		Honors English II Grade 10 Unit 1
Course/Subject: Aca English II	Grade: 10	Suggested Timeline: 5-6 weeks

Grade Level Summary	<p>This college preparatory course with an emphasis on the Keystone exam will focus on different types of skills that are needed for reading, writing, speaking and listening. Students will participate in small group discussion and full class literary discussions in addition to activities that are geared toward qualities of the Profile of a Graduate to analyze texts at a deeper level. They will read, discuss, and analyze short stories, novels, drama, fiction, non-fiction, and poetry. Students will practice various styles of writing, both formally and informally, in MLA format such as essays, criticisms, short stories, and a research paper while improving grammar and vocabulary. Additionally, there will be a strong emphasis on progressing speaking, technology, and critical thinking skills toward college and career level expectations.</p>
Grade Level Units	<p>Unit 1: Fiction Unit 2: Non-Fiction Unit 3: Drama Unit 4: Poetry Unit 5: Research Process Unit 6: Independent Study: Fiction & Non-Fiction Study</p>

Unit Title	Unit 1: Short Stories
Unit Summary	<p>Students will read multiple short stories in this unit. The short stories will demonstrate various literary elements and figurative language that can be used to further analysis. Fiction enhances creativity and entertainment while navigating through the plot diagram and exploring various settings, characters, and perspectives.</p> <p>This unit will also encourage refining formal reading, writing, speaking, and listening skills while performing in accordance with the 8 C's. Additionally, students will complete and engage in various tasks that link content to the Keystone exam.</p> <p>The culminating assessment for this unit will be either an exam, essay, or short story that may be eligible for publication.</p>

Unit Essential Questions: <ol style="list-style-type: none"> 1. How can the study of short stories exhibit the Profile of a Graduate and Keystone test preparation? 2. How does the author use literary devices to develop plot, theme, and character development? 3. How does the sequence of events affect the telling of the short story? 4. How does fiction reflect real life? 5. How do the formal writing conventions assist in articulating different styles and purposes? 6. How does awareness of appropriate speaking and listening skills assist in effectively sending and receiving messages? 	Key Understandings: <ol style="list-style-type: none"> 1. Short story elements 2. Prefixes, suffixes, roots 3. The Keystone Literature exam 4. Identification of literary devices 5. MLA style conventions 6. Effective communication skills in small and large groups
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
CC.1.3.9–10.A	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.B	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.
CC.1.3.9–10.C	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CC.1.4.9–10.S	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

Important Standards Addressed in the Unit:

CC.1.4.9–10.O	Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
CC.1.4.9–10.P	Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CC.1.3.9–10.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.4.9–10.B	Write with a sharp, distinct focus identifying topic, task, and audience.
CC.1.5.9–10.A	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> • Short stories are usually fictional and foreign to those of the modern day era. • The average person cannot publish a short story. 	<ul style="list-style-type: none"> • Short stories can be relative and can creatively engage readers. • With proper submission and technique, publishing a short story is open to anyone

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Recognize an author's use of the elements of fiction in a short story. • Recognize the five parts of plot structure in a short story. • Identify an author's techniques for developing/revealing characters and their motivation. • Recognize the methods that an author uses to create setting. • Recognize how point of view affects the telling of the story. • Cite evidence to support inferences. • Use context clues to decode new vocabulary. • Recognize that short stories share the same elements of fiction and literary devices with other genres of imaginative literature. 	<ul style="list-style-type: none"> • Comprehend via independent reading and exploration of background information to identify, define key concepts and vocabulary. • Identify and apply key concepts to analysis of short stories and varied articles • Determine the short story's tone. • Determine and analyze how an author addresses the universal themes of life. • Identify an author's use of literary devices, including irony, foreshadowing, suspense, flashback, and symbolism, etc. • Determine and analyze a short story's conflict. • Evaluate or describe the author's influence social structures and cultural values • Synthesize understanding of key concepts via informative and summative writing • Follow a submission procedure (if applicable) 	<ul style="list-style-type: none"> • Communicate ideas effectively in writing to suit a particular audience or purpose • Comprehend text independently by inferring and tracing the main idea, interpreting, critically appraising, and making personal connections • Think critically about information and claims encountered culturally in society with accuracy, sound evidence, good reasons, and fairness • Share ideas and contribute to discussions verbally and electronically

Academic Vocabulary:

setting
characters
plot
theme/ moral
protagonist/ antagonist
plot diagram- exposition, rising action, climax, conflict, falling action, resolution
conflict types
direct/ indirect characterization
literary elements
short story techniques- hook, characterization, dialogue, climactic moment, snapshot

Evidence: Assessments and Performance Task(s)

Unit Exam/Quizzes
Socratic Seminar/Discussion
Publication (i.e. Lara Paparo, Scholastic, Newspaper contest)
Formal Written Responses (i.e. Short Story)

Interdisciplinary Connections:


The short stories and novels link to historical happenings and worldly views.
Creative writing and discussion assessments will improve students' abilities to communicate in multiple academic and social forums.

