CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

HONORS ENGLISH II

GRADE 10

Date of Board Approval: May 15, 2014

CARLISLE AREA SCHOOL DISTRICT
PLANNED INSTRUCTION COVER PAGE

TITLE OF COURSE: Honors English II   **SUBJECT:** English   **GRADE LEVEL:** 10

COURSE LENGTH: One Year   **DURATION:** 50 minutes   **FREQUENCY:** Daily

PREREQUISITES: English I   **CREDIT:** 1.0 credit   **LEVEL:** Honors

Course Description/Objectives:

Honors English II is designed for students with superior verbal skills, strong self-motivation, the ability to read and learn rapidly, and the willingness to encounter challenges beyond the regular Option II classroom. This course focuses on academic writing in response to literature and research. Students will strengthen a position by examining literature and secondary sources and by integrating textual evidence. Each student will develop and refine his/her own writing process in both academic and creative writing. Classic and contemporary fiction and narrative non-fiction will be examined with a critical eye. Honors English II is strongly recommended for students who may wish to elect AP courses in their eleventh and twelfth grade years.

Texts:

Literature: A Pocket Anthology	*Dr. Jekyll and Mr. Hyde*
How to Read Literature like a Professor	*Great Expectations*
A Raisin in the Sun	*Models for Writers: Short Essays*
The Old Man and the Sea	*Animal Farm*
Inferno	*A Separate Peace*
Frankenstein	*The Soloist*
Dracula	*A Midsummer Night's Dream*

Curriculum Writing Committee:

Doug Hewlett
Dana Smetana
Jason Griffith

COURSE TIME LINE

Unit 1: Advanced Reading and Discussion Skills (Essential)   10 days

Unit 2: Elements of Short Fiction (Essential)   15 days

Unit 3: Writing Literary Criticism (Essential)   35 days

Unit 4: Classic Literature (Essential)   10 days

Unit 5: Academic Research (Essential)   15 days

Unit 6: Poetry (Compact)   10 days

Unit 7: Narrative Non-Fiction (Essential)   20 days

Unit 8: Argument (Essential)   15 days

Unit 9: Elements of Drama (Important)   10 days

Unit 10: Film (Essential)   10 days

Unit 11: Gothic Literature (Compact)   15 days

Unit 12: Contemporary Fiction (Important)   6 days

Unit 13: Creative Writing (Important)   3 days

Unit 14:Grammar and Language (Essential)   6 days

                                                              Total: 170 days

KNOW, UNDERSTAND, DO

COURSE: Honors English II   **TIME FRAME:** 10 days

UNIT # 1: Advanced Reading and Discussion Skills   **GRADE:** 10

STANDARDS:

Core Standards:

CCSS.ELA-Literacy.RL.9-10.10	• By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. **CC.1.3.9-10.K**
CCSS.ELA-Literacy.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. **CC.1.3.9-10.B**
CCSS.ELA-Literacy.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, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **CC.1.3.9-10.A**
CCSS.ELA-Literacy.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. **CC.1.3.9-10.C**
CCSS.ELA-Literacy.RI.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. **CC.1.2.9-10.B**
CCSS.ELA-Literacy.W.9-10.10	• 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. **CC.1.4.9-10.X**
CCSS.ELA-Literacy.W.9-10.2	• Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **CC.1.4.9-10A**
CCSS.ELA-Literacy.W.9-10.2a	• 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 aiding comprehension. **CC.1.4.9-10.C**
CCSS.ELA-Literacy.W.9-10.2b	• 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. **CC.1.4.9-10.C**
CCSS.ELA-Literacy.W.9-10.2c	• Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **CC.1.4.9-10.D**
CCSS.ELA-Literacy.W.9-10.2d	• Use precise language and domain-specific vocabulary to manage the complexity of the topic. **CC.1.4.9-10.E**
CCSS.ELA-Literacy.W.9-10.2e	• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **CC.1.4.9-10.E**
CCSS.ELA-Literacy.W.9-10.2f	• Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic) **CC.1.4.9-10.D**

KNOW, UNDERSTAND, DO

COURSE: Honors English II

UNIT # 1: Advanced Reading and Discussion Skills

TIME FRAME: 10 days

GRADE: 10

CCSS.ELA-Literacy.SL.9-10.1	• Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **CC.1.5.9-10.A**
CCSS.ELA-Literacy.SL.9-10.1a	• 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. **CC.1.5.9-10.A**
CCSS.ELA-Literacy.SL.9-10.1c	• 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. **CC.1.5.9-10.A**
CCSS.ELA-Literacy.SL.9-10.1d	• Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. **CC.1.5.9-10.A**
CCSS.ELA-Literacy.L.9-10.1	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC.1.5.9-10.G, CC.1.4.9-10.F**
CSS.ELA-Literacy.L.9-10.1a	• Use parallel structure. **CC.1.4.9-10.K**
CCSS.ELA-Literacy.L.9-10.1b	• 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. **CC.1.4.9-10.K**
CCSS.ELA-Literacy.L.9-10.2	• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CC.1.4.9-10.F**
CCSS.ELA-Literacy.L.9-10.2a	• Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. **CC.1.4.9-10.F**
CCSS.ELA-Literacy.L.9-10.2b	• Use a colon to introduce a list or quotation. **CC.1.4.9-10.F**
CCSS.ELA-Literacy.L.9-10.2c	• Spell correctly. **CC.1.4.9-10.F**
CCSS.ELA-Literacy.L.9-10.3a	• Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.

Pennsylvania Common Core Standards are noted in boldface.

KNOW, UNDERSTAND, DO

COURSE: Honors English II

UNIT # 1: Advanced Reading and Discussion Skills

TIME FRAME: 10 days

GRADE: 10

UNDERSTANDINGS
Discussion can develop greater individual understanding of a text through collective thought and analysis of literary artistry. Utilization of reading strategies to uncover textual detail provides a foundation for interpretation.

COMMON ASSESSMENTS/CULMINATING ACTIVITY
A Raisin in the Sun essay (revision and expansion) Note: *A Raisin in the Sun* is a summer reading text.

KNOW	DO
• Describe the following reading strategies: talking to the text, recognizing patterns and symbols, understanding archetypes, asking questions, and making connections. • Understand discussion etiquette and strategies. • Describe the following active listening skills: restating, summarizing, encouraging, reflecting, giving feedback, probing, validating, redirecting, and using "I" statements. • Define piggy-backing, refutation, active listening, extension, and clarification.	• Analyze a text using reading strategies such as talking to the text, recognizing patterns and symbols, asking questions, and making connections. • Identify and critique archetypes in literature. • Use secondary sources to inform reading and analysis of literature. • Pose thought-provoking questions about literature. • Heighten critical discussions of literature by using active listening strategies and by supporting assertions with textual evidence. • Use insights from class discussion to inform revision of summer reading essay.

