

**Summit Public Schools
Summit, New Jersey**

**Summit High School
Grade 10 / English
Length of Course: Full Year**

English II Honors

Course Description: By constructing meaning from texts that address the paradoxes of the human condition, justice, and the frameworks of morality, prejudice as it exists across racial and cultural boundaries, cultural definitions of heroism, and the dimensions of love in human relationships, students will learn to appreciate the richness and power of language. The use of writing as a mode of thinking will develop the language skills students need to pursue their goals. Active listening and speaking will enable students to participate fully as informed, productive members of society. Students will become discriminating viewers by identifying and analyzing the language of visual media, enabling them to become discerning thinkers and communicators. Students will develop an awareness of the diversity of mankind as represented in multicultural and global literature, formulate and present an idea clearly and logically through writing, speaking and other forms of media, and understand and pursue research and study skills.

Students who have applied and have been accepted to this honors program will read, write, view, and discuss material of a more sophisticated nature. The pace and depth of study will be rigorous.

**Language Domain Anchor Statements:
System and structure, effective use, and vocabulary**

The Language anchor statements include the system and structure of English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

- **(RF) Foundational Skills: Reading Language:** By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
- **(WF) Foundational Skills: Writing Language:** By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
- **(SS) System and Structure of Language:** By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
- **(KL) Knowledge of Language:** By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- **(VL) Vocabulary Acquisition, Use and Literal Meaning:** By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.
- **(VI) Vocabulary Acquisition, Use and Interpretative Meaning:** By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.

Big Ideas: *Course Objectives/Content Statements*

The ability to use precise language with purpose and meaning, both literally and figuratively, contributes to the effectiveness of written and spoken work.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
• When is it most effective to use different styles of language in writing or speaking (i.e. formal, informal, etc.)? • How do diction and the use of well-chosen vocabulary impact the effectiveness (i.e. clarity, persuasiveness, etc.) of written or spoken language? • How do writers use connotative and denotative meaning of words to improve the effectiveness of written and spoken language?	• Students will understand that effective writers and speakers understand their audience and use language that is well suited to the occasion and purpose. • Students will understand that carefully managed diction and use of vocabulary can greatly affect the clarity and persuasiveness of a writer or speaker's message. • Students will understand that writers and speakers can create complex meaning, both literal and figurative, by being sensitive to the connotative and denotative meaning of the language they use.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: Develop and enhance skills in word usage, and varied syntax. Hone skills in editing and revision. Sample Assessments: • Identify, analyze and utilize parallel structure while reading by finding exemplar sentences from classroom readings and by increasing complexity in writing by incorporating structure. • Edit drafts for conventional grammar and add complexity to written work by using the process approach to drafts, peer editing for grammatical errors, and employing increasingly sophisticated language in order to improve writing. • Conduct targeted punctuation practice as part of the writing process (peer reviews that focus on specific skills rather than an overwhelming list of conventions). • Be accountable for spelling on all class assignments beyond the draft level. • Recognize and understand figures of speech in poetry (<i>Romeo and Juliet</i>) and apply it to original sonnets. • Select and evaluate nuances while composing poetry on a theme (haiku during <i>Farewell to Manzanar</i>, sonnets during <i>Romeo and Juliet</i>, lyrical poetry during <i>A Raisin in the Sun</i>).

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Use parallel structure.
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- D. Use a colon to introduce a list or quotation. E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- Edit own and peer's work for sophisticated vocabulary by using a targeted checklist; show understanding of an appropriate balance of clear/simple language and elaborate and content-specific vocabulary.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

Instructional Strategies:

Interdisciplinary Connections

- Utilize a variety of reference materials and style manuals to format writing—Supreme Court cases, internet sites, library text sources, databases, etc.

Technology Integration

- Use NoodleTools to create a correctly formatted Works Cited page to accompany research papers.
- Compose an annotated bibliography that accompanies a novel—use allusions from *Romeo and Juliet* or *A Raisin in the Sun* to use as a jumping-off point for research.

Global Perspectives

- Understand how culture, social status, and geography can create and transcend barriers between speakers of the same language.
 - Complete assignments from vocabulary textbooks and teacher-made text-specific vocabulary lists that focus on synonyms, antonyms, parts of speech, contextual usage, and definitions.

Culturally Responsive Teaching

- Study culturally-specific words that appear in context in novels and nonfiction sources.

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills 21st Century Themes (as applies to content area):
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	• Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • S.T.E.A.M.
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Reading Domain Anchor Statements: Text complexity and growth of comprehension

The Reading anchor statements place equal emphasis on the sophistication of what students read and the skill with which they read. They define a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

- **(CR) Close Reading of Text:** By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **(CI) Central Ideas and Themes of Texts:** By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. •
- **(IT) Interactions Among Text Elements:** By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- **(TS) Text Structure:** By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- **(PP) Perspective and Purpose in Texts:** By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.
- **(MF) Diverse Media and Formats:** By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **(AA) Analysis of an Argument:** By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.
- **(CT) Comparison of Texts:** By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Big Ideas: *Course objectives / Content statements*

The ability to read a variety of written texts that examine the paradoxes of the human condition from

different global perspectives requires the ability to comprehend, compare and critique an author's work.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
• How does an author decide the most effective way to communicate his/her message? • How can a reader apply the lessons of literary analysis to one's own life? • How can an understanding of words from a text enhance one's knowledge in a variety of content areas?	• Students will understand that analytic reading involves distinguishing structural relationships, recognizing organizational patterns, and identifying literary devices in order to critically evaluate the author's purpose. • Students will understand that the language of literary texts can be applied to other content materials (e.g. art media, film, etc.).