Additional Resources:

The following list is optional and not limited to:

“The Monkey’s Paw, Harrison Bergeron, Contents of a Dead Man’s Pockets, The Masque of the Red Death, Love, Rifles of the Regiment, The Demon Lover, Marigolds, The Bet, The Alligator War, The Piece of Yarn” or any others from the textbook, *Adventures in Appreciation* in addition to *House on Mango Street* and various non-fiction articles

Created By: Lynsey McKinley

		Honors English II Grade 10 Unit 2	
Course/Subject: Honors English II	Grade: 10		Suggested Timeline: 7-8 weeks

Grade Level Summary	<p>This college preparatory course with an emphasis on the Keystone exam will focus on different types of skills that are needed for reading, writing, speaking and listening. Students will participate in small group discussion and full class literary discussions both in person and virtually in addition to activities that are geared toward qualities of the Profile of a Graduate to analyze texts at a deeper level. They will read, discuss, and analyze fiction, nonfiction, drama, poetry, and novels. Students will practice various styles of writing, both formally and informally, in MLA format such as essays, articles, criticisms, short stories, and a research paper while improving grammar and vocabulary. Some of the student-written products may be eligible for publication. Additionally, there will be a strong emphasis on progressing speaking, technology, and critical thinking skills toward college and career level expectations.</p>
Grade Level Units	<p>Unit 1: Fiction Unit 2: Non-Fiction Unit 3: Drama Unit 4: Poetry Unit 5: Research Process Unit 6: Independent Study: Fiction & Non-Fiction Study</p>

Unit Title	Unit 2: Non-Fiction
Unit Summary	<p>Students will comprehend and analyze the nonfiction novel, <i>I Know Why the Caged Bird Sings</i> in accordance with nonfiction characteristics. Nonfiction texts focus on facts and historical events that can be used to discuss worldly topics. The different styles of writing such as narration, exposition, persuasion, and argumentation serve various purposes worth noting.</p> <p>This unit will also encourage refining formal reading, writing, speaking, and listening skills while performing in accordance with the 8 C's. Additionally, students will complete and engage in various tasks that link content to the Keystone exam.</p> <p>The culminating assessment for this unit will be either an exam, essay, or nonfiction article(s). Students will also be encouraged to write a newspaper article for Northern News or the Dillsburg Banner in addition to submit a piece of nonfiction work for a contest through New York Times, Scholastic, etc.</p>

Unit Essential Questions: <ol style="list-style-type: none"> 1. How can the study of non-fiction exhibit the Profile of a Graduate and Keystone test preparation? 2. How do nonfiction novels (and articles) convey purpose through plot, theme, and character development? 3. How does nonfiction help readers interpret historical happenings and worldly views? 4. How do the formal writing conventions assist in articulating different styles and purposes? 5. How does awareness of appropriate speaking and listening skills assist in effectively sending and receiving messages? 	Key Understandings: <ol style="list-style-type: none"> 1. Non-fiction elements 2. Supplemental articles 3. Prefixes, suffixes, roots 4. The Keystone Literature exam 5. Identification of literary devices 6. MLA style conventions 7. Effective communication skills in small and large groups
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Focus Standards Addressed in the Unit:	
<i>Standard Number</i>	<i>Standard Description</i>
CC.1.2.9-10.B	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.2.9-10.C	Apply appropriate strategies to analyze, interpret, and evaluate how an 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.1.4.9-10.A	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.9-10.G	Write arguments to support claims in an analysis of substantive topics.