KNOW, UNDERSTAND, DO

COURSE: Honors English II

UNIT # 2: Elements of Short Fiction

TIME FRAME: 15 days

GRADE: 10

STANDARDS:

Core Standards:

CCSS.ELA-Literacy.RL.9-10.10	• By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. **CC.1.3.9-10.K**
CCSS.ELA-Literacy.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. **CC.1.3.9-10.B**
CCSS.ELA-Literacy.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, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **CC.1.3.9-10.A**
CCSS.ELA-Literacy.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. **CC.1.3.9-10.C**
CCSS.ELA-Literacy.RL.9-10.5	• Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. **CC.1.3.9-10.E**
CCSS.ELA-Literacy.RL.9-10.6	• Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. **CC.1.3.9-10.D**
CCSS.ELA-Literacy.RL.9-10.9	• Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). **CC.1.3.9-10.H**
CCSS.ELA-Literacy.RI.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. **CC.1.2.9-10.B**
CCSS.ELA-Literacy.RI.9-10.2	• Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **CC.1.2.9-10.A**
CCSS.ELA-Literacy.RI.9-10.3	• Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. **CC.1.2.9-10.C**
CCSS.ELA-Literacy.W.9-10.10	• 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. **CC.1.4.9-10.X**
CCSS.ELA-Literacy.W.9-10.4	• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CC.1.4.9-10.B**
CCSS.ELA-Literacy.W.9-10.2	• Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **CC.1.4.9-10A**

KNOW, UNDERSTAND, DO

COURSE: Honors English II

UNIT # 2: Elements of Short Fiction

TIME FRAME: 15 days

GRADE: 10

CCSS.ELA-Literacy.W.9-10.2a	• 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 aiding comprehension. **CC.1.4.9-10.C**
CCSS.ELA-Literacy.W.9-10.2b	• 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. **CC.1.4.9-10.C**
CCSS.ELA-Literacy.W.9-10.2c	• Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **CC.1.4.9-10.D**
CCSS.ELA-Literacy.W.9-10.2d	• Use precise language and domain-specific vocabulary to manage the complexity of the topic. **CC.1.4.9-10.E**
CCSS.ELA-Literacy.W.9-10.2e	• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **CC.1.4.9-10.E**
CCSS.ELA-Literacy.W.9-10.2f	• Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic) **CC.1.4.9-10.D**
CCSS.ELA-Literacy.W.9-10.5	• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **CC.1.4.9-10.T**

KNOW, UNDERSTAND, DO

COURSE: Honors English II

UNIT # 2: Elements of Short Fiction

TIME FRAME: 15 days

GRADE: 10

UNDERSTANDINGS

Authors use various tools to layer their work with meaning. (i.e. irony, allusion, character allegory, satire, theme, foreshadowing, flashback, context). Reading literary criticism allows students to develop a deeper understanding of a text. Literary criticism serves as a model in content and style for how students think about, discuss, and write about literature.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Literary criticism project

KNOW	DO
- Recognize that literary criticism situates a text in the context of culture, history, and society. - Explain that close reading, annotating, and creating double-entry journals are tools to help a reader to interpret a text. - Explain that literary criticism makes assertions about texts and supports them with textual evidence. - Understand that short fiction develops around a brief plot moment.	- Read and analyze a variety of short fiction. - Annotate texts while reading. - Use textual evidence to support or refute assertions in class discussions. - Use online databases to find literary criticism. - Identify thesis statements in literary criticism and outline the organizational structure. - Write about primary sources using secondary sources. - Cite primary and secondary sources parenthetically when writing about literature. - Create a properly formatted works cited page.

KNOW, UNDERSTAND, DO

COURSE: Honors English II

TIME FRAME: 35 days

UNIT # 3: Writing Literary Criticism

GRADE: 10

STANDARDS:

Core Standards:

CCSS.ELA-Literacy.RL.9-10.10	• By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. **CC.1.3.9-10.K**
CCSS.ELA-Literacy.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. **CC.1.3.9-10.I, CC.1.2.9-10.K**
CCSS.ELA-Literacy.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. **CC.1.3.9-10.B**
CCSS.ELA-Literacy.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, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **CC.1.3.9-10.A**
CCSS.ELA-Literacy.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. **CC.1.3.9-10.C**
CCSS.ELA-Literacy.RL.9-10.6	• Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. **CC.1.3.9-10.D**
CCSS.ELA-Literacy.RI.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. **CC.1.2.9-10.B**
CCSS.ELA-Literacy.RI.9-10.2	• Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **CC.1.2.9-10.A**
CCSS.ELA-Literacy.RI.9-10.3	• Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. **CC.1.2.9-10.C**
CCSS.ELA-Literacy.RI.9-10.5	• Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). **CC.1.2.9-10.E**
CCSS.ELA-Literacy.W.9-10.10	• 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. **CC.1.4.9-10.X**
CCSS.ELA-Literacy.W.9-10.4	• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CC.1.4.9-10.B**
CCSS.ELA-Literacy.W.9-10.9	• Draw evidence from literary or informational texts to support analysis, reflection, and research. **CC.1.4.9-10.S**
CCSS.ELA-Literacy.W.9-10.2	• Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **CC.1.4.9-10.A**

KNOW, UNDERSTAND, DO

COURSE: Honors English II

TIME FRAME: 35 days

UNIT # 3: Writing Literary Criticism

GRADE: 10

CCSS.ELA-Literacy.W.9-10.2a	• 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 aiding comprehension. **CC.1.4.9-10.C**
CCSS.ELA-Literacy.W.9-10.2b	• 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. **CC.1.4.9-10.C**
CCSS.ELA-Literacy.W.9-10.2c	• Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **CC.1.4.9-10.D**
CCSS.ELA-Literacy.W.9-10.2d	• Use precise language and domain-specific vocabulary to manage the complexity of the topic. **CC.1.4.9-10.E**
CCSS.ELA-Literacy.W.9-10.2e	• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **CC.1.4.9-10.E**
CCSS.ELA-Literacy.W.9-10.2f	• Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). **CC.1.4.9-10.D**
CCSS.ELA-Literacy.W.9-10.5	• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **CC.1.4.9-10.T**
CCSS.ELA-Literacy.W.9-10.6	• Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. **CC.1.4.9-10.U**
CCSS.ELA-Literacy.L.9-10.3a	• Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.
CCSS.ELA-Literacy.L.9-10.1	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC.1.4.9-10.L**
CCSS.ELA-Literacy.L.9-10.1a	• Use parallel structure. **CC.1.4.9-10.E, CC.1.4.9-10.K**
CCSS.ELA-Literacy.L.9-10.1b	• 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. **CC.1.4.9-10.E, CC.1.4.9-10.K**
CCSS.ELA-Literacy.L.9-10.2	• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CC.1.4.9-10.L**
CCSS.ELA-Literacy.L.9-10.2a	• Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. **CC.1.4.9-10.L**
CCSS.ELA-Literacy.L.9-10.2b	• Use a colon to introduce a list or quotation. **CC.1.4.9-10.L**
CCSS.ELA-Literacy.L.9-10.2c	• Spell correctly. **CC.1.4.9-10.L**

KNOW, UNDERSTAND, DO

COURSE: Honors English II   **TIME FRAME:** 35 days

UNIT # 3: Writing Literary Criticism   **GRADE:** 10

CCSS.ELA-Literacy.SL.9-10.1	• Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **CC.1.5.9-10.A**
CCSS.ELA-Literacy.SL.9-10.1a	• 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. **CC.1.5.9-10.A**
CCSS.ELA-Literacy.SL.9-10.1c	• 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. **CC.1.5.9-10.A**
CCSS.ELA-Literacy.SL.9-10.1d	• Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. **CC.1.5.9-10.A**

KNOW, UNDERSTAND, DO

COURSE: Honors English II

UNIT # 3: Writing Literary Criticism

TIME FRAME: 35 days

GRADE: 10

UNDERSTANDINGS
Writing literary criticism requires the synthesis of multiple primary and secondary sources and the writer's experiences.

