



Honors English II Curriculum

Board Approved: 3/20/2025

Course Information

**High School
Full-year course**

Course Description:

Honors English II builds on the foundation of the Honors English I course, with an emphasis on the recursive moves that matter in preparing students for the challenges of college-level reading, writing, and discussion. While Honors English I introduces the fundamental routines of close observation, critical analysis, and appreciation of the author's craft, Honors English II requires students to apply those same practices to a new host of nonfiction and literary texts. As readers, students develop a vigilant awareness of how the poet, playwright, novelist, and writer of nonfiction alike can masterfully manipulate language to serve their unique purposes. As writers, students compose more nuanced analytical essays without losing sight of the importance of well-crafted sentences and a sense of cohesion. Each unit culminates in a writing task that reflects the rigor of similar tasks they will encounter on standardized writing exams, in AP English courses, and college classes.

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 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 II Digital Coursework*

**priority standards indicated in bold*

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Unit 1: Persuasion in Literature

Timeframe: approximately 8-9 weeks

Unit Description: This unit focuses on critical reading of fiction and/or drama written from multiple points of view/perspectives. Students will additionally focus on the author's style, including his/her use of specific diction, syntax, tone, and figurative language for a broader purpose. Throughout the unit, students will take part in a variety of activities designed to foster discussion, close reading, and analysis of language concerning the work as a whole. Students will also concentrate on crafting analytical sentences and paragraphs, culminating in the composition of literary analysis essays.

Enduring Understandings:

- Close, critical reading of complex literary texts leads to a deeper understanding of the explicit and implicit meanings of the works.
- 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.
- Writing analytically requires interpreting the relevant details and features of a work and explaining their relationship to the meaning of the work as a whole.
- Conventions of Standard English are used to aid the reader's understanding, and authors may use or defy these conventions to achieve different stylistic effects.
- Academic discourse requires collaboration to advance and deepen understanding of topics or texts.

Essential Questions:

- How do authors develop characters, setting, conflict, and plot to develop the theme of a piece of literature?
- What stylistic choices do authors make and how do those choices affect the overall meaning of the text?
- How can a variety of texts with differing perspectives support a common theme or idea?

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.
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.
RL1C	<ul style="list-style-type: none"> • I can look at visual elements in a text and understand what they mean. • I can analyze visual elements to make conclusions and understand the information

**priority standards indicated in bold*

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	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.
RL2A	<ul style="list-style-type: none"> ● I can examine how an author decides to organize a story, arrange events, or manipulate the progression 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.
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.
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.
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.
W.3.A.B	<ul style="list-style-type: none"> ● I can review and revise my writing to ensure it fits the task, purpose, and audience. ● I can choose precise words to effectively communicate my ideas. ● I can revise my writing to enhance the tone and style for my intended audience. ● I can edit my writing to make syntactical choices that improve clarity and meaning. ● I can evaluate my word choices to make sure they accurately convey my message and suit the purpose of my writing. ● I can understand how my language choices contribute to the overall meaning of my writing.
SL1C	<ul style="list-style-type: none"> ● I can respond thoughtfully to different perspectives, including those I encounter in various forms of media. ● I can summarize the points where I agree or disagree with others. ● I can recognize when I need more information or research to fully understand the topic or make a well-informed judgment.

**priority standards indicated in bold*

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SL2B

- I can make consistent eye contact when speaking, using effective gestures to communicate a clear viewpoint and engage listeners.

**priority standards indicated in bold*

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Unit 2: Moves in Argument

Timeframe: approximately 8-9 weeks

Unit Description: This unit focuses on engaging with complex print and multi-media format arguments and rhetorical features and moves. Students will focus on determining word meaning in context, analyzing figurative language, and participating in academic conversations about the texts. Students will construct analytical paragraphs, write brief original arguments, and write a rhetorical analysis essay.

Enduring Understandings:

- Close critical reading of complex nonfiction texts leads to a deeper understanding of the explicit and implicit meanings of the works.
- 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, civil, social, and workplace settings.
- 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.

Essential Questions:

- How do structural, stylistic, visual, and graphic elements of a text contribute to the overall meaning of the text?
- How do rhetorical strategies help the author accomplish his or her purpose?
- How can one construct an argument that is complex and nuanced?

Unit 2 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.
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 explain 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 a story or arrange information in a certain order, and see how these choices affect the reader's experience. • I can understand how the organizational choices influence the way we understand the text, follow the plot, and engage with the information presented.