Important Standards Addressed in the Unit:	
CC.1.2.9-10.A	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.D	Determine an author's particular point of view and analyze how rhetoric advances the point of view.
CC.1.2.9-10.F	Analyze how words and phrases shape meaning and tone in texts.
CC.1.5.9-10.C	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.1.5.9-10.G	Demonstrate command of the conventions of standard English when speaking based on Grades 9-10 level and content.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Text bias is only prevalent in nonfiction. Fiction and nonfiction texts are equally reliable and credible. Persuasive and argumentative texts are the same. 	<ul style="list-style-type: none"> Text bias and propaganda can be evident in nonfiction and fiction. Usually nonfiction is more reliable and credible. Persuasive texts are more bias while argumentative texts argue for a particular side but acknowledge the other side.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Identify the purpose of non-fiction. Identify and analyze the writer's main idea, point of view, and tone. Identify the structure and the style non-fiction writing. Identify and analyze the elements of persuasion in an argumentative essay. Distinguish facts from opinions. Recognize a writer's use of irony, foreshadowing, flashback, symbolism, or suspense in fiction and nonfiction. Recognize the difference between the denotation and the connotation of words. Spot structural differences between fiction and nonfiction. Cite evidence to support inferences. Use context clues to decode new vocabulary. 	<ul style="list-style-type: none"> Comprehend via independent reading and exploration of background information to identify, define key concepts and vocabulary. Identify and apply key concepts to analysis of fiction and non-fiction literature and varied articles Analyze the writer's use of ethos, pathos, logos. Draw conclusions from information that the writer provides. Identify and summarize events important to a narrative writing. Evaluate or describe the author's influence social structures and cultural values Synthesize understanding of key concepts via informative and summative writing Evaluate and cite multiple sources to support a position 	<ul style="list-style-type: none"> Communicate ideas effectively in writing to suit a particular audience or purpose Comprehend text independently by inferring and tracing the main idea, interpreting, critically appraising, and making personal connections Write in different styles including narrative, expository, persuasive, argumentative Think critically about information and claims encountered culturally in society with accuracy, sound evidence, good reasons, and fairness Engage in civil discourse as an effective speaker or audience member

Academic Vocabulary:

<ul style="list-style-type: none">• Styles of nonfiction: exposition, narration, persuasion, argumentationTypes of nonfiction: Newspapers, Journal articles, Ted Talks, How-to Youtube clips, News broadcasts, Letters, Historical diaries, Magazines, Amazon reviews, Recipes, Instructional Manuals• Text features: table of contents, glossary, index, boldface, italics, titles, subheadings, photographs, illustrations, captions, textbox, maps, diagrams, tables, timelines• Literary elements such as anecdote, paradox, irony, repetition, allusion, incongruity• decoding media bias• ethos, pathos, logos		<i>I Know Why the Caged Bird Sings</i> <ul style="list-style-type: none">• Angelou portrays how personal suffering leads to life lessons• Angelou depicts adversity and corporal punishment• Angelou conveyed social conventions and concerns of the day, religion, symbolic sign. of title, morals, and overcoming adversity.• Government or style of ruling• Themes such as survival, influences, hindrances, human carelessness, personal suffering, powerful leaders/ leadership traits• Historical influences and author's purpose• The individual versus society and the loss of innocence/ darkness of human nature
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Evidence: Assessments and Performance Task(s)

- Unit Exam/Quizzes
- Socratic Seminar or Circle/Discussion Board
- Formal Written Responses
- Non-fiction articles

Interdisciplinary Connections:


- The historical lens of the unit applies to understanding and impact of a society's culture on literature and values
- Individuality and the fight for freedom occurs in many societies and cultures.
- Formal writing and discussion assessments will improve students' abilities to communicate in multiple academic and social forums

Additional Resources:

The following list is optional and not limited to:

I Know Why the Caged Bird Sings and various non-fiction articles

Created By: Lynsey McKinley

		Honors English II Grade 10 Unit 3
Course/Subject: Honors English II	Grade: 10	Suggested Timeline: 5-6 weeks

Grade Level Summary	<p>This college preparatory course with an emphasis on the Keystone exam will focus on different types of skills that are needed for reading, writing, speaking and listening. Students will participate in small group discussion and full class literary discussions both in person and virtually in addition to activities that are geared toward qualities of the Profile of a Graduate to analyze texts at a deeper level. They will read, discuss, and analyze fiction, nonfiction, drama, poetry, and novels. Students will practice various styles of writing, both formally and informally, in MLA format such as essays, articles, criticisms, short stories, and a research paper while improving grammar and vocabulary. Some of the student-written products may be eligible for publication. Additionally, there will be a strong emphasis on progressing speaking, technology, and critical thinking skills toward college and career level expectations.</p>
Grade Level Units	<p>Unit 1: Fiction Unit 2: Non-Fiction Unit 3: Drama Unit 4: Poetry Unit 5: Research Process Unit 6: Independent Study: Fiction & Non-Fiction Study</p>