COMMON ASSESSMENTS/CULMINATING ACTIVITY
Write a piece of literary criticism

KNOW	DO
- Review resources for formatting and elements of MLA citation. - Explain the purpose of literary criticism. - Distinguish between primary and secondary sources.	- Read, analyze, and discuss the primary text. - Read and interpret literary criticism (secondary sources) related to the primary text. - Evaluate and write effective thesis statements. - Defend a supportable and arguable thesis statement. - Use a primary text from class to generate an original literary criticism piece that incorporates support from secondary sources in the context of the writer's experiences. - Integrate citations in a literary criticism paper. - Write using appropriate MLA conventions: - always write in present tense when talking about literature - proper punctuation of citations - do not use first or second person pronouns

KNOW, UNDERSTAND, DO

COURSE: Honors English II

UNIT # 4: Classic Literature

TIME FRAME: 10 days

GRADE: 10

STANDARDS:

Core Standards:

CCSS.ELA-Literacy.RL.9-10.10	• By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. **CC.1.3.9-10.K**
CCSS.ELA-Literacy.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. **CC.1.3.9-10.B**
CCSS.ELA-Literacy.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, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **CC.1.3.9-10.A**
CCSS.ELA-Literacy.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. **CC.1.3.9-10.C**
CCSS.ELA-Literacy.RL.9-10.4	• Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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). **CC.1.3.9-10.F, CC.1.3.9-10.J**
CCSS.ELA-Literacy.RL.9-10.5	• Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. **CC.1.3.9-10.E**
CCSS.ELA-Literacy.RL.9-10.6	• Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. **CC.1.3.9-10.D**
CCSS.ELA-Literacy.RL.9-10.7	• Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). **CC.1.3.9-10.G**
CCSS.ELA-Literacy.RL.9-10.9	• Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). **CC.1.3.9-10.H**
CCSS.ELA-Literacy.W.9-10.6	• Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. **CC.1.4.9-10.U**
CCSS.ELA-Literacy.SL.9-10.1	• Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **CC.1.5.9-10.A**
CCSS.ELA-Literacy.SL.9-10.1a	• 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. **CC.1.5.9-10.A**

KNOW, UNDERSTAND, DO

COURSE: Honors English II

UNIT # 4: Classic Literature

TIME FRAME: 10 days

GRADE: 10

CCSS.ELA-Literacy.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. **CC.1.5.9-10.A**
CCSS.ELA-Literacy.SL.9-10.5	• Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **CC.1.5.9-10.A**
CCSS.ELA-Literacy.SL.9-10.6	• Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **CC.1.5.9-10.E**
CCSS.ELA-Literacy.L.9-10.4c	• 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. **CC.1.3.9-10.I**

KNOW, UNDERSTAND, DO

COURSE: Honors English II   **TIME FRAME:** 10 days

UNIT # 4: Classic Literature   **GRADE:** 10

UNDERSTANDINGS
Literature reflects the culture and society of the time period. Analyzing classical literature allows students to reflect on their own lives and times.

COMMON ASSESSMENTS/CULMINATING ACTIVITY
Circles of Hell project

KNOW	DO
- Define muses, catharsis, in-media-res, chorus, and epic. - Differentiate between: - Hero and antihero - Hamartia and Hubris	- Read, interpret, and discuss cantos 1-5 and 30-34. (*Inferno)* - Interpret and present a canto (6-29). (*Inferno)* - Use classical literature as a model for a project in order to analyze contemporary culture. - Discuss characteristics of an epic using evidence from the text.

KNOW, UNDERSTAND, DO

COURSE: Honors English II

UNIT # 5: Academic Research

TIME FRAME: 15 days

GRADE: 10

STANDARDS:

Core Standards:

CCSS.ELA-Literacy.RI.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. **CC.1.2.9-10.B**
CCSS.ELA-Literacy.RI.9-10.2	• Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **CC.1.2.9-10.A**
CCSS.ELA-Literacy.RI.9-10.3	• Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. **CC.1.2.9-10.C**
CCSS.ELA-Literacy.RI.9-10.4	• Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; 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). **CC.1.2.9-10.F**
CCSS.ELA-Literacy.RI.9-10.5	• Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). **CC.1.2.9-10.E**
CCSS.ELA-Literacy.RI.9-10.6	• Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. **CC.1.2.9-10.D**
CCSS.ELA-Literacy.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; identify false statements and fallacious reasoning. **CC.1.2.9-10.H**
CCSS.ELA-Literacy.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. **CC.1.4.9-10.G**
CCSS.ELA-Literacy.W.9-10.1a	• 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. **CC.1.4.9-10.H, CC.1.4.9-10.I, CC.1.4.9-10.J**
CCSS.ELA-Literacy.W.9-10.1b	• Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. **CC.1.4.9-10.I**
CCSS.ELA-Literacy.W.9-10.1c	• Use words, phrases, and 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. **CC.1.4.9-10.K**
CCSS.ELA-Literacy.W.9-10.1d	• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **CC.1.4.9-10.K**
CCSS.ELA-Literacy.W.9-10.1e	• Provide a concluding statement or section that follows from and supports the argument presented. **CC.1.4.9-10.J**
CCSS.ELA-Literacy.W.9-10.2	• Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **CC.1.4.9-10.A**

KNOW, UNDERSTAND, DO

COURSE: Honors English II   **TIME FRAME:** 15 days

UNIT # 5: Academic Research   **GRADE:** 10

CCSS.ELA-Literacy.W.9-10.2a	• 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 aiding comprehension. **CC.1.4.9-10.C**
CCSS.ELA-Literacy.W.9-10.2b	• 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. **CC.1.4.9-10.C**
CCSS.ELA-Literacy.W.9-10.2c	• Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **CC.1.4.9-10.D**
CCSS.ELA-Literacy.W.9-10.2d	• Use precise language and domain-specific vocabulary to manage the complexity of the topic. **CC.1.4.9-10.E**
CCSS.ELA-Literacy.W.9-10.2e	• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **CC.1.4.9-10.E**
CCSS.ELA-Literacy.W.9-10.2f	• Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). **CC.1.4.9-10.D**
CCSS.ELA-Literacy.W.9-10.4	• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CC.1.4.9-10.**B, **CC.1.4.9-10.**H
CCSS.ELA-Literacy.W.9-10.5	• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **CC.1.4.9-10.T**
CCSS.ELA-Literacy.W.9-10.6	• Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. **CC.1.4.9-10.U**
CCSS.ELA-Literacy.W.9-10.7	• 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. **CC.1.4.9-10.V**
CCSS.ELA-Literacy.W.9-10.8	• 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. **CC.1.4.9-10.W**
CCSS.ELA-Literacy.W.9-10.9b	• Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").**CC.1.4.9-10.S**
CCSS.ELA-Literacy.L.9-10.1	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC.1.4.9-10.L**
CCSS.ELA-Literacy.L.9-10.1a	• Use parallel structure. **CC.1.4.9-10.E, CC.1.4.9-10.K**