**priority standards indicated in bold*

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RI2B	<ul style="list-style-type: none"> ● I can analyze how an author uses rhetoric to advance a point of view or purpose.
RI2C	<ul style="list-style-type: none"> ● I can analyze the cumulative impact of specific word choices and syntax on meaning and tone.
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.
RI3A	<ul style="list-style-type: none"> ● I can analyze how similar topics or ideas are portrayed in different media forms.
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; and 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.
W.3.A.B	<ul style="list-style-type: none"> ● I can review and revise my writing to ensure it fits the task, purpose, and audience. ● I can choose precise words to effectively communicate my ideas. ● I can revise my writing to enhance the tone and style for my intended audience. ● I can edit my writing to make syntactical choices that improve clarity and meaning. ● I can evaluate my word choices to make sure they accurately convey my message and suit the purpose of my writing. ● I can understand how my language choices contribute to the overall meaning of my writing.
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.
SL1C	<ul style="list-style-type: none"> ● I can respond thoughtfully to different perspectives, including those I encounter in various forms of media. ● I can summarize the points where I agree or disagree with others. ● I can recognize when I need more information or research to fully understand the topic or make a well-informed judgment.
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.

**priority standards indicated in bold*

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Unit 3: Voice in Synthesis

Timeframe: approximately 8-9 weeks

Unit Description: This unit focuses on critically reading a variety of nonfiction print and multi-media formats with different perspectives on a similar topic. Students will evaluate and synthesize information while completing research using additional sources related to the topic. Students will synthesize sources to form and write complex synthesis arguments.

Enduring Understandings:

- Evaluating an argument is a complex task that includes analyzing stated and implied claims, logical reasoning, supporting evidence, and stylistic elements.
- Research is a powerful, recursive process used to gain knowledge, solve problems, make informed decisions, and enhance understanding.
- Critical examination and evaluation of sources are essential to making informed arguments.
- 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 stylistic effects.

Essential Questions:

- How can one analyze a variety of sources to form an argument about a unifying topic?
- How can one determine the author's perspective in multi-media formats and use those multi-media formats in one's synthesis essay?
- How can one research relevant sources that relate to the topic and help support a complex argument?

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 the visual elements 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 explain the significance of the central ideas.

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	<ul style="list-style-type: none"> ● I can provide a short and unbiased summary of what the text is about.
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.
RI3C	<ul style="list-style-type: none"> ● I can analyze how multiple texts reflect the historical and/or cultural contexts.
RI3D	<ul style="list-style-type: none"> ● I can read and comprehend informational text 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; and 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.
W.3.A.B	<ul style="list-style-type: none"> ● I can review and revise my writing to ensure it fits the task, purpose, and audience. ● I can choose precise words to effectively communicate my ideas. ● I can revise my writing to enhance the tone and style for my intended audience. ● I can edit my writing to make syntactical choices that improve clarity and meaning. ● I can evaluate my word choices to make sure they accurately convey my message and suit the purpose of my writing. ● I can understand how my language choices contribute to the overall meaning of my writing.
SL1C	<ul style="list-style-type: none"> ● I can respond thoughtfully to different perspectives, including those I encounter in various forms of media. ● I can summarize the points where I agree or disagree with others. ● I can recognize when I need more information or research to fully understand the topic or make a well-informed judgment.
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.

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Unit 4: Purpose in Poetry and Prose

Timeframe: approximately 8-9 weeks

Unit Description: This unit focuses on engaging with prose excerpts and poetry and examines how authors convey their purpose and tone in these passages. Students will focus on precise language and the effects of word choice in poetry, and students will also focus on character development in prose. Students will work collaboratively to analyze a prose excerpt or poem and present their analysis of the author's purpose for his/her literary and stylistic elements.

Enduring Understandings:

- Close, critical reading of complex literary and nonfiction texts leads to a deeper understanding of the explicit and implicit meanings of the works.
- 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.
- 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.
- Critical readers develop a sense of word consciousness that motivates them to investigate word meanings.
- Academic discourse requires collaboration to advance and deepen understanding of topics or texts.

Essential Questions:

- How do authors use precise language to convey their purpose and tone?
- What are the effects of word choice and stylistic choices in poetry?
- How do the rhetorical moves of characters and authors help readers interpret the meaning of the work as a whole?

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.

**priority standards indicated in bold*

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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.
RL2C	<ul style="list-style-type: none"> ● I can analyze the cumulative impact of specific word choices and syntax on meaning and tone.
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.
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.
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.
W.3.A.B	<ul style="list-style-type: none"> ● I can review and revise my writing to ensure it fits the task, purpose, and audience. ● I can choose precise words to effectively communicate my ideas. ● I can revise my writing to enhance the tone and style for my intended audience. ● I can edit my writing to make syntactical choices that improve clarity and meaning. ● I can evaluate my word choices to make sure they accurately convey my message and suit the purpose of my writing. ● I can understand how my language choices contribute to the overall meaning of my writing.
SL1A	<ul style="list-style-type: none"> ● I can work with peers to set rules for collegial discussions and decision-making and determine clear goals, deadlines, and individual roles.
SL1B	<ul style="list-style-type: none"> ● I can analyze a speaker's argument and claims, and evaluate 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 thoughtfully to different perspectives, including those I encounter in various forms of media. ● I can summarize the points where I agree or disagree with others. ● I can recognize when I need more information or research to fully understand the topic or make a well-informed judgment.

**priority standards indicated in bold*

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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.

**priority standards indicated in bold*

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