Unit Title	Unit 3: Drama
Unit Summary	<p>This unit will focus on one dramatic play, <i>Much Ado About Nothing</i> (or possibly <i>Julius Caesar</i>). Students will interpret a Shakespearean drama while recognizing the importance of stage directions, soliloquies, monologues, etc. Students might even perform certain scenes and lines in front of the class, practicing appropriate tone and body language. They'll also have the opportunity to watch the plays (or parts of it) to apply film terms and techniques for further analysis.</p> <p>This unit will also encourage refining formal reading, writing, speaking, and listening skills while performing in accordance with the 8 C's. Additionally, students will complete and engage in various tasks that link content to the Keystone exam.</p> <p>The summative assessments will include an exam, essay, and/or multifaceted cube project where students can creatively complete projects of their choice (managed choice). Some example choices include creative writing prompts, digital media portfolios, skits, board games, and storyboards.</p>

Unit Essential Questions: <ol style="list-style-type: none"> 1. How can the study of drama exhibit the Profile of a Graduate and Keystone test preparation? 2. How can a play display historical accuracies and inaccuracies? 3. How does the author use literary devices to develop plot, theme, and character development? 4. How does Shakespearean language translate into modern-day language for more current analysis? 5. How do the formal writing conventions assist in articulating different styles and purposes? 6. How does awareness of appropriate speaking and listening skills assist in effectively sending and receiving messages? 	Key Understandings: <ol style="list-style-type: none"> 1. Drama elements 2. Prefixes, suffixes, roots 3. The Keystone Literature exam 4. Identification of literary devices 5. MLA style conventions 6. Effective communication skills in small and large groups
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
CC.1.3.9–10.A	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.C	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CC.1.3.9–10.F	Analyze how words and phrases shape meaning and tone in texts.
CC.1.4.9–10.C	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

Important Standards Addressed in the Unit:

CC.1.3.9–10.B	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.3.9–10.G	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
CC.1.4.9–10.J	Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented.
CC.1.5.9–10.F	Make strategic use of digital media in presentations to add interest and enhance understanding of

	findings, reasoning, and evidence.
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Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Shakespearean plays are unrelatable and dull. All Shakespearean plays end in death. 	<ul style="list-style-type: none"> If studied correctly, Shakespearean plays are full of worldly and personal relations and are witty and satirical. Some Shakespearean plays (other than tragedies) such as comedies are humorous and lighthearted.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Recognize tragedy and comedy as two categories of drama established by the ancient Greeks. Determine and analyze the stylistic characteristics of drama and its particular forms. Interpret and analyze at least one dramatic work. Identify specific details relevant to plot and setting of a play. Interpret and analyze passages, characters, conflicts, and themes in drama. Determine tone and mood in drama. Identify and interpret the use of figurative language, puns, irony, and symbolism in drama. Recognize a writer's use of blank verse. Cite evidence to support inferences. Use context clues to decode new vocabulary. Understand that drama is a 	<ul style="list-style-type: none"> Comprehend via independent reading and exploration of background information to identify, define key concepts and vocabulary. Apply key concepts of drama to literature Evaluate the purpose of stage directions, gestures, and soliloquies/ monologues Evaluate or describe the author's influence social structures and cultural values Synthesize understanding of key concepts via informative and summative writing Evaluate and cite multiple sources to support a position 	<ul style="list-style-type: none"> Communicate ideas effectively in writing to suit a particular audience or purpose Comprehend text independently by inferring and tracing the main idea, interpreting, critically appraising, and making personal connections Think critically about information and claims encountered culturally in society with accuracy, sound evidence, good reasons, and fairness Share ideas and contribute to discussions verbally and electronically

<p>performance art which addresses the conflicts and the universal themes of life.</p> <ul style="list-style-type: none"> Find various film techniques such as angle, shot, composition, lighting, etc. 		
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Academic Vocabulary:

<p><i>Much Ado About Nothing</i></p> <p>social grace</p> <p>deception</p> <p>honor</p> <p>public shaming</p> <p>comedy/ wit</p> <p>counterfeiting</p> <p>taming of wild animals</p> <p>war</p> <p>hero's death</p> <p>courtship/ romance</p> <p>Shakespeare</p>	<p><i>Julius Caesar</i></p> <p>betrayal</p> <p>leader</p> <p>friendship</p> <p>first triumvirate</p> <p>Lupercalia</p> <p>falling sickness</p> <p>Queen Elizabeth I</p> <p>et tu Brute</p> <p>Ides of March</p> <p>Pompey</p> <p>dictatorship</p> <p>tragedy</p> <p>Shakespeare</p>	<p>All drama terms including-</p> <ul style="list-style-type: none"> Aside Prologue Comic relief Gesture Monologue Soliloquy Props Stage directions
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Evidence: Assessments and Performance Task(s)