KNOW, UNDERSTAND, DO

COURSE: Honors English II

UNIT # 5: Academic Research

TIME FRAME: 15 days

GRADE: 10

CCSS.ELA-Literacy.L.9-10.1b	• 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. **CC.1.4.9-10.E, CC.1.4.9-10.K**
CCSS.ELA-Literacy.L.9-10.2	• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • **CC.1.4.9-10.L**
CCSS.ELA-Literacy.L.9-10.2a	• Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. **CC.1.4.9-10.L**
CCSS.ELA-Literacy.L.9-10.2b	• Use a colon to introduce a list or quotation. **CC.1.4.9-10.L**
CCSS.ELA-Literacy.L.9-10.2c	• Spell correctly. **CC.1.4.9-10.L**
CCSS.ELA-Literacy.L.9-10.3a	• Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.
CCSS.ELA-Literacy.SL.2	• Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally evaluating the credibility and accuracy of each source. **CC.1.4.9-10.C**

KNOW, UNDERSTAND, DO

COURSE: Honors English II

UNIT # 5: Academic Research

TIME FRAME: 15 days

GRADE: 10

UNDERSTANDINGS
Writing is a tool for thinking and problem solving. In order to create new understandings, engaging in the process of independent and shared inquiry is essential. Research writing follows a logical process that is applicable in college course work and in the workplace.

COMMON ASSESSMENTS/CULMINATING ACTIVITY
Academic persuasive research paper

KNOW	DO
- Identify facts, opinions, and bias in texts. - Define currency, accuracy, authority, objectivity, and coverage as means to differentiate between reliable and unreliable sources. - Define and describe how to paraphrase, use direct quotations, summarize, and annotate. - List and define the elements of a research paper. (introduction, thesis, body paragraphs, conclusion, addressing the opposition, citations, quotations) - Distinguish between bibliographies and works cited. - Identify the function of an outline as an organizational skeleton. - Describe revision as a necessary step in the writing process that improves the quality of the writing.	- Select topic to research. - Write questions to guide research of chosen topic. - Evaluate the reliability of sources using currency, accuracy, authority, objectivity, and coverage. - Utilize online databases in order to find reliable sources. - Determine sources that are relevant to topic. - Filter sources and information to support an argument. - Create an annotated bibliography. - Write a thesis statement including topic, position, and preview of support. - Create a working outline. - Properly paraphrase a quotation. - Use textual evidence to support opinions. - Integrate evidence from external sources into writing. - Elaborate on and/or refine opinions of others. - Create a rough draft utilizing parenthetical citations. - Explain and integrate textual evidence that supports the thesis. - Write a properly-formatted and completed works cited. - Revise and edit rough draft to create a publishable final copy.

KNOW, UNDERSTAND, DO

COURSE: Honors English II

UNIT # 6: Poetry (compact)

TIME FRAME: 10 days

GRADE: 10

STANDARDS:

Core Standards:

CCSS.ELA-Literacy.RL.9-10.10	• By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. **CC.1.3.9-10.K**
CCSS.ELA-Literacy.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. **CC.1.3.9-10.B**
CCSS.ELA-Literacy.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, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **CC.1.3.9-10.A**
CCSS.ELA-Literacy.RL.9-10.4	• Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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). **CC.1.3.9-10.F, CC.1.3.9-10.I**
CCSS.ELA-Literacy.RL.9-10.5	• Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. **CC.1.3.9-10.E**
CCSS.ELA-Literacy.L.9-10.5	• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **CC.1.3.9-10.F**
CCSS.ELA-Literacy.L.9-10.5b	• Analyze nuances in the meaning of words with similar denotations. **CC.1.3.9-10.F**
CCSS.ELA-Literacy.RL.9-10.4	• Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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). **CC.1.3.9-10.F, CC.1.3.9-10.I**
CCSS.ELA-Literacy.L.9-10.1	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC.1.4.9-10.F, CC.1.5.9-10.G**
CCSS.ELA-Literacy.SL.9-10.1	• Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **CC.1.5.9-10.A**
CCSS.ELA-Literacy.SL.9-10.1a	• 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. **CC.1.5.9-10.A**
CCSS.ELA-Literacy.SL.9-10.6	• Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. • **CC.1.5.9-10.E**

KNOW, UNDERSTAND, DO

COURSE: Honors English II

UNIT # 6: Poetry (compact)

TIME FRAME: 10 days

GRADE: 10

UNDERSTANDINGS

Poetry is fundamentally different than prose. In order to fully understand and enjoy poetry, it must be read on both a reader response level and an analytical level. Poetry must be heard as well as read to get a full understanding and appreciation.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Poem recitation

KNOW

- Identify and define sound techniques.
- (alliteration, rhyme, onomatopoeia, assonance, and consonance)
- Describe figurative language as language that cannot be interpreted literally, and as language that is written to create a special effect or feeling.
- Define and identify personification, metaphor, simile, hyperbole, and symbol.
- Describe strategies for delivering engaging recitations of poetry. (enunciation, projection, dramatization, physical presence, inflection, and fluency)

DO

- Explicate a poem through class discussion.
- Explicate a poem that has not been discussed in class.
- Evaluate a poet's purpose and use of figurative language and tone.
- Write original poetry.
- Interpret and recite poems using effective interpretation and presentation strategies.

KNOW, UNDERSTAND, DO

COURSE: Honors English II

UNIT # 7: Narrative Non-Fiction

TIME FRAME: 20 days

GRADE: 10

STANDARDS:

Core Standards:

CCSS.ELA-Literacy.RI.9-10.10	• By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently. **CC.1.3.9-10.K**
CCSS.ELA-Literacy.RL.9-10.5	• Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. **CC.1.3.9-10.E**
CCSS.ELA-Literacy.RI.9-10.6	• Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. **CC.1.2.9-10.D**
CCSS.ELA-Literacy.W.9-10.7	• 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. **CC.1.4.9-10.V**
CCSS.ELA-Literacy.W.9-10.9b	• Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). . **CC.1.4.9-10.S**
CCSS.ELA-Literacy.SL.9-10.1	• Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **CC.1.5.9-10.A**
CCSS.ELA-Literacy.SL.9-10.1a	• 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. **CC.1.5.9-10.A**
CCSS.ELA-Literacy.W.9-10.10	• 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. **CC.1.4.9-10.X**
CCSS.ELA-Literacy.W.9-10.4	• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CC.1.4.9.-10.B**
CCSS.ELA-Literacy.W.9-10.5	• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **CC.1.4.9-10.T**
CCSS.ELA-Literacy.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. **CC.1.4.9-10.M**
CCSS.ELA-Literacy.W.9-10.3a	• 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. **CC.1.4.9-10.N**

