and deliver presentations according to their subject, purpose, audience, and occasion.

Essential Questions:

- How do the authors' stylistic elements impact the overall meaning of the piece?
- How does writing in different structures allow a writer to express ideas for a variety of different audiences and purposes?
- How does word choice impact the overall meaning of a work?

Unit 2 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
RL1A	<ul style="list-style-type: none"> ● I can use relevant evidence from the text to draw conclusions, make inferences, and analyze what the text is saying. ● I can support my analysis by using specific and detailed examples from the text.
RL1B	<ul style="list-style-type: none"> ● I can figure out what words and phrases mean in the text. I will use the context of the sentence, and word parts, or look up definitions in reference materials to understand the meanings.
RL1D	<ul style="list-style-type: none"> ● I can find the main ideas or theme(s) in a text. ● I can look for at least two themes and see how they are shown and developed throughout the text. ● I can relate these themes to my own life experiences.

*Priority standards indicated in bold

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	<ul style="list-style-type: none"> ● I can provide a short and unbiased summary of what the text is about.
RL2B	<ul style="list-style-type: none"> ● I can analyze how an author uses rhetoric to advance the point of view or purpose.
RL2A	<ul style="list-style-type: none"> ● I can examine how an author decides to organize a story, arrange events, or play with the passage of time, and see how these choices affect the reader's experience. I understand how they influence the way we feel, think, and understand the story.
RL2B	<ul style="list-style-type: none"> ● I can analyze how the author's point of view is expressed through the setting, characters, and plot.
RL1C	<ul style="list-style-type: none"> ● I can look at visual elements in a text and understand what they mean. ● I can analyze them to make conclusions and understand the information they convey.
RL2C	<ul style="list-style-type: none"> ● I can analyze the cumulative impact of specific word choices and syntax on meaning and tone.
RL2D	<ul style="list-style-type: none"> ● I can examine how characters in a story grow and change as the story progresses. ● I can analyze how their actions, thoughts, and relationships with others shape the plot and contribute to the main ideas or messages of the story. ● I can explore the themes of the text.
RL3A	<ul style="list-style-type: none"> ● I can compare and analyze different performances of a story, play, or poem to see how each version interprets the original text. ● I can understand how various performances can give different meanings or emotions to the same source material.
RL3B	<ul style="list-style-type: none"> ● I can describe how and why an author references or changes existing stories or information in their own writing. ● I can understand how authors draw upon familiar sources to add depth, meaning, or a new perspective to their own text.
RL3C	<ul style="list-style-type: none"> ● I can analyze how multiple texts reflect historical and/or cultural contexts.
RL3D	<ul style="list-style-type: none"> ● I can read and comprehend literature independently and proficiently.
W1A	<ul style="list-style-type: none"> ● I can conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system. ● I can gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate

Priority standards indicated in **bold*

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	information into the text selectively to maintain the flow of ideas, avoid plagiarism and follow a standard format for citation.
<u>W3A</u>	<ul style="list-style-type: none"> ● I can review, revise, and edit my writing while considering the task, purpose, and audience.
<u>RI2C</u>	<ul style="list-style-type: none"> ● I can analyze the cumulative impact of specific word choices and syntax on meaning and tone.
<u>RI3C</u>	<ul style="list-style-type: none"> ● I can analyze how multiple texts reflect the historical and/or cultural contexts.
<u>SL1A</u>	<ul style="list-style-type: none"> ● I can work with peers to set rules for collegial discussions and decision-making, clear goals, deadlines, and individual roles.
<u>SL1B</u>	<ul style="list-style-type: none"> ● I can analyze a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence to propel conversations. ● I can actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
<u>SL2A</u>	<ul style="list-style-type: none"> ● I can speak clearly and confidently when giving a presentation. ● I can ensure that my voice is loud enough for everyone to hear, articulate my words clearly, and pronounce them accurately. ● I can speak at a pace that is easy for others to understand.

Priority standards indicated in **bold*

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Unit 3: Essays and Argument

Timeframe: 8-9 Weeks

Unit Description: Students will practice reading persuasive works of nonfiction and moving away from writing to argue to writing to present an informed position with credible evidence. Students will research other persuasive nonfiction works and investigate how other authors embed evidence and research into their writing to support their claims and to move the audience.

Enduring Understandings:

- Evaluating an argument is a complex task that includes analyzing stated and implied claims, logical reasoning, supporting evidence, and stylistic elements.
- Constructing an argument is a crucial skill with importance in academic, civic, social, and workplace settings.
- Research is a powerful, recursive process used to gain knowledge, solve problems, make informed decisions, and enhance understanding.

Essential Questions:

- What strategies do writers utilize to convey powerful claims about topics?
- How do I write an analytical response to another's argument paper?
- How does composing effective research papers ensure my success in college and career readiness?

Unit 3 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
RI1A	<ul style="list-style-type: none"> • I can draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI1B	<ul style="list-style-type: none"> • I can determine the meaning of words and phrases as they are used in the text using context, affixes, or reference materials.
RI1C	<ul style="list-style-type: none"> • I can look at visual elements in a text and understand what they mean. • I can analyze them to make conclusions and understand the information they convey.
RI1D	<ul style="list-style-type: none"> • I can find the central ideas in a text. • I can analyze the development throughout the text and provide an explanation of the significance of the central ideas. • I can provide a short and unbiased summary of what the text is about.
RI2A	<ul style="list-style-type: none"> • I can study how an author decides to organize and arrange information in a certain order, and see how these choices affect the reader's experience.