- Unit Exam/Quizzes
- Socratic Seminar or Circle/Discussion Board
- Formal Written Responses
- Cube Project (multidimensional)

Interdisciplinary Connections:


- The historical lens of the unit applies to understanding and impact of a society's culture on literature and values.
- Formal writing and discussion assessments will improve students' abilities to communicate in multiple academic and social forums
- Interpreting an artist's message through film techniques

Additional Resources:

The following list is optional and not limited to:

Much Ado About Nothing or *Julius Caesar*, and various non-fiction articles

Created By: Lynsey McKinley

			Honors English II Grade 10 Unit 4
Course/Subject: Honors English II	Grade: 10		Suggested Timeline: 5-6 weeks

Grade Level Summary	<p>This college preparatory course with an emphasis on the Keystone exam will focus on different types of skills that are needed for reading, writing, speaking and listening. Students will participate in small group discussion and full class literary discussions both in person and virtually in addition to activities that are geared toward qualities of the Profile of a Graduate to analyze texts at a deeper level. They will read, discuss, and analyze fiction, nonfiction, drama, poetry, and novels. Students will practice various styles of writing, both formally and informally, in MLA format such as essays, articles, criticisms, short stories, and a research paper while improving grammar and vocabulary. Some of the student-written products may be eligible for publication. Additionally, there will be a strong emphasis on progressing speaking, technology, and critical thinking skills toward college and career level expectations.</p>
Grade Level Units	<p>Unit 1: Fiction Unit 2: Non-Fiction Unit 3: Drama Unit 4: Poetry Unit 5: Research Process Unit 6: Independent Study: Fiction & Non-Fiction Study</p>

Unit Title	Unit 4: Poetry
Unit Summary	<p>This unit will focus on poetry through songs and written verse. Students will gain a greater appreciation for poems and experience a healthy way for surging emotions. The class will read and analyze some poems together before students are required to find an original poem to apply their learned skills.</p> <p>This unit will also encourage refining formal reading, writing, speaking, and listening skills while performing in accordance with the 8 C's. Additionally, students will complete and engage in various tasks that link content to the Keystone exam.</p> <p>The culminating project for this unit includes a poetry speech and illuminated text through a poster or digital platform. Students will also be encouraged to write a poem and publish one as a blog or for a contest.</p>

Unit Essential Questions: <ol style="list-style-type: none"> 1. How can the study of poetry exhibit the Profile of a Graduate and Keystone test preparation? 2. How does the author use literary devices to develop plot theme? 3. What is the author's purpose in writing the poem? 4. How does the use of pathos, ethos, OR logos make this poem's message more powerful? 5. How does TWIST (theme, word choice, imagery, style, tone) assist in interpreting a poem? 6. What is the main idea and the secondary (deeper) meaning of the poem and how do they contribute to the overall message? 7. How do the formal writing conventions assist in articulating different styles and purposes? 8. How does awareness of appropriate speaking and listening skills assist in effectively sending and receiving messages? 	Key Understandings: <ol style="list-style-type: none"> 1. Poetry elements 2. Prefixes, suffixes, roots 3. The Keystone Literature exam 4. Identification of literary devices 5. MLA style conventions 6. Effective communication skills for giving and listening to speeches
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
CC.1.3.9–10.E	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
CC.1.3.9–10.F	Analyze how words and phrases shape meaning and tone in texts.
CC.1.5.9–10.D	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
CC.1.5.9–10.G	Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.