KNOW, UNDERSTAND, DO

COURSE: Honors English II

UNIT # 7: Narrative Non-Fiction

TIME FRAME: 20 days

GRADE: 10

CCSS.ELA-Literacy.W.9-10.3b	• Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. **CC.1.4.9-10.O**
CCSS.ELA-Literacy.W.9-10.3c	• Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. **CC.1.4.9-10.P**
CCSS.ELA-Literacy.W.9-10.3d	• Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. **CC.1.4.9-10.Q**
CCSS.ELA-Literacy.W.9-10.3e	• Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. **CC.1.4.9-10.P**

KNOW, UNDERSTAND, DO

COURSE: Honors English II

UNIT # 7: Narrative Non-Fiction

TIME FRAME: 20 days

GRADE: 10

UNDERSTANDINGS

There is a burden of truth associated with narrative non-fiction; narrative non-fiction should read like fiction, but needs to be grounded in truth. However, truth depends on perspective.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Write a piece of creative non-fiction

KNOW	DO
- Distinguish between narrative non-fiction, academic non-fiction, and fiction. - Define narrative non-fiction as plot plus truth. - Explain the process of research involved in creating narrative non-fiction. (interviews, examining artifacts, visiting sites)	- Evaluate the use of plot elements in a non-fiction text. - Discuss elements of non-fiction from the primary text. - Question the credibility of the author. - Analyze how point of view influences a telling of the "truth". - Compare and contrast real characters versus fictional characters. - Read mentor texts written by students. - Write a piece of creative non-fiction.

KNOW, UNDERSTAND, DO

COURSE: Honors English II

UNIT # 8: Argument

TIME FRAME: 15 days

GRADE: 10

STANDARDS:

Core Standards:

CCSS.ELA-Literacy.RL.9-10.10	• By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. **CC.1.3.9-10.K**
CCSS.ELA-Literacy.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. **CC.1.3.9-10.B**
CCSS.ELA-Literacy.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, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **CC.1.3.9-10.A**
CCSS.ELA-Literacy.RL.9-10.9	• Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). **CC.1.3.9-10.E**
CCSS.ELA-Literacy.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. **CC.1.4.9-10.G**
CCSS.ELA-Literacy.W.9-10.1a	• 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. **CC.1.4.9-10.H**
CCSS.ELA-Literacy.W.9-10.1b	• Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. **CC.1.4.9-10.I**
CCSS.ELA-Literacy.W.9-10.1c	• Use words, phrases, and 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. **CC.1.4.9-10.J**
CCSS.ELA-Literacy.W.9-10.1d	• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **CC.1.4.9-10.K**
CCSS.ELA-Literacy.W.9-10.1e	• Provide a concluding statement or section that follows from and supports the argument presented. **CC.1.4.9-10.J**
CCSS.ELA-Literacy.W.9-10.4	• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CC.1.4.9-10.J**
CCSS.ELA-Literacy.W.9-10.5	• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **CC.1.4.9-10.L, CC.1.4.9-10.T**
CCSS.ELA-Literacy.W.9-10.6	• Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. **CC.1.4.9-10.U**
CCSS.ELA-Literacy.W.9-10.10	• 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. **C.C.1.4.9-10.X**

KNOW, UNDERSTAND, DO

COURSE: Honors English II

UNIT # 8: Argument

TIME FRAME: 15 days

GRADE: 10

CCSS.ELA-Literacy.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. **CC.1.5.9-10.B, CC.1.5.9-10.D**
CCSS.ELA-Literacy.SL.9-10.5	• Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **CC.1.5.9-10.B, CC.1.5.9-10.F**
CCSS.ELA-Literacy.SL.9-10.6	• Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **CC.1.5.9-10.E**
CCSS.ELA-Literacy.L.9-10.1	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC.1.4.9-10.L, CC.1.5.9-1.G**
CCSS.ELA-Literacy.SL.9-10.3	• Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. **CC.1.5.9-10.C**
CCSS.ELA-Literacy.RI.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. **C.C.1.2.9-10.B**
CCSS.ELA-Literacy.RI.9-10.2	• Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **C.C.1.2.9-10.A**
CCSS.ELA-Literacy.RI.9-10.3	• Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. **C.C.1.2.9-10.C**
CCSS.ELA-Literacy.RI.9-10.4	• Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; 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). **C.C.1.2.9-10.F**
CCSS.ELA-Literacy.RI.9-10.5	• Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). **C.C.1.2.9-10.H**
CCSS.ELA-Literacy.RI.9-10.6	• Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. **C.C.1.2.9-10.D**
CCSS.ELA-Literacy.RI.9-10.7	• Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. **C.C.1.2.9-10.G**
CCSS.ELA-Literacy.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; identify false statements and fallacious reasoning. **C.C.1.2.9-10.H**
CCSS.ELA-Literacy.RI.9-10.9	• Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. **C.C.1.2.9-10.I**

KNOW, UNDERSTAND, DO

COURSE: Honors English II

UNIT # 8: Argument

TIME FRAME: 15 days

GRADE: 10

UNDERSTANDINGS
Arguments attempt to convince a reader to agree with a particular point of view, to make a particular decision, or to pursue a particular course of action.

COMMON ASSESSMENTS/CULMINATING ACTIVITY
Write and deliver a persuasive speech

KNOW	DO
- Differentiate between persuasion and logic. - Identify examples of deductive and inductive reasoning. - Define syllogism. - Define logical fallacy, over-simplification, hasty generalization, post hoc, ergo propter hoc, begging the question, either/or thinking, and non sequitur. - Identify and define: satire, allegory, propaganda, irony, allusion, character, theme, symbolism, foreshadowing, and context. - Define elements of rhetoric. (ethos, logos, and pathos) - Define the following propaganda techniques: bandwagon, fear, emotional appeal, plain folks, glittering generalities, transfer, testimonial, and card stacking. - List the techniques for effective public speaking.	- Evaluate an argument's effectiveness. - Identify logical fallacies in an argument. - Identify audience, tone, purpose. - Explain and analyze how ethos, logos, and pathos relate to speaker, subject, and audience. - Identify and apply ethos, pathos, and logos in an argument. - Read and analyze persuasive speeches. - Identify propaganda within the text. - Identify allegorical parallels between a text and history. - Write and deliver a persuasive speech using logical fallacies, rhetorical devices, and persuasive techniques.

KNOW, UNDERSTAND, DO

COURSE: Honors English II

TIME FRAME: 10 days

UNIT # 9: Elements of Drama

GRADE: 10

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STANDARDS:

Core Standards:

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CCSS.ELA-Literacy.RL.9-10.10

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- By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. **CC.1.3.9-10.K**

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CCSS.ELA-Literacy.RL.9-10.1

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- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CC.1.3.9-10.B**

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CCSS.ELA-Literacy.RL.9-10.2

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- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **CC.1.3.9-10.A**

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CCSS.ELA-Literacy.RL.9-10.3

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- 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. **CC.1.3.9-10.C**

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CCSS.ELA-Literacy.RL.9-10.4

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- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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). **CC.1.3.9-10.F**

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CCSS.ELA-Literacy.RL.9-10.5

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- Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. **CC.1.3.9-10.E**

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CCSS.ELA-Literacy.RL.9-10.7

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- Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). **CC.1.3.9-10.G**

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CCSS.ELA-Literacy.SL.9-10.1b

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- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

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CCSS.ELA-Literacy.SL.9-10.6

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- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **CC.1.5.9-10.E**

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KNOW, UNDERSTAND, DO

COURSE: Honors English II   **TIME FRAME:**   10 days

UNIT # 9:   Elements of Drama   **GRADE:**   10

UNDERSTANDINGS
In order to fully comprehend drama, a reader must have knowledge of the historical social, cultural and political context, as well as script notation and conventions.