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	<ul style="list-style-type: none"> ● I can understand how they influence the way we understand the text and engage with the information presented.
RI2D	<ul style="list-style-type: none"> ● I can evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient. ● I can identify false statements and fallacious reasoning.
RI2C	<ul style="list-style-type: none"> ● I can analyze the cumulative impact of specific word choices and syntax on meaning and tone.
RI3A	<ul style="list-style-type: none"> ● I can analyze how similar topics or ideas are portrayed in different media forms.
RI3B	<ul style="list-style-type: none"> ● I can evaluate how effectively two or more texts develop similar ideas/topics.
RL3C	<ul style="list-style-type: none"> ● I can analyze how multiple texts reflect historical and/or cultural contexts.
RL3D	<ul style="list-style-type: none"> ● I can read and comprehend literature independently and proficiently.
W1A	<ul style="list-style-type: none"> ● I can conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system. ● I can gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoid plagiarism and follow a standard format for citation.
W2A	<ul style="list-style-type: none"> ● I can follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, audience, and purpose. ● I can self-select and blend (when appropriate) previously learned genre (narrative, expository, and argumentative) writing techniques.
W3A	<ul style="list-style-type: none"> ● I can review, revise, and edit my writing while considering the task, purpose, and audience.
SL1A	<ul style="list-style-type: none"> ● I can work with peers to set rules for collegial discussions and decision-making, clear goals, deadlines, and individual roles.
SL1B	<ul style="list-style-type: none"> ● I can analyze a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence to propel conversations. ● I can actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
SL1C	<ul style="list-style-type: none"> ● I can respond in a thoughtful way to different perspectives, including those I encounter in various forms of media. ● I can summarize the points where I agree or disagree with others.

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	<ul style="list-style-type: none"> ● I can recognize when I need more information or research to fully understand the topic or make a well-informed judgment.
SL2A	<ul style="list-style-type: none"> ● I can speak clearly and confidently when giving a presentation. ● I can ensure that my voice is loud enough for everyone to hear, articulate my words clearly, and pronounce them accurately. ● I can speak at a pace that is easy for others to understand.
SL2B	<ul style="list-style-type: none"> ● I can make consistent eye contact when speaking, using effective gestures to communicate a clear viewpoint and engage listeners. ● I can avoid body language or mannerisms that might be distracting to the audience when giving a presentation.

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Unit 4: Novel Exploration and Analysis

Timeframe: 8-9 Weeks

Unit Description: In this unit students will read from a novel of their choice and they will explore the author’s craft moves. Students will analyze the variety of craft moves authors use to introduce novels and explore the impact of those introductions on the overall meaning of the novel. Students will analyze the author’s word choice, character voice, and stylistic writing moves throughout the reading of the novel. Students will then compose a literacy essay explaining the author’s craft moves, style, and voice throughout the novel and the impact the writing had on the reader’s experience throughout the novel.

Enduring Understandings:

- A text may be read in conversation with other texts or in the broader context in which it was written or read.
- Writing an analysis requires interpreting the relevant details and features of a work and explaining their relationship to the meaning of the work as a whole.
- Precise word choice and compelling language patterns can stir the thoughts, emotions, and actions of the reader.
- Research is a powerful process used to gain knowledge, solve problems, make informed decisions, and enhance understanding.
- Academic discourse requires collaboration to advance and deepen understanding of topics or texts.

Essential Questions:

- How do authors vary in their craft styles for introducing characters and settings?
- What impact do powerful introductions play on the overall impact of a novel for the reader?
- What impact do different character voices play on the overall meaning of the story?
- What impact do the author’s craft and style choices for organizing the text have on the overall meaning of the text?

Unit 4 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
RL1A	<ul style="list-style-type: none"> ● I can use relevant evidence from the text to draw conclusions, make inferences, and analyze what the text is saying. ● I can support my analysis by using specific and detailed examples from the text.
RL1B	<ul style="list-style-type: none"> ● I can figure out what words and phrases mean in the text. I will use the context of the sentence, and word parts, or look up definitions in reference materials to understand the meanings.
RL1D	<ul style="list-style-type: none"> ● I can find the main ideas or theme(s) in a text. ● I can look for at least two themes and see how they are shown and

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	<p>developed throughout the text.</p> <ul style="list-style-type: none"> ● I can relate these themes to my own life experiences. ● I can provide a short and unbiased summary of what the text is about.
RL2A	<ul style="list-style-type: none"> ● I can examine how an author decides to organize a story, arrange events, or play with the passage of time, and see how these choices affect the reader's experience. I understand how they influence the way we feel, think, and understand the story.
RL2B	<ul style="list-style-type: none"> ● I can analyze how the author's point of view is expressed through the setting, characters, and plot.
RL2D	<ul style="list-style-type: none"> ● I can examine how characters in a story grow and change as the story progresses. ● I can analyze how their actions, thoughts, and relationships with others shape the plot and contribute to the main ideas or messages of the story. ● I can explore the themes of the text.
W1A	<ul style="list-style-type: none"> ● I can conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system. ● I can gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoid plagiarism and follow a standard format for citation.
W3A	<ul style="list-style-type: none"> ● I can review, revise, and edit my writing while considering the task, purpose, and audience.
SL1A	<ul style="list-style-type: none"> ● I can work with peers to set rules for collegial discussions and decision-making, clear goals, deadlines, and individual roles.
SL2A	<ul style="list-style-type: none"> ● I can speak clearly and confidently when giving a presentation. ● I can ensure that my voice is loud enough for everyone to hear, articulate my words clearly, and pronounce them accurately. ● I can speak at a pace that is easy for others to understand.
SL2B	<ul style="list-style-type: none"> ● I can make consistent eye contact when speaking, using effective gestures to communicate a clear viewpoint and engage listeners. ● I can avoid body language or mannerisms that might be distracting to the audience when giving a presentation.
SL2C	<ul style="list-style-type: none"> ● I can plan and deliver appropriate presentations concisely and logically based on the task, audience, and purpose. ● I can use multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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