Important Standards Addressed in the Unit:

CC.1.3.9–10.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools
CC.1.4.9–10.M	Write narratives to develop real or imagined experiences or events.
CC.1.4.9–10.U	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.1.5.9–10.E	Adapt speech to a variety of contexts and tasks.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Poetry is difficult to read and is only personal to its author. Poems are usually only written about love, death, and nature. Once the reader finds the basic meaning of the poem, they should be satisfied. 	<ul style="list-style-type: none"> There are strategies to decoding poems so that they are relatable to the readers as well. Authors and song writers explore poetic themes about almost anything. Poems usually have two meanings: a literal meaning and a figurative meaning.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Identify and analyze different types of poems, including ballad, sonnet, blank verse, and free verse. Determine and analyze the connotation and denotation of a poem's words. Discuss and experiment with how songs are poems. Determine the tone and the mood of a poem. Identify and analyze poetic techniques, including figurative language, imagery, musical devices, and symbolism. Interpret the theme of a poem. Use context clues to decode new words. Recognize how poetry communicates experiences and feelings rather than objective facts. Recognize how the subject matter of poetry is all of life. Read a poem aloud to clarify its meaning. Paraphrase a poem to help reveal its purpose and intent. 	<ul style="list-style-type: none"> Comprehend via independent reading and exploration of background information to identify, define key concepts and vocabulary. Analyze poetry different from all other styles of literature Apply key concepts of poetry Denote how form of poetry influences its purpose and meaning Evaluate or describe the author's influence social structures and cultural values Synthesize understanding of key concepts via informative and summative writing Follow a submission procedure (if applicable) 	<ul style="list-style-type: none"> Communicate ideas effectively in writing to suit a particular audience or purpose Comprehend text independently by inferring and tracing the main idea, interpreting, critically appraising, and making personal connections Think critically about information and claims encountered culturally in society with accuracy, sound evidence, good reasons, and fairness Share ideas and contribute to discussions verbally and electronically

Academic Vocabulary:

<ul style="list-style-type: none">• assonance• blank verse• characterization• connotation• couplet• dialogue• foreshadowing• free verse• hyperbole• irony• metaphor• meter• iambic	<ul style="list-style-type: none">• mood• oxymoron• onomatopoeia• paradox• personification• plot• point-of-view• pun• repetition	<ul style="list-style-type: none">• rhyme (internal, end, slant)• rhythm• setting• simile• sonnet• stanza• style• symbolism• theme• tone• explication• illuminated• TWIST• literal/ figurative language• pathos, ethos, logos
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Evidence: Assessments and Performance Task(s)

- Unit Exam/Quizzes
- Socratic Seminar or Circle/Discussion Board
- Formal Written Responses (i.e. Poetry Speech)
- Poetry Manipulation Visual
- Publication (Lara Papara, newspaper, blog, Scholastic, etc.)

Interdisciplinary Connections:


- The historical lens of the unit applies to understanding and impact of a society's culture on literature and value.
- Formal writing and discussion assessments will improve students' abilities to communicate in multiple academic and social forums

Additional Resources:

The following list is optional and not limited to:

Any poem from textbook or internet (including "Runaway Epitaph, Nobody, Casey at the Bat, Ex-Basketball Player, Boy with Hair Cut Short, Trampoline, The Worm Can Turn, Albatross, A Poison Tree," songs (including holiday songs) and various non-fiction articles

Created By: Lynsey McKinley

		Honors English II Grade 10 Unit 5
Course/Subject: Honors English II	Grade: 10	Suggested Timeline: 6-7 weeks

Grade Level Summary	<p>This college preparatory course with an emphasis on the Keystone exam will focus on different types of skills that are needed for reading, writing, speaking and listening. Students will participate in small group discussion and full class literary discussions both in person and virtually in addition to activities that are geared toward qualities of the Profile of a Graduate to analyze texts at a deeper level. They will read, discuss, and analyze fiction, nonfiction, drama, poetry, and novels. Students will practice various styles of writing, both formally and informally, in MLA format such as essays, articles, criticisms, short stories, and a research paper while improving grammar and vocabulary. Some of the student-written products may be eligible for publication. Additionally, there will be a strong emphasis on progressing speaking, technology, and critical thinking skills toward college and career level expectations.</p>
Grade Level Units	<p>Unit 1: Fiction Unit 2: Non-Fiction Unit 3: Drama Unit 4: Poetry Unit 5: Research Process Unit 6: Independent Study: Fiction & Non-Fiction Study</p>

Unit Title	Unit 5: Research Paper
Unit Summary	<p>This unit focuses on the research paper process including how to take notes, complete outlines, formulate a thesis statement, use primary and secondary sources, and cite texts with an option of drafting and editing a rough draft, and finalizing a publishable draft. Another option is turning the research into a PowerPoint or digital presentation to convey information to classmates.</p> <p>This unit will also encourage refining formal reading, writing, speaking, and listening skills while performing in accordance with the 8 C's. Additionally, students will complete and engage in various tasks that link content to the Keystone exam.</p> <p>The research paper topic is genocide where students will choose a genocide other than the Cambodian genocide since the class will have studied the novel, <i>First They Killed My Father</i> which is a personal account on the Cambodia genocide. As a result, students will have studied, researched, and heard about many genocides in this unit for various purposes.</p>