COMMON ASSESSMENTS/CULMINATING ACTIVITY
Prepare and perform a scene from the play

KNOW	DO
- Identify the historical, social, political, cultural contexts of a drama/play. - Define drama as a composition in prose or verse that is intended to be performed on a stage. - Explain how the strategies required to read a play differ from those required to read a novel.	- Analyze how historical, social, political, cultural contexts influence the content of a drama. - Evaluate the use of symbolism in a drama. - Analyze the author's inspiration from and connection to another text. - Evaluate the effectiveness of a film adaptation of a drama. - Collaborate to prepare and perform a scene from the play.

KNOW, UNDERSTAND, DO

COURSE: Honors English II

UNIT # 10: Film

TIME FRAME: 10 days

GRADE: 10

STANDARDS:

Core Standards:

CCSS.ELA-Literacy.RL.9-10.7	• Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). **CC.1.3.9-10.G**
CCSS.ELA-Literacy.RL.9-10.9	• Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). **CC.1.3.9-10.H**
CCSS.ELA-Literacy.SL.9-10.1b	• Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
CCSS.ELA-Literacy.SL.9-10.5	• Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **CC.1.5.9-10.F**
CCSS.ELA-Literacy.SL.9-10.6	• Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **CC.1.5.9-10.E**
CCSS.ELA-Literacy.W.9-10.6	• Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. **CC.1.4.9-10.U**

KNOW, UNDERSTAND, DO

COURSE: Honors English II   **TIME FRAME:** 10 days

UNIT # 10: Film   **GRADE:** 10

UNDERSTANDINGS

Film adaptations are visual representations of texts. Deliberate choices made by the filmmakers influence the adaptation.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create a film adaptation   (*This is also the course final.)

KNOW	DO
- Define adaptations, mise en scene, fidelity (elision, invented characters, interpolation) and sound effects. - Classify types of adaptations: radical, literal, and traditional. - Identify types of shots: long shot, close up, extreme close up, cross cutting, shot-reverse-shot - Identify camera angles: low, high, Dutch. - Identify lighting: low-key, high-key, neutral. - Identify soft, rack, deep focus.	- Compare and contrast a film adaptation to a print text. - Evaluate the effectiveness of an adaptation. - Create a film adaptation of any text read in class during the year; this must include the use of different camera shots, camera angles, lighting, and focus.

KNOW, UNDERSTAND, DO

COURSE: Honors English II

UNIT # 11: Gothic Literature

TIME FRAME: 15 days

GRADE: 10

STANDARDS:

Core Standards:

CCSS.ELA-Literacy.RL.9-10.10	• By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. **CC.1.3.9-10.K**
CCSS.ELA-Literacy.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. **CC.1.3.9-10.B**
CCSS.ELA-Literacy.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, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **CC1.3.9-10.A**
CCSS.ELA-Literacy.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. **CC.1.3.9-10.C**
CCSS.ELA-Literacy.RL.9-10.4	• Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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). **CC.1.3.9-10.F, CC.1.3.9-10.J**
CCSS.ELA-Literacy.RL.9-10.5	• Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. **CC.1.3.9-10.E**
CCSS.ELA-Literacy.RL.9-10.6	• Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. **CC.1.3.9-10.D**
CCSS.ELA-Literacy.RL.9-10.7	• Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). **CC.1.3.9-10.G**
CCSS.ELA-Literacy.W.9-10.10	• 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. **CC.1.4.9-10.X**
CCSS.ELA-Literacy.W.9-10.4	• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CC.1.4.9-10.**B,
CCSS.ELA-Literacy.W.9-10.2	• Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **CC.1.4.9-10.A**
CCSS.ELA-Literacy.W.9-10.2a	• 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 aiding comprehension. **CC.1.4.9-10.C**
CCSS.ELA-Literacy.W.9-10.2b	• 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. **CC.1.4.9-10.C**

KNOW, UNDERSTAND, DO

COURSE: Honors English II   **TIME FRAME:** 15 days

UNIT # 11: Gothic Literature   **GRADE:** 10

CCSS.ELA-Literacy.W.9-10.2c	• Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **CC.1.4.9-10.D**
CCSS.ELA-Literacy.W.9-10.2d	• Use precise language and domain-specific vocabulary to manage the complexity of the topic. **CC.1.4.9-10.E**
CCSS.ELA-Literacy.W.9-10.2e	• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **CC.1.4.9-10.E**
CCSS.ELA-Literacy.W.9-10.2f	• Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). **CC.1.4.9-10.D**
CCSS.ELA-Literacy.W.9-10.5	• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **CC.1.4.9-10.T**
CCSS.ELA-Literacy.L.9-10.3a	• Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook,* Turabian's *Manual for Writers*) appropriate for the discipline and writing type.
CCSS.ELA-Literacy.W.9-10.6	• Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically **CC.1.4.9-10.U**
CCSS.ELA-Literacy.SL.9-10.1	• Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **CC.1.5.9-10.A**
CCSS.ELA-Literacy.SL.9-10.1a	• 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 **CC.1.5.9-10.A**
CCSS.ELA-Literacy.SL.9-10.1c	• 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. **CC.1.5.9-10.A**
CCSS.ELA-Literacy.SL.9-10.1d	• Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. **CC.1.5.9-10.A**
CCSS.ELA-Literacy.L.9-10.1	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC.1.5.9-10.G**
CCSS.ELA-Literacy.L.9-10.3	• Apply knowledge of language 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. **CC.1.3.9-10.F**

KNOW, UNDERSTAND, DO

COURSE: Honors English II

UNIT # 11: Gothic Literature

TIME FRAME: 15 days

GRADE: 10

UNDERSTANDINGS
Gothic literature was a reaction to social issues and problems and remains relevant today.

COMMON ASSESSMENTS/CULMINATING ACTIVITY
Write an essay that demonstrates how a gothic character relates to modern times.

KNOW	DO
- Explain how Gothic literature developed from Romantic literature. - Explain how Gothic literature was a reaction to social issues/problems in society. - Demonstrate how Gothic literature influenced modern day horror and fantasy stories and films.	- Identify, analyze, and discuss characteristics of Gothic literature. - Interpret the metaphor behind the monster. - Contextualize the Gothic character in modern terms.