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• When conducting research, how would one decide which sources should be selected or discarded for particular topics?	• Students will understand that all available written material should be critically evaluated for credibility and suitability of purpose.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes and Assessments
Students will:	Instructional Focus: Develop the ability to select, read, comprehend, analyze, and evaluate a variety of reading selections for the author's purpose and point of view. Sample Assessments: • Participation in discussion of text(s) read for enjoyment, such as literature circles or free choice books. • Illustrate differences between theme and topic in order to determine theme in literature by reading several teacher-prepared samples of each and classifying with a partner. • Evaluate alternative versions of a text. (ex: film, graphic novel, or short story versions of <i>Romeo & Juliet</i>). • Annotation of texts and note-taking in a variety of formats to demonstrate comprehension of the text's thesis or main point (ex: a lesson on the proper way to annotate a nonfiction article; a lesson on the appropriate level of underlining/highlighting). • Analyze complex characters from the inside by writing a journal entry or letter that they may have written to another character in the text. • Use an online digital multimedia program to create a web-graphic that includes a character box for 3-5

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain. RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text. RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text. RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme. RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text,	characters from <i>Great Expectations</i>. The box includes an explanation of the character's relationships with other characters, a quote that shows a characterization technique, a picture found online that can represent the character, and a quote & explanation of a setting associated with the character. • Evaluation of the impact of setting on a literary work through the creation of visually based projects. (ex: map of town in <i>To Kill a Mockingbird</i> with quotes to support choice; three-dimensional model of the Radley house; map of island in <i>Lord of Flies</i>; model of neighborhood in <i>The House of Mango Street</i>). • Reading aloud to improve comprehension of textual elements in drama & poetry. (Ex: reenacting <i>Romeo & Juliet</i>, <i>Inherit the Wind</i>, or the trial in <i>To Kill a Mockingbird</i>; poetry reading of Poe, Cisneros, Shakespeare, etc.).
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order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RL.PP. 9–10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RL.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RL.CT.9–10.8. Analyze and reflect on

- Complete close readings that examine & decode the writer's use of language to further understand the content of the text.
- Comparative study of authors' use(s) of literary devices (ex: trace the same motifs in two different works, compare the use of symbols by two different authors).
- Identification of the author's techniques of characterization by using examples from the text to create a written or visual character sketch (ex: group posters of characters from Poe's short stories; posters of the ghosts in *A Christmas Carol*; write letters from one character to another; write a dialogue between two characters).
- Find, read, and choose appropriate printed source material for a research project.
 - Select and read articles from The Learning Network on the *NYTimes* website, and answer open-ended questions that analyze an author's ideas or claims.
- Find, read, and choose from critical sources, and develop a thesis-driven paper on materials' content.
- Identify vocabulary words in texts, and apply them correctly to written assignments.

Instructional Strategies:

Interdisciplinary Connections

- Include the study of historical & scientific materials that relate to the given text (ex: Great Depression, Darwin, WWII etc.).

Technology Integration

- Create and view PowerPoint presentations that share individual information extracted from reading.

Global Perspectives

- Demonstrate an understanding of the similarities and differences between students' own lives and those of characters living at different times in different places.

Media Literacy Integration

- Integrate various media sources into research (databases, video clips, library materials) and present understanding of materials through media (PowerPoint presentations, WeVideo/Screencasts, podcasts).

Culturally Responsive Teaching

- Consider cultural backgrounds and norms when

(e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author	determining an author's point of view; identify when our perspectives are skewed because of a cultural bias, and discuss ways to use this self-awareness in order to create and be part of a more just society.
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treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts. RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts. 🌱	
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills 21st Century Themes (as applies to content area): • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • S.T.E.A.M.

Writing Domain Anchor Statements:
Text types, responding to reading, and research

The Writing anchor statements acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. They stress the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

- **(AW) Argumentative Writing:** By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. •
- **(IW) Informative and Explanatory Writing:** By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- **(NW) Narrative Writing:** By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **(WP) Writing Process:** By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
- **(WR) Writing Research:** By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- **(SE) Sources of Evidence:** By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

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- **(RW) Range of Writing:** By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Big Ideas: *Course Objectives/Content Statements*

The ability to write for a variety of audiences and purposes requires the skills to select, organize and apply the most effective form of writing for a purpose and audience in a clear and concise style.

Essential Questions
*What provocative questions will
foster inquiry, understanding, and
transfer of learning?*

Enduring Understandings
What will students understand about the big ideas?

• How do you use each stage of the writing process to create a more effective outcome? • How can technology enhance written communication? • How does a writer determine the most effective way to communicate information? • How can an understanding of mechanics improve one's written product? • To what extent does style and structure of your writing support your position?	• Students will understand that frequent and organized progression through the stages of composition, including evaluation and reflection, leads to effective written communication. • Students will understand that the use of technological tools can promote and enhance effective writing. • Students will understand that providing a variety of supportive sources involves evaluating them for credibility, organizing the most effective arguments, and accurately recording information. • Students will understand that most effective written communication incorporates the rules and conventions of the English language to enhance the message. • Students will understand that the choice of a specific writing style and structure will more effectively communicate the message.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes and Assessments
Students will:	Instructional Focus:
W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence. A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns. C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between	Developing and employing different writing structures and formats in a clear and concise style through both creative and academic writing. Development of research skills through the selection and evaluation of sources. Improving peer and self-editing and revision strategies. Sample Assessments: • Freewrite on a topic related to the literature to promote class discussion or to begin the writing process. • Compose answers to debatable questions (ex., questions of morality from <i>Lord of the Flies</i>), and compare answers with peers. • Prepare a debate by working with a partner to expand a stance to a debatable question. • Make a T-chart of arguments and evidence from the text to support a stance. • Anticipate counterclaims and gather evidence to refute counterclaims during a debate. • Formally craft and compose arguments in an organized essay.

claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.

B. Develop the topic with well-chosen, relevant, and sufficient facts,

extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while

- Participate in a structured debate with a partner that introduces a primary argument, previews textual evidence, and extends and develops details.

- Maintain a literature response journal on assigned topics, and that explores essential questions related to the text.

- Complete creative written products based on course themes. (ex: dialogues between teens & adults;

- newspaper articles establishing a journalistic voice from a different time period; design a book cover that includes student reviews; dramatic monologue in poetry form of a fictional person from the time period; write a short story modeled on an author studied; tell of an event in the story from a different narrator's point of view / record a character's point of view in their voice of an event not fully explored in the text; write a letter-in-a bottle from a character on the island in *Lord of the Flies*).

- Complete a written research project on an assigned topic (ex: annotated bibliography; work of historical fiction with citations, MLA formatted analytical essays on literary topics).

- Write in-class analytical essays that explore a complex topic, and support thesis statements with evidence from the text.

- Peer-edit papers by using a checklist and guidelines.