Unit Essential Questions: <ol style="list-style-type: none"> 1. How can the study of the research paper process exhibit the Profile of a Graduate and Keystone test preparation? 2. How can a novel display historical accuracies and inaccuracies? 3. How does the author use literary devices to develop plot, theme, and character development? 4. How do the formal writing conventions assist in articulating different styles and purposes? 5. Why does following a research paper process support success? 6. How does awareness of appropriate speaking and listening skills assist in effectively sending and receiving messages? 	Key Understandings: <ol style="list-style-type: none"> 1. Research process 2. Genocide 3. Prefixes, suffixes, roots 4. The Keystone Literature exam 5. MLA style conventions 6. Effective communication skills in small and large groups
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
CC.1.4.9–10.V	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.W	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.X	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 discipline-specific tasks, purposes, and audiences.
CC.1.2.9-10.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Important Standards Addressed in the Unit:

CC.1.4.9–10.U	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.1.2.9-10.H	Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
CC.1.2.9-10.F	Analyze how words and phrases shape meaning and tone in texts.
CC.1.5.9–10.D	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

CC.1.5.9–10.A	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
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Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> • A five year old child cannot remember specific information about the genocide in which she lived. • A research paper requires too many unnecessary steps before the finished product. 	<ul style="list-style-type: none"> • Loung Ung, although perhaps perceiving happenings in a varied perspective at the age of five, provides an accurate account of the Cambodian genocide. • The various steps in the research paper process are crucial to producing a publishable product.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Use the writing process as a thoughtful, recursive process. • Demonstrate sharp focus, well-developed content, and controlled organization. • Display command of the stylistic components of composition related to sentence structure and word choice. • Demonstrates the proper use of the conventions of written language (spelling, capitalization, punctuation, grammar, and usage). • Recognize that a novel like <i>First They Killed My Father</i> provides historically accurate accounts of realistic experiences • Find various film techniques such as angle, shot, composition, lighting, etc. 	<ul style="list-style-type: none"> • Comprehend via independent reading and exploration of background information to identify, define key concepts and vocabulary. • Identify and apply key concepts and writing steps of the research paper process • Apply the writing process to develop six different purposes of writing (i.e., inform, narrate, argue, describe, entertain, and express feelings). • Use specific techniques (i.e., style, word choice, and organization) to better inform, narrate, argue, describe, entertain, or express feelings. • Evaluate or describe the author’s influence social structures and cultural values • Synthesize understanding of key concepts via informative and summative writing • Follow a submission procedure (if applicable) 	<ul style="list-style-type: none"> • Communicate ideas effectively in writing to suit a particular audience or purpose • Comprehend text independently by inferring and tracing the main idea, interpreting, critically appraising, and making personal connections • Think critically about information and claims encountered culturally in society with accuracy, sound evidence, good reasons, and fairness • Share ideas and contribute to discussions verbally and electronically

	<ul style="list-style-type: none"> • Practice research techniques to gather, to evaluate, and to organize information before drafting the paper. • Show documentation of sources (primary and secondary) of information. • Discover and share findings that all genocides around the world exhibit commonalities • Study history to avoid repeating it • Analyze how film techniques shape interpretation, author's perspective, etc. 	
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Academic Vocabulary:

<ul style="list-style-type: none"> • Note cards • Outlines • works consulted/ cited in-text citations • primary/ secondary sources • thesis statement 	<ul style="list-style-type: none"> • rough draft/ final draft • peer editing • Cambodia • Geography • Economics 	<ul style="list-style-type: none"> • Culture • Civil War • Refugees • Pol Pot • Khmer Rouge • cultural/ ethnic identity • resilience
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> • Unit Exam/Quizzes • Socratic Seminar or Circle/Discussion Board • Formal Written Responses (i.e. Research Paper Process) • Digital/ media project
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Interdisciplinary Connections:


The historical lens of the unit applies to understanding and impact of a society's culture on literature and values. Genocide and heinous acts towards races, ethnicities, and cultures occurs in many societies and regions of the world. Formal writing and discussion assessments will improve students' abilities to communicate in multiple academic and social forums.

Additional Resources:

The following list is optional and not limited to:

First They Killed My Father, and various non-fiction articles

Created By: Lynsey McKinley

		Honors English II Grade 10 Unit 6
Course/Subject: Honors English II	Grade: 10	Suggested Timeline: 4-5 weeks

Grade Level Summary	<p>This college preparatory course with an emphasis on the Keystone exam will focus on different types of skills that are needed for reading, writing, speaking and listening. Students will participate in small group discussion and full class literary discussions both in person and virtually in addition to activities that are geared toward qualities of the Profile of a Graduate to analyze texts at a deeper level. They will read, discuss, and analyze fiction, nonfiction, drama, poetry, and novels. Students will practice various styles of writing, both formally and informally, in MLA format such as essays, articles, criticisms, short stories, and a research paper while improving grammar and vocabulary. Some of the student-written products may be eligible for publication. Additionally, there will be a strong emphasis on progressing speaking, technology, and critical thinking skills toward college and career level expectations.</p>
Grade Level Units	<p>Unit 1: Fiction Unit 2: Non-Fiction Unit 3: Drama Unit 4: Poetry Unit 5: Research Process Unit 6: Independent Study: Fiction & Non-Fiction Study</p>

Unit Title	Unit 6: Fiction and Non-Fiction Novels Independent Study
Unit Summary	<p>This unit serves as an independent study by blending fiction and nonfiction by having students choose which they would prefer to read and analyze on their own while having weekly collaborative discussions with their peers. Ultimately, half of the class will read the nonfiction novel, <i>Anthem</i> (fiction) while the other half reads the novel, <i>The Miracle Worker</i> (nonfiction). Both groups will apply the skills and concepts they've learned throughout the year to complete prompts and assessments accordingly. Additionally, both groups will share information about their novel so that everyone has an understanding of each of the two novels. The sharing of novel information will be accomplished through inner/outer circles, seminars, debates, and student-led lessons. Students will be experimenting and differentiating between the two types of literary works.</p> <p>This unit will also encourage refining formal reading, writing, speaking, and listening skills while performing in accordance with the 8 C's. Additionally, students will complete and engage in various tasks that link content to the Keystone exam.</p> <p>The culminating assessment will be to take a test, teach a lesson, and/or write an essay.</p>

Unit Essential Questions: <ol style="list-style-type: none"> 1. How can an independent study of fiction and non-fiction texts exhibit the Profile of a Graduate and Keystone test preparation? 2. How can literature display historical accuracies and inaccuracies? 3. How does the author use literary devices to develop plot, theme, and character development? 4. How are fiction and nonfiction texts similar and different? 5. How do the formal writing conventions assist in articulating different styles and purposes? 6. How does awareness of appropriate speaking and listening skills assist in effectively sending and receiving messages? 	Key Understandings: <ol style="list-style-type: none"> 1. Fiction and non-fiction elements 2. Prefixes, suffixes, roots 3. The Keystone Literature exam 4. Identification of literary devices 5. MLA style conventions 6. Effective communication skills in small and large groups
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
CC.1.2.9–10.C	Apply appropriate strategies to analyze, interpret, and evaluate how an 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.1.3.9–10.D	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
CC.1.4.9–10.G	Write arguments to support claims in an analysis of substantive topics.
CC.1.5.9–10.A	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Important Standards Addressed in the Unit:

CC.1.2.9–10.I	Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts
CC.1.3.9–10.H	Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
CC.1.5.9–10.D	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
CC.1.5.9–10.F	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> All people (authors and characters) who suffer or endure chaos lose their sense of purpose and moral code. Novels are different and do not compare thematically. 	<ul style="list-style-type: none"> Authors sometimes warn readers of recurring moments in history while teaching forgiveness or perseverance. Novels of different time periods and authors can still be compared thematically to enrich discussion.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Fiction and nonfiction are different and similar in varying ways. The center of one's universe, and one's perception gives the world its meaning Break from society to realize your own strength and ability The human spirit can triumph over even the most daunting of disabilities A dedicated teacher can transform the lives of those with whom he or she comes into contact Dystopian novels can teach readers lessons just as autobiographies/ personal accounts can. Resistance and opposition can be positive and negative forces depending on the circumstance. 	<ul style="list-style-type: none"> Comprehend via independent reading and exploration of background information to identify, define key concepts and vocabulary. Identify and apply key concepts to analysis of fiction and non-fiction texts Evaluate or describe the author's influence social structures and cultural values Synthesize understanding of key concepts via informative and summative writing