KNOW, UNDERSTAND, DO

COURSE: Honors English II

UNIT # 12: Contemporary Literature

TIME FRAME: 6 days

GRADE: 10

STANDARDS:

Core Standards:

CCSS.ELA-Literacy.RI.9-10.10	• By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently. **CC.1.3.9-10.K**
CCSS.ELA-Literacy.SL.9-10.1	• Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **CC.1.5.9-10.A**
CCSS.ELA-Literacy.SL.9-10.1a	• 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. **CC.1.5.9-10.A**
CCSS.ELA-Literacy.SL.9-10.1b	• Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
CCSS.ELA-Literacy.SL.9-10.1c	• 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. **CC.1.5.9-10.A**
CCSS.ELA-Literacy.SL.9-10.1d	• Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. **CC.1.5.9-10.A**
CCSS.ELA-Literacy.W.9-10.4	• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CC.1.4.9-10.B, CC.1.4.9-10.M**
CCSS.ELA-Literacy.W.9-10.6	• Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. **CC.1.4.9-10.U**

KNOW, UNDERSTAND, DO

COURSE: Honors English II

UNIT # 12: Contemporary Literature

TIME FRAME: 6 days

GRADE: 10

UNDERSTANDINGS
Literature continues to evolve and reflect society and culture.

COMMON ASSESSMENTS/CULMINATING ACTIVITY
Write a review of the selected text.

KNOW	DO
• Recognize the Pulitzer Prize and National Book Awards as significant achievements.	• Read a Pulitzer Prize or National Book Award text from the last 20 years. • Discuss literary elements and cultural significance with a partner/small group. • Keep a discussion log from small group meetings. (must include textual support). • Write a review and share on GoodReads. (or a similar medium)

KNOW, UNDERSTAND, DO

COURSE: Honors English II

UNIT # 13: Creative Writing

TIME FRAME: 3 days

GRADE: 10

STANDARDS:

Core Standards:

CCSS.ELA-Literacy.W.9-10.10	• 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. **CC.1.4.9-10.X**
CCSS.ELA-Literacy.W.9-10.4	• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CC.1.4.9-10.N**
CCSS.ELA-Literacy.W.9-10.5	• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **CC.1.4.9-10.Q, CC.1.4.9-10.T**
CCSS.ELA-Literacy.W.9-10.6	• Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. **CC.1.4.9-10.U**

KNOW, UNDERSTAND, DO

COURSE: Honors English II

TIME FRAME: 3 days

UNIT # 13: Creative Writing

GRADE: 10

UNDERSTANDINGS
Effective writers develop an individual writing process.

COMMON ASSESSMENTS/CULMINATING ACTIVITY
Write a creative piece for publication

KNOW	DO
• Explain the importance of creative writing in developing a process for personal expression.	• Apply literary elements in creative writing. • Plan, write, revise, and conference while composing a piece. • Draft a piece that meets the guidelines for the Scholastic Art and Writing Contest. • Edit and refine the piece for publication.

KNOW, UNDERSTAND, DO

COURSE: Honors English II

UNIT # 14: Grammar and Language

TIME FRAME: 6 days

GRADE: 10

STANDARDS:

Core Standards:

CCSS.ELA-Literacy.L.9-10.1	• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **1.4.9-10.R, 1.4.9-10.F, 1.4.9-10.L**
CCSS.ELA-Literacy.L.9-10.1a	• Use parallel structure. **1.4.9-10.Q**
CCSS.ELA-Literacy.L.9-10.1b	• 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. **1.4.9-10.Q**
CCSS.ELA-Literacy.L.9-10.2	• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **1.4.9-10.R, 1.4.9-10.F, 1.4.9-10.L**
CCSS.ELA-Literacy.L.9-10.2a	• Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. **1.4.9-10.R, 1.4.9-10.F, 1.4.9-10.L**
CCSS.ELA-Literacy.L.9-10.2b	• Use a colon to introduce a list or quotation. **1.4.9-10.R, 1.4.9-10.F, 1.4.9-10.L**
CCSS.ELA-Literacy.L.9-10.2c	• Spell correctly. **1.4.9-10.R, 1.4.9-10.F, 1.4.9-10.L**
CCSS.ELA-Literacy.L.9-10.3	• Apply knowledge of language 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. **1.4.9-10.Q, CC.1.3.9-10 J, CC.1.2.9-10.J**
CCSS.ELA-Literacy.L.9-10.3a	• Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook,* Turabian's *Manual for Writers*) appropriate for the discipline and writing type.
CCSS.ELA-Literacy.W.9-10.5	• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **CC.1.4.9-10.F, CC.1.4.9-10.L, CC.1.4.9-10.R**
CCSS.ELA-Literacy.L.9-10.6	• 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **CC.1.2.9-10.J, CC.1.3.9-10.J**

KNOW, UNDERSTAND, DO

COURSE: Honors English II

UNIT # 14: Grammar and Language

TIME FRAME: 6 days

GRADE: 10

UNDERSTANDINGS

Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. Knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension. Success in the post-secondary setting, as well as the workplace, requires effective communication.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Notes :

Grammar and language concepts are taught most effectively in the context reading and writing.

A limited amount of stand-alone instruction may be necessary.

KNOW	DO
• Identify the function of semi-colons and colons in integrating different types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent and dependent) into writing.	• Use correct punctuation to write phrases and clauses that effectively communicate with the reader.
• Identify parallel structure.	• Use parallel structure to strengthen a message and its effect.
• Recognize the conventions of standard written English (capitalization, punctuation, and spelling).	• Analyze effectiveness of phrases and clauses within different types of writing.
• Identify fragmented and run-on sentences.	• Use different kinds of sentences (simple, complex, compound).
• Distinguish among different types of sentences.	• Choose the correct pronoun based on its antecedent.
• Recognize the impact of different types of verbs on both content and structure in writing.	• Use phrases (verbals, prepositional, appositives) to write effectively.
• Recognize that subjects and verbs must agree with one another.	• Correct misplaced modifiers.
• Recognize that pronouns and antecedents must agree.	• Apply active and passive voice appropriately when writing.
• Identify different types of phrases (verbals, prepositional, appositives).	• Analyze the use of active and passive voice in texts.
• Identify misplaced modifiers.	• Correctly use MLA formatting, including a correct header, font and font size, margins, spacing, pagination, parenthetical citations, and works cited.
• Distinguish consciously between active and passive voice.	• Use the literary present tense when writing about literature.
• Identify all components of correct MLA formatting in a piece of writing.	• Revise writing.
• Understand the literary present tense.	• Edit writing using conventions of standard written English.

Language and Grammar Scope and Sequence

Grades 6-12

Language is dynamic; it changes to reflect society and culture, and it provides the primary way that individuals communicate thoughts and feelings. Effective written and oral communications rely upon understanding and applying the rules of standard English. This thoughtful knowledge of language and the skillful application of conventions and craft enhance expression and aid comprehension.

Teaching grammar and language concepts and conventions requires a multi-faceted approach.

- Some direct instruction is useful to define a concept, to show how it functions, and to explain its importance.
- Mentor texts (authentic models) may be used to demonstrate how constructions and conventions work.
- Student writing assignments should allow students to explore, practice, and refine concepts in their own writing.
- Editing checklists and rubrics should be designed to help students focus their work, understand expectations, and be held accountable.