- Use of the Writing Center for all phases of the writing process.

- Create outlines & multiple drafts of papers.

- Evaluate one's own & peer's writing by using teacher and student generated scoring rubrics.

- Evaluate the strength of various conclusions by writing several versions that are shared and evaluated by peer editors. Read several versions aloud in order to determine their effectiveness.

- Brainstorm ideas by drawing on real life experiences, movies, books, and alternative stories.

- Write and perform a love sonnet, following the structure of the sonnet, but creating their own beat/rhythm (thus changing the traditional feet and meter of a sonnet). The sonnet could discuss love through a metaphor, much like Romeo and Juliet's sonnet during the ball.

- Use WeVideo or online digital storytelling resources in order to produce a short script that tells a true, personal story. Present the story to the class.

- Research a historical time period and tell a story that fits into the time period. Use the researched details to add allusions and factually correct details and elements into the story to add depth.

- Use voice and tone to write a reflective poem that adopts the voice of "Death" from *The Book Thief*. Read and analyze "Death Be Not Proud," by John Donne, and

attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g.,	write a poem that uses a clear and well-crafted voice that demonstrates how “Death” would respond to the ideas
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articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating

and directives put forth in the poem. Use precise vocabulary and sensory details to paint a vivid picture of the character.

- Research and select a current Supreme Court case of their choice, and compare it to a similar, closed court case to establish legal precedent, and use that evidence to support one of the parties in a research paper.

Instructional Strategies:

Interdisciplinary Connections

- Include references to historical & cultural events in written projects. (i.e. *Lord of the Flies* & WWII, *Inherit the Wind* and the Scopes Trial, *To Kill a Mockingbird* and the Scottsboro Boys Trial).

Technology Integration

- Use the Writing Center regularly for the writing process.
- Collect and synthesize information online for research projects.
- Use GoogleDocs to write a formatted paper.
- Utilize Noodletools for recording and citing research.
- Use online images as the foundation for writing (ex: picture prompts).

Global Perspectives

- Write in the style of a different time period and/or culture (ex: Shakespearian sonnets, Japanese haiku or tanka).

Media Literacy Integration

- Use WeVideo to create a multimedia tour of the setting in a novel that incorporates photos and videos of the setting, the atmosphere, and the environment of the book. Include scenes from various films set in the location (i.e. scenes from the Japanese internment camps in *Farewell to Manzanar*, and images of the ancestral homes of the characters who immigrated from Japan).

Culturally Responsive Teaching

- Develop an understanding of the suffering of the Japanese Americans who were not considered citizens until they had died for their country by studying the 442nd Regimental Combat Team and their families who were held in camps in America.

understanding of the subject under investigation. 🌱

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W.SE.9–10.6. 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, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

21st Century Themes (as applies to content area): • Financial, Economic, Business, and Entrepreneurial Literacy

- Civic Literacy
- Health Literacy
- S.T.E.A.M.

**Speaking and Listening Anchor Statements:
Flexible communication and collaboration**

Including but not limited to skills necessary for formal presentations, the Speaking and Listening anchor statements require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

- **(PE) Participate Effectively:** By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **(II) Integrate Information:** By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- **(ES) Evaluate Speakers:** By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- **(PI) Present Information:** By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- **(UM) Use Media:** By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- **(AS) Adapt Speech:** By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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Big Ideas: *Course Objectives/Content Statements*

The ability to speak effectively and present ideas orally requires the organization of information and the use of specific strategies to communicate one's perspective to an audience. The ability to listen actively results in the discovery and understanding of other perspectives.

Essential Questions
*What provocative questions will
foster inquiry, understanding, and
transfer of learning?*

Enduring Understandings
What will students understand about the big ideas?

• How is one participant in an oral discussion best able to contribute original ideas? • When supporting a position in a discussion, how can one find evidence to argue for or against a specific viewpoint? • How do specific words impact the overall message of a speaker? • How does a speaker decide on the most effective way to communicate his/her message orally? • To what extent does the presenter's material and delivery assist in your understanding of the content? • How does the material presented orally raise questions for future investigation and analysis? • How does the effective delivery of information lead to a deepened understanding of other perspectives? • To what extent is the speaker a reliable and suitable source?	• Students will understand that participation in discussions necessitates offering support for ideas. • Students will understand that written texts provide significant information to support or refute positions in a variety of speaking situations. • Students will understand that word choice plays an important role in effective oral communication. • Students will understand that practicing elements of effective public speaking prepare one to engage in oral communication in a variety of settings. • Students will understand that technology provides different perspectives and messages that require evaluation. • Students will understand that analytic viewing involves recognizing the purpose and identifying the bias. • Students will understand that cultural circumstances influence the media.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:
SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key	Recognizing and communicating multiple perspectives and positions in discussions and presentations. Sample Assessments: • Share insights in a small group or class discussion. • Make a prepared presentation using visual aids. (ex: poster, PowerPoint, etc.) • Act out a scene from a prose work of literature. (ex: trial from <i>To Kill a Mockingbird</i> or <i>Inherit the Wind</i>; interaction between Holmes & Watson in <i>The Hound of the Baskervilles</i>) • Act out a scene from a dramatic work of literature. (ex: interpretations from <i>Romeo & Juliet</i> or the sonnets; <i>A Raisin in the Sun</i>) • Deliver lines to discover the various levels of subtext, illustrating the effect of tone in oral communication. (ex: exercise examining how one line can be delivered in a

issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

C. Propel conversations by posing and responding to questions that relate

the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

D. Respond thoughtfully to various perspectives, summarize points of

agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.ES.9–10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. 🌱

SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

variety of ways in a dramatic work, such as *Romeo & Juliet*).

- Read aloud individual or collaborative creative writing to improve poise, fluency and clarity.
- Be able to defend a position orally that has been developed from the content area. (ex: personal or researched perspectives on a change that could be implemented in modern education).

Instructional Strategies:

Interdisciplinary Connections

- Articulate information gathered on a historical event or figure related to the text studied. (ex: Japanese internment with *Farewell to Manzanar*; MLK with *A Raisin in the Sun*)
- Evaluate the heroic attributes of figures studied in a literary setting, as well as historical and modern-day heroes and unsung heroes.

Technology Integration

- Use of PowerPoint, Internet, and other visual means to enhance a presentation.

Global Perspectives

- Giving a presentation that explores a cultural tradition or food mentioned in a work of literature. (Ex: cultural traditions in *China Boy* or *To Kill a Mockingbird*).

Media Literacy Integration

- Watch the film of *To Kill a Mockingbird* and evaluate based on cinematic elements, whether or not the characters and themes are faithful to the text, and overall clarity of message. Write a response that considers whether or not the film elevates the messages of the text.

Culturally Responsive Teaching

- Interview an older family member (alive during the 1950's) about societal norms pertaining to racism while reading *A Raisin in the Sun*. Delve into the question of whether or not attitudes have improved today. Consider what kind of person Walter Lee would be in the present, and how his energies and skills would manifest themselves in the 21st century.

Instructional Focus:

Critically analyze and evaluate different perspectives through active listening.

Sample Assessments:

- Evaluate the effectiveness of various recordings of texts through video or audio versions (ex: *The House on Mango Street* read by Cisneros, *To Kill a Mockingbird*, etc.)
- Respond in writing to viewpoints heard in class discussion.
- Complete peer evaluation forms for oral presentations.
- Offer constructive peer criticism on information or ideas presented in discussion.
- Create a podcast to educate the class on various allusions or symbols mentioned in *Lord of the Flies*.

Instructional Strategies:

Interdisciplinary Connections

- Listen to historical speeches or recordings and relate to literature. (ex: Orson Welles & *The War of the Worlds* with *Me* & Orson Welles)

Technology Integration

- Use digital multimedia resources gathered online or with the help of the Media Center Specialists to show further research and comprehension of the subject matter.

Global Perspectives

- Evaluate how musical selections present an idea connected to the text (songs from the Civil Rights movement).

Media Literacy Integration

- Listen to selections from NPR about creationism in school curricula and create a podcast or short speech that provides a summary and response.

Culturally Responsive Teaching

- Discuss the concept of cultural assimilation as it is discussed in *Raisin in the Sun* and the causes and effects on people and a community's culture.

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills 21st Century Themes (as applies to content area): • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • S.T.E.A.M.
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Course: English 2 Honors

Unit Title: *The Book Thief*

[5 weeks]

Unit Summary: This unit will provide opportunities to examine historical elements of the Holocaust as well the fictional stories of the main characters. Many of the activities will encourage students to think about the text and ideas presented from a unique narrative point of view. There is also opportunity for connection with poetry written during and in response to the Holocaust and other genocides.	
Primary interdisciplinary connections: Social Studies (World History- WWII)	
Unit Rationale: (Why is this an appropriate unit for this grade, level, and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)	
<i>The Book Thief</i> by Markus Zusak introduces students to the ideas of social justice and empathy. It also provides a good starting point for a study of author's craft and figurative language.	
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)	
Language	• L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies. • L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

Reading	● RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain. ● RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text. ● RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. ● RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise). ● RL.PP. 9–10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
Writing	● W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension. B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

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	E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic). ● W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
Speaking & Listening	● SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ● SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Essential Questions:	Understandings: <i>Students will understand that...</i>
• How does an author decide the most effective way to communicate his/her message? • How can a reader apply the lessons of literary analysis to one's own life? • To what extent does style and structure of your writing support your position? • How do writers use connotative and denotative meaning of words to improve the effectiveness of written and spoken language?	• Students will understand that authors utilize literary elements such as figurative language to enhance the message of the text. • Students will understand that authors use specific structures and words to build the author's purpose. • Students will understand that systematic close reading can reveal message and meaning not found during initial or cursory reading.
Unit Learning Activities: <i>Students will...</i> • practice close reading with specific excerpts. • practice annotating during close reading. • review and/or become acquainted with literary terms. • contribute to small-group and whole-class discussions in Socratic seminar. • identify figurative language using examples from the text. • Write a poem of no more than 16 lines that takes as its inspiration the artifact selected from research conducted on the Holocaust. Consider how the poems we read ("The Burning of the Books," "Sneaker Still-Life," "Champion," etc.) draw inspiration from information and artifacts from the time. • Students write a reflection on their artifact project and present it to the class.	
Assessments	
Summative: • Final test consisting of objective multiple choice items and in class essay • Artifact poem project, reflection, and presentation	Formative: • informal discussions • poem writing project • researching aspects of the Holocaust • in class analysis paragraphs

Course: English 2 Honors

Unit Title: Drama Circles

[3 weeks]

Unit Summary: Students will be given the option to read one dramatic work. Students will be placed in groups based on their choice.

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Primary interdisciplinary connections: Social Studies

Unit Rationale: (Why is this an appropriate unit for this grade, level, and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)

English 2 honors students will continue their study of social justice and empathy through a dramatic work of their choosing (possible choices include: *A Doll's House*, *Pygmalion*, *A Raisin in the Sun*, *A View from the Bridge*, and *Cyrano de Bergerac*). Small groups will be assigned an element to analyze (wealth, education, gender) resulting in a writing piece. Throughout this unit, students will have a great deal of control and input about their reading schedule and activities assigned.

Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)

Language	● L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies. ● L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
Reading	● RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain. ● RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text. ● RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. ● RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise). ● RL.PP. 9–10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
Writing	● W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. G. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension. H. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. I. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. J. Use precise language and domain-specific vocabulary to manage the complexity of the topic. K. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. L. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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	● W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.	
Speaking & Listening	● SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ● SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.	
Essential Questions:		Understandings: <i>Students will understand that...</i>
● What strategies are best suited to working in a small group of my peers? ● What reading strategies are best suited to reading drama? ● What social constructs drive the plot and contribute to conflict in my chosen work?		● Students will understand that the reading task must have defined parameters to increase understanding. ● Students will understand that close reading requires active reading strategies, such as annotating and questioning. ● Students will understand that wealth, education, and gender are important constructs for developing character and plot.
Unit Learning Activities: <i>Students will...</i> ● Develop their reading schedules with their small group. ● Track character and plot development. ● Develop insightful questions for small group discussion. ● Develop guidelines and rubrics for small group discussion. ● keep a journal with 2-3 entries per week discussing the work. ● compile a portfolio of activities completed for this unit.		
Assessments		
Summative: ● portfolio ● Project (students will be given a choice project to complete at the end of the unit)		Formative: ● small group discussions ● journal entries

Course: English 2 Honors
Unit Title: *Lord of the Flies*
[3-4 weeks]

Unit Summary: *Lord of the Flies* will be the anchor text for this unit. Students will explore different literary criticisms and apply to the text by conducting a close reading and writing a passage analysis essay. This unit will focus on psychoanalytic and archetypal (Jungian) literary criticism, character development, and symbolism.

Primary interdisciplinary connections: psychology, social studies
Unit Rationale: (Why is this an appropriate unit for this grade, level, and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)
English 2 Honors students will be analyzing the ways in which group dynamics and individual morality shift based on circumstances. Additionally, this can serve as an introduction to literary criticisms. This will also challenge students to work on their close reading skills as well as their ability to analyze a text in a concise way.

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Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)	
Language	● L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening ● L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
Reading	● RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain. ● RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme. ● RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Writing	● W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence. ○ Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. ○ Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns. ○ Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ○ Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. ● W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

Speaking & Listening	● SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Essential Questions:	Understandings: <i>Students will understand that...</i>
● How can analyzing a text through a particular literary lens enhance our understanding of it? ● How can analyzing a particular passage of a text help us understand the text as a whole? ● How can Socratic seminars deepen our understanding of a text? ● How do characters use rhetorical strategies to persuade other characters? ● How does identifying and analyzing these strategies reveal characterization?	● Students will understand that applying a literary lens to a text can reveal characterization and help unpack themes ● Students will understand that analyzing/writing about a particular passage of a text can contribute to understanding characters' motives, themes, and symbolism in a more comprehensive way ● Students will understand that asking higher order thinking questions will contribute to deeper

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	understanding of characters, symbolism and themes, and help them make connections better ● Students will understand that the ways that characters try to persuade others reveals motives, behaviors, and relationships between characters. Additionally, students will understand the importance of comparing different types of rhetoric and analyzing strengths and weaknesses in argument types.
Unit Learning Activities: <i>Students will...</i> ● Read, annotate text both individually and in small groups ● Conduct close reading of passages ● Respond to questions about chapters individually and in small groups ● Engage in informal small group discussions about symbolism, characters, conflict ● Take notes on psychoanalytic and archetypal literary criticism ● Apply literary criticisms to text through scaffolded questions, discussions, and writing ● Identify and analyze biblical and archetypal allusions in the text	
Assessments	
Summative: ● Socratic seminar ● Passage Analysis Essay (process)	Formative: ● Small group timed writing / comprehension questions ● Reading comprehension quiz ● Small group discussions ● In-class writing (timed)

Course: English 2 Honors
Unit Title: *To Kill a Mockingbird*
[5-6 weeks]

Unit Summary: <i>To Kill a Mockingbird</i> serves as the anchor text for this unit. Students will explore the time period (Jim Crow deep South) through primary source documents, documentary film, and nonfiction articles. This unit will focus on a study of narrative technique, character development, and theme.
Primary interdisciplinary connections: Social studies (United States history and sociology)
Unit Rationale: (Why is this an appropriate unit for this grade, level, and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)
English 2 Honors students explore the ideas of social justice (and injustice) and empathy throughout the year. <i>To Kill a Mockingbird</i> by Harper Lee provides a strong anchor to these ideas and allows students to explore the ideas thoughtfully. Students will use the text to explore the concepts of social justice, injustice, and empathy through close reading, analytical writing, and insightful discussions.
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)

Language • L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

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	• L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
Reading	• RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain. • RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text. • RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. • RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise). • RL.PP. 9–10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

Writing	• W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence. A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns. C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented. • W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
Speaking & Listening	• SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. • SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
Essential Questions:	Understandings: <i>Students will understand that...</i>
• How does an author convey his/her message effectively? (author’s craft) • How can a reader apply the lessons from the text to his/her own life? • How can close reading reveal layers of meaning?	• Students will understand that there is more than one way to tell a story and that authors make choices in how they tell a story in order to convey a message with the greatest impact. • Students will understand that older texts can convey a message that is just as relevant and

• How can analytical writing provide deeper understanding of a concept? • How can discussion provide insight and further develop ideas?	impactful today as it was when the text was written. • Students will understand that complex meaning can be revealed through close study and close reading of a text and that these meanings are often missed without appropriately close readings. • Students will understand how to use writing to develop a deeper understanding of a complex idea. • Students will understand how to use discussion to develop a deeper understanding of a complex idea.
Unit Learning Activities: <i>Students will...</i> • read, annotate, and consider historical documents and materials to provide a vivid picture of the historical context of the text. • connect historical documents and materials to present-day injustices. • consistently annotate the text to aid understanding and development of ideas (sticky notes, dialectical journals, etc.). • practice close reading by examining passages on multiple levels. • discuss the text in small groups and larger groups practicing student lead discussions. • examine the use of literary techniques in the text. • analyze the use of the narrator in the text. • analyze the development of plot, character, and theme in the text. • Develop insightful arguments through in-class and process writing.	
Assessments	
Summative: • excerpt based test • AP styled critical reading test • process essay • in-class essay • structured Socratic seminar discussion	Formative: • reading comprehension quizzes • class discussion (both formal and informal and small group and whole group) • short in class analytical writing (1-2 paragraph responses)

Course: English 2 Honors
Unit Title: Research - Issues in US Public Education
[5 weeks]

Unit Summary: This research project will serve as the second semester research requirement for English 2 Honors students. Students will learn about the different types of claims, develop a claim of value or policy about the education system, research evidence that supports their claim, and present their findings as both a written paper and as a presentation to the class.
Primary interdisciplinary connections: social studies
Unit Rationale: (Why is this an appropriate unit for this grade, level, and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)

This unit encourages students to analyze/criticize their current educational environment. This also serves as an introduction to AP Language Arts as it covers different kinds of claims, rhetorical devices/triangle, and how to synthesize information into an argument.

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Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)

Language

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

Reading

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

Writing	W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence. W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.SE.9–10.6. 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, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals). W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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Speaking & Listening	SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. SL.ES.9–10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
Essential Questions:	Understandings: <i>Students will understand that...</i>

• What are the different kinds of claims and how can we differentiate between the different kinds? • How can we use different kinds of evidence to support our claims? • How does knowing and implementing the rhetorical triangle help us form strong arguments? • How can counterclaims strengthen our argument? • How can our personal experience in the education system affect our argument? • How can assessing a source's bias affect our argument?	• Students will understand that a singular topic can include a claim of fact, value, and policy. Students will understand that these claims can be argued and supported by a variety of evidence. • Students will understand that using facts, statistics, anecdotes, and expert opinions are all necessary pieces of evidence to create a strong argument • Students will understand that knowing the speaker, context, and audience of an informational piece (including their own) will determine the strength of an argument • Students will understand that addressing counterclaims acknowledge the other side of the argument and allow for nuance while maintaining stronger evidence for the original claim. • Students will understand the importance of reflecting on their own experience in the education system in order to show passion and devotion to argument for paper/presentation • Students will understand that all sources have some level of bias based on who is writing the source or where the information is coming from. Students will understand that bias does not mean that a source is inaccurate, but it may affect their argument/perspective.
Unit Learning Activities: <i>Students will...</i> • Discuss what they like/do not about the current US public education system • Read and discuss NYT opinion pieces "What is School For?" • Read and discuss Fareed Zakaria's "In Defense of a Liberal Education" - introduce rhetorical precis • Take notes on argument/research terms • Take notes on MLA format/quote integration/paraphrasing	

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• Identify a claim of value or policy based on an issue in the US Public education system that is important to them • Gather sources that defend claim(s) (databases, websites, journals, charts, videos, etc.) • Synthesize evidence into research paper and presentation • Practice public speaking skills in informal environment
Assessments

Summative: • Annotated bibliography (3 sources annotated, 5-10 sources total) • 4-6 page research paper • 3-5 minute speech/presentation	Formative: • Zakaria comprehension questions and rhetorical precis practice • Developing Topic document that includes claim and rationale for choosing claim • Source notes document including summary/potential bias for each source
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Course: Honors English 2
Unit Title: The Color of Water
[3-4 weeks]

Unit Summary: This unit will show students how to navigate a nonfiction text, specifically a memoir. Students will engage in a Socratic seminar, complete graded and ungraded timed writing tasks, and do a creative project that demonstrates their understanding of the text and the memoir genre.	
Primary interdisciplinary connections: social studies (religion and race relations in the 1930s/1960s)	
Unit Rationale: (Why is this an appropriate unit for this grade, level, and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)	
This unit serves as a precursor to AP Language and Composition where they will be reading and analyzing predominantly nonfiction texts. Additionally, it explores themes of social justice, community, and empathy through conversations about Judaism, the Black Power Movement, and intersectionality.	
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)	
Language	• L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
Reading	• L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies. • L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. • RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain. • RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text. • RL.TS.9–10.4. Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
Writing	• W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

	● W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. ● W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
Speaking & Listening	● SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ● SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest	
Essential Questions:		Understandings: <i>Students will understand that...</i>
● How does the structure of a memoir (i.e. alternating POV) impact its meaning? ● How does having knowledge of setting affect the reading of a memoir? ● How does an author's diction reveal characterization in a memoir? ● How are our beliefs, behaviors, and ideas shaped by those around us?		● Students will understand that the structure of a memoir influences the reader's understanding of events. It also helps the reader understand the cause and effect of situations and helps build characterization. ● Students will understand that knowing the time, place, and culture of where a memoir takes place helps them analyze characters and themes in more depth. ● Students will understand that an author makes certain word choices in order to convey meaning and reveal information about themselves and their relationships. ● Students will understand that we are shaped by those around us and that our ways of behaving/acting now are influenced by our past
Unit Learning Activities: <i>Students will...</i> ● Read and analyze poem "Good Bones" by Maggie Smith as precursor to text to prepare students for themes of parent-child relationships ● Read and annotate text, drawing connections between Ruth and James' perspective ● Engage in informal small group discussions and collaboratively respond to discussion questions ● Research information about Judaism and the Black Power Movement to better understand the setting of the text ● Conduct close readings of the text independently for elements of author's craft ● Take notes on Maslow's Hierarchy of Needs and apply to characters in the text ● Discuss and analyze the meaning of the title of the text ● Conduct interviews of a loved one that model the style of McBride ● Write a narrative based on interview in the style of McBride and present to small groups		
Assessments		
Summative: ● Socratic Seminar ● Timed In-Class Essay ● Modeling McBride - Creative Project		Formative: ● Comprehension questions ● Small group discussions ● Fishbowl discussions

- Paragraph timed in-class writing

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Course: English 2 Honors

Unit Title: Beowulf

[4-5 weeks]

Unit Summary: In this unit, students will explore the epic poem *Beowulf*, examining its themes of heroism, loyalty, and the struggle between good and evil. The text will serve as a gateway to understanding the foundations of English literature and the cultural values of the Anglo-Saxon period. Through close reading, analytical writing, and discussion, students will develop critical thinking skills and an appreciation for the poetic form and its influence on later literature.

Primary interdisciplinary connections:

- **History:** Understanding the historical context of the Anglo-Saxon period.
- **Mythology:** Connections to other heroic myths and legends across cultures.
- **Art:** Exploration of medieval art, including depictions of scenes from *Beowulf*.
- **Philosophy:** Discussions on the moral dilemmas faced by *Beowulf* and their relevance to contemporary ethical discussions.

Unit Rationale: (Why is this an appropriate unit for this grade, level, and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)

This unit is essential for sophomore honors students as it introduces them to one of the most significant works in English literature. *Beowulf* is an excellent entry point into the study of epic poetry and the early medieval period, offering insights into the cultural and moral framework of the time. The unit will help students develop a deep understanding of literary archetypes, the heroic code, and the narrative structures that continue to influence modern storytelling. It connects to broader themes in the curriculum, such as heroism, morality, and the human condition, making it both academically rigorous and personally engaging for students.

Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)

Language

- L.SS.9–10.1: Demonstrate command of the system and structure of the English language when writing or speaking.
- L.KL.9–10.2: Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking, or listening.
- L.VL.9–10.3: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.
- L.VI.9–10.4: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Reading

- RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.2: Determine a theme or central idea of a text and analyze its development over the course of the text.
- RL.9-10.4: Analyze the cumulative impact of specific word choices on meaning and tone.

Writing	• W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. • W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. • W.9-10.10: Write routinely over extended and shorter time frames for a range of tasks, purposes, and audiences.		
Speaking & Listening	• SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions. • SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically.		
<table> <tr> <td>Essential Questions:</td><td>Understandings: <i>Students will understand that...</i></td></tr> </table>		Essential Questions:	Understandings: <i>Students will understand that...</i>
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• What qualities define a hero in the context of Beowulf and how do these qualities compare to modern definitions of heroism? • How does the structure of Beowulf reflect the values and culture of the Anglo-Saxon period? • In what ways does the epic explore the tension between fate and free will? • How do the themes of loyalty and honor influence the characters' actions in Beowulf?	• Epic heroes reflect the cultural values of their time. • The structure and style of an epic poem contribute to its thematic depth and meaning. • Beowulf offers insights into the social and moral codes of the Anglo-Saxon era. • The themes of Beowulf resonate with universal human experiences and dilemmas.
Unit Learning Activities: <i>Students will...</i> • Analyze key passages from Beowulf to explore its themes and language. • Participate in discussions about the moral and ethical dilemmas faced by the characters. • Write analytical essays focusing on the portrayal of heroism in Beowulf. • Create visual or multimedia presentations connecting Beowulf to modern heroic narratives. • Engage in creative writing by composing their own epic-style poems.	
Assessments	
Summative: • Analytical essay on the theme of heroism in Beowulf. • Oral presentation on a chosen aspect of Anglo-Saxon culture as reflected in Beowulf. • Creative project: Writing and presenting an original epic poem.	Formative: • Reading quizzes to ensure comprehension of the text. • Peer review sessions for essay drafts. • Group discussions and presentations on key themes and characters. • Vocabulary and figurative language exercises related to the text.

Course: English 2 Honors
Unit Title: Inherit the Wind
[4 weeks]

Unit Summary: This unit centers on *Inherit the Wind*, a play by Jerome Lawrence and Robert E. Lee, which dramatizes the 1925 Scopes "Monkey" Trial. Through reading, analyzing, and discussing the play, students will explore themes such as freedom of thought, the conflict between science and religion, and the role of the media in shaping public opinion. This unit will also connect these themes to broader societal issues and historical contexts, fostering critical thinking and debate skills.

Primary interdisciplinary connections:

- **History/Social Studies:** Understanding the historical context of the Scopes Trial, the rise of fundamentalism, and the evolution of American legal and educational systems.
- **Science:** Exploring the scientific theories discussed in the play, such as evolution, and their implications in modern society.
- **Civics:** Discussing the First Amendment rights and their application in historical and contemporary settings.

Unit Rationale: (Why is this an appropriate unit for this grade, level, and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)

Inherit the Wind is an appropriate unit for this grade, level, and subject because it challenges students to think critically about complex issues such as the tension between science and religion, individual versus societal beliefs, and the influence of the media. This unit aligns with key standards by emphasizing analytical reading, Revised: 2024

persuasive writing, and speaking skills. The play's historical context and its relevance to ongoing debates make it a compelling and meaningful text for students, encouraging them to make connections to other units, subjects, and current world events. The play's exploration of moral and ethical dilemmas will also engage students on a personal level, prompting reflection on their own beliefs and values.

Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)

Language

- L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

Reading

- RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text.
- RL.9-10.3: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.

Writing

- W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking & Listening	● SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ● SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
Essential Questions:	Understandings: <i>Students will understand that...</i>
● What is the role of the individual in challenging societal norms? ● How do conflicting viewpoints contribute to a deeper understanding of truth? ● In what ways can the media influence public perception and opinion? ● How does <i>Inherit the Wind</i> reflect ongoing debates about science, religion, and education?	● Conflicts between differing belief systems can lead to societal and legal challenges. ● The play serves as both a historical reflection and a commentary on contemporary issues. ● Persuasive rhetoric and logical argumentation are essential tools in public discourse. ● The interpretation and presentation of evidence can shape public and private beliefs.
Unit Learning Activities: <i>Students will...</i> ● Read and analyze <i>Inherit the Wind</i> in its entirety, focusing on character development, themes, and rhetorical strategies. ● Participate in Socratic seminars to discuss the ethical and moral issues presented in the play. ● Research the historical context of the Scopes Trial and present findings on its significance.	

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● Write persuasive essays that argue a position on a key issue related to the play, using textual evidence to support their claims. ● Engage in a mock trial activity to understand the legal and rhetorical strategies used in courtroom settings. ● Watch key moments of the film adaptation of <i>Inherit the Wind</i>, analyze rhetoric, and compare with the written play.	
Assessments	
Summative: ● Analytical essay on a central theme or character in <i>Inherit the Wind</i>. ● Persuasive essay on the relevance of <i>Inherit the Wind</i> to contemporary issues. ● Performance-based assessment through a mock trial or debate.	Formative: ● Reading quizzes to assess comprehension of the play. ● Class discussions and Socratic seminars. ● Research presentations on the historical context of the Scopes Trial. ● Peer review of essays and written assignments.

Course: English 2 Honors

Unit Title: Buried Onions

[4 weeks]

Unit Summary: In this unit, students will explore the complexities of urban life and the coming-of-age experiences of Eddie, the protagonist in Gary Soto's <i>Buried Onions</i> . The novel provides a vivid portrayal of the challenges faced by young adults in economically disadvantaged neighborhoods, including themes of poverty, violence, family, and hope. Through reading, discussion, and critical analysis, students will examine how Soto uses language and literary devices to convey the harsh realities and emotions associated with Eddie's journey. This unit will culminate in a project that requires students to connect Eddie's struggles to broader societal issues.	
Primary interdisciplinary connections: • Social Studies: Exploration of socio-economic issues, gang violence, and the American Dream. • Health/SEL: Discussions on mental health, coping mechanisms, and resilience. • Art: Analysis of visual representations of urban life through photography and film.	
Unit Rationale: (Why is this an appropriate unit for this grade, level, and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)	
<i>Buried Onions</i> is an appropriate unit for sophomore honors students as it addresses the complexities of adolescence within a realistic urban setting. The novel provides opportunities for students to engage in discussions about socio-economic disparities, identity, and the impact of the environment on personal growth. By connecting the literary themes to real-world issues, students can develop a deeper understanding of the challenges faced by individuals in similar circumstances. The unit is designed to meet key standards in reading comprehension, literary analysis, and critical thinking, while also encouraging personal and academic growth.	
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)	
Language	• L.10-11.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 10-11 reading and content. • L.10-11.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Reading	• RL.10-11.2: Determine a theme or central idea of a text and analyze its development over the course of the text. • RL.10-11.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

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	• RL.10-11.6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant.
Writing	• W.10-11.1: Write arguments to support claims in an analysis of substantive topics or texts. • W.10-11.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Speaking & Listening	• SL.10-11.1: Initiate and participate effectively in a range of collaborative discussions. • SL.10-11.4: Present information, findings, and supporting evidence clearly, concisely, and logically.
Essential Questions:	Understandings:

	<i>Students will understand that...</i>
• How does Gary Soto portray the impact of the environment on personal identity in <i>Buried Onions</i>? • What role do family and community play in shaping Eddie's choices? • How does the novel reflect broader societal issues such as poverty and violence? • In what ways can individuals find hope and resilience in the face of adversity?	• The environment can significantly influence an individual's life choices and identity. • Literature can reflect and critique social issues, providing insight into the human condition. • Overcoming adversity requires resilience, support, and sometimes, difficult decisions.
Unit Learning Activities: <i>Students will...</i> • Read and annotate <i>Buried Onions</i>, focusing on themes, character development, and literary devices. • Engage in class discussions and Socratic seminars to explore key themes and essential questions. • Analyze the socio-economic context of the novel through research and multimedia presentations. • Write analytical essays that explore the novel's portrayal of urban life and its impact on the protagonist. • Create a project that connects the themes of the novel to contemporary societal issues, presenting their findings to the class.	
Assessments	
Summative: • Analytical essay on the impact of the environment on Eddie's identity. • Group project on contemporary societal issues reflected in <i>Buried Onions</i>. • Final presentation analyzing a theme or literary element in the novel.	Formative: • Reading quizzes to assess comprehension. • Annotation checks and literary device analysis activities. • Class discussions and participation in Socratic seminars. • Short reflective writing assignments on key themes and personal connections.

Course: China Boy

Unit Title: Gus Lee

[5-6 weeks]

Unit Summary: This unit explores <i>China Boy</i> by Gus Lee, a semi-autobiographical novel that delves into themes of identity, cultural conflict, and personal growth. Students will analyze how the protagonist, Kai Ting, navigates the complexities of his Chinese American heritage in 1950s San Francisco. Through reading, discussion, and various writing assignments, students will engage with the novel's exploration of race, family dynamics, and the immigrant experience. The unit will foster critical thinking, empathy, and a deeper understanding of the multifaceted nature of identity.
Primary interdisciplinary connections:

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● History: Examination of 1950s America, post-WWII immigrant experiences, and the Chinese Exclusion Act's long-term impact. ● Sociology: Analysis of cultural assimilation, identity formation, and the social dynamics of race. ● Psychology: Understanding of trauma, resilience, and the development of self-concept in adolescence.			
Unit Rationale: (Why is this an appropriate unit for this grade, level, and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)			
<i>China Boy</i> is a compelling narrative that speaks to the challenges of navigating multiple cultural identities. This unit is appropriate for honors-level sophomores because it addresses complex issues such as racial identity, cultural assimilation, and personal resilience—topics that are relevant to students as they form their own identities. The novel's themes align with key standards in literature analysis, critical thinking, and written and oral communication. By connecting to historical and social contexts, the unit helps students link literary themes to broader real-world issues, encouraging a deeper, more empathetic understanding of the immigrant experience.			
Standards: (Note: Although the unit may address many standards, include here those which you will focus <u>instruction for assessment</u>)			
Language	● L.SS.9–10.1: Demonstrate command of the system and structure of the English language when writing or speaking. ● L.KL.9–10.2: Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking, or listening. ● L.VL.9–10.3: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content. ● L.VI.9–10.4: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
Reading	● RL.9–10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● RL.9–10.2: Determine a theme or central idea of a text and analyze its development over the course of the text. ● RL.9–10.3: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.		
Writing	● W.9–10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● W.9–10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. ● W.9–10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.		
Speaking & Listening	● SL.9–10.1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues. ● SL.9–10.4: Present information, findings, and supporting evidence clearly, concisely, and logically so that listeners can follow the line of reasoning.		
<table border="1"> <tr> <td>Essential Questions:</td> <td>Understandings: <i>Students will understand that...</i></td> </tr> </table>		Essential Questions:	Understandings: <i>Students will understand that...</i>
Essential Questions:	Understandings: <i>Students will understand that...</i>		

• How does <i>China Boy</i> portray the complexities of cultural identity? • In what ways does Kai Ting's journey reflect the broader immigrant experience in America? • How do societal expectations and personal identity conflict and converge in the novel? • What role does family play in shaping one's identity and sense of belonging?	• Identity is shaped by both internal and external forces, including family, culture, and societal expectations. • Cultural assimilation can be both a source of conflict and a path to self-discovery. • The immigrant experience in America is diverse, complex, and deeply personal.
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	• Literature can serve as a powerful vehicle for exploring and understanding cultural differences and shared human experiences.
Unit Learning Activities: <i>Students will...</i> • Read and analyze <i>China Boy</i>, focusing on themes of identity, cultural conflict, and personal growth. • Engage in class discussions that explore the historical and social context of the novel. • Write analytical essays that examine character development, themes, and the author's use of language. • Create a multimedia project that connects the novel to modern-day issues of race, identity, and immigration. • Participate in a Socratic seminar to discuss the novel's themes and their relevance today. • Conduct research on the Chinese American experience and present findings to the class.	
Assessments	
Summative: • Analytical essay on the theme of identity in <i>China Boy</i>. • Multimedia project connecting the novel's themes to contemporary issues. • Final exam with a focus on character analysis, thematic exploration, and language use in the novel.	Formative: • Reading quizzes on key chapters. • Class discussions and participation. • Peer reviews of written assignments. • Socratic seminar participation and reflection.