In the tables that follow, grammar and language concepts and skills taught in grades 6 through 12 are identified. Instruction follows the sequence: instruct, build, strengthen, and maintain. **Instruct** indicates the first year a skill or concept is taught. **Build** indicates that additional instruction or re-teaching is expected. **Strengthen** indicates brief refreshers may be required, but students will use editing checklists and rubrics to assess their writing. **Maintain** indicates that the concept or skill will be demonstrated routinely in writing and speaking.

I= Instruct   B= Build   S= Strengthen   M= Maintain

Parts of Speech	6	7	8	9	10	11	12
Identify nouns, verbs, adjectives, adverbs, and pronouns in sentences and explain their functions.	I	B	S	M	M	M	M
Identify prepositions, conjunctions, and interjections in sentences and describe their functions.		I	B	S	M	M	M
Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.			I	B	S	M	M
Form and use verbs in active and passive voice.			I	B	S	M	M
Sentence Building	6	7	8	9	10	11	12
Identify the four types of sentences in texts and use them in writing. (statement, question exclamation, command)	S	M	M	M	M	M	M
Identify the subject and predicate of a sentence.	I	B	S	M	M	M	M
Identify and correct fragments in writing. (unless they are used for effect)	I	B	S	M	M	M	M
Identify and correct run-on sentences in writing.	I	B	S	M	M	M	M
Identify and use different sentence patterns in writing. (Grade 6- S-V, S-V-DO, S-V- IO-DO only)	I	I	B	S	S	M	M
Identify prepositional phrases and appositives in sentences and place them appropriately in sentences when writing.		I	B	S	M	M	M
Explain the functions of participles, infinitives, and gerunds.			I	B	S	M	M
Use phrases (verbals, appositives, prepositional) to write effectively.			I	B	S	M	M
Define and identify dependent and independent clauses.		I	B	S	M	M	M
Identify simple, compound, and complex sentences in texts and use them in writing.		I	B	S	M	M	M
Analyze the structure of sentences though diagrams or graphic organizers. (sentences from texts read and students' writing)	I	B	S	M	M	M	M

I= Instruct B= Build S= Strengthen M= Maintain							
Usage	6	7	8	9	10	11	12
Categorize pronouns as subjective, objective, and possessive.	**I**	**B**	**S**	**M**	**M**	**M**	**M**
Use intensive pronouns correctly. (e.g. myself, ourselves)	**I**	**B**	**S**	**M**	**M**	**M**	**M**
Recognize and correct vague pronouns(i.e., ones with unclear or ambiguous antecedents)	**I**	**B**	**S**	**M**	**M**	**M**	**M**
Recognize that pronouns and antecedents must agree in number and person.	**I**	**B**	**S**	**S**	**M**	**M**	**M**
Recognize that subjects and verbs must agree with each other.	**I**	**B**	**S**	**S**	**M**	**M**	**M**
Use adverbs and adjectives correctly. (e.g. good/well)	**B**	**S**	**S**	**M**	**M**	**M**	**M**
Use comparative and superlative adjectives and adverbs correctly. (use more/most less/least or er, est appropriately)	**I**	**B**	**S**	**S**	**M**	**M**	**M**
Edit writing for correct homophone use. (to/too, its/it's, your/you're, whose/who's, there/their/they're)	**S**	**S**	**M**	**M**	**M**	**M**	**M**
Maintain verb tense (past, present, future) throughout a piece of writing.		**I**	**B**	**S**	**M**	**M**	**M**
Recognize and correct inappropriate shifts in verb voice and mood.			**I**	**B**	**S**	**M**	**M**
Use parallel structure.				**I**	**B**	**S**	**M**
Resolve usage issues by consulting references.	**I**	**B**	**B**	**S**	**M**	**M**	**M**
Recognize that usage is a matter of convention and conventions change over time, and are sometimes contested.				**I**	**B**	**S**	**M**
Mechanics	6	7	8	9	10	11	12
Spelling							
Spell frequently used words correctly.	**S**	**S**	**M**	**M**	**M**	**M**	**M**
Consult electronic and print references to correct spelling.	**B**	**S**	**S**	**M**	**M**	**M**	**M**
Use spell-check on word-processed documents.	**I**	**B**	**S**	**M**	**M**	**M**	**M**
Eliminate spelling errors during the editing phase of formal writing assignments.	**I**	**B**	**S**	**M**	**M**	**M**	**M**

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Mechanics (continued)	6	7	8	9	10	11	12
Capitalization							
Capitalize the first word in a sentence.	S	M	M	M	M	M	M
Capitalize proper nouns.	S	M	M	M	M	M	M
Capitalize "Mom, Dad…" when used as proper nouns.	I	B	S	M	M	M	M
Capitalize words in titles correctly.	I	B	S	M	M	M	M
Consult references to correct capitalization.	I	B	S	M	M	M	M
Punctuation	6	7	8	9	10	11	12
Use correct end of sentence punctuation.	S	M	M	M	M	M	M
Use apostrophes for contractions and possessives.	B	S	M	M	M	M	M
Use commas to separate items in a series.	S	M	M	M	M	M	M
Use commas to set off nonrestrictive/parenthetical elements in a sentence	I	B	S	M	M	M	M
Use commas to separate coordinate adjectives.		I	B	S	M	M	M
Use commas before coordinator in compound sentences.	I	B	S	M	M	M	M
Use commas to around interrupters(appositives, direct address, interjections)		I	B	S	M	M	M
Distinguish and divide main and subordinate clauses using commas and semi-colons.				I	B	S	M
Use quotation marks and correct punctuation to mark dialogue.	B	B	S	M	M	M	M
Correctly punctuate quotations integrated into an essay.			I	B	S	M	M
Use semicolons to join independent clauses with or without conjunctive adverbs.			I	B	S	M	M
Use colons to introduce a list or a quotation.				I	B	S	M
Use a comma, ellipsis, or dash to indicate a pause or break.			I	B	S	M	M
Use an ellipsis to indicate an omission.			I	B	S	M	M
Observe hyphenation conventions.					I	S	M
Consult references to correct punctuation.	I	B	S	M	M	M	M
Formatting							
Indent or double space paragraphs.	S	S	M	M	M	M	M
Use MLA formatting for header, font and font size, margins, spacing, pagination, citations, and works cited.		I	B	S	S	M	M

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Style/Rhetoric	6	7	8	9	10	11	12
Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	I	B	S	M	M	M	M
Maintain a consistent point of view within a piece of writing.		I	B	S	M	M	M
Maintain consistency in style and tone.	I	B	S	M	M	M	M
Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).			I	B	S	M	M
Use parallel structure. OR Identify and use parallelism and properly placed modifiers for rhetorically effective sentences.				I	B	S	M
Vary sentence patterns for meaning, style, and reader interest.	I	B	S	M	M	M	M
Choose among simple, compound, complex, and compound complex sentences to signal differing relationships among ideas.		I	B	S	M	M	M
Choose language that expresses ideas concisely and precisely, recognizing and eliminating redundancy and wordiness.		I	B	S	M	M	M
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.			I	B	S	M	M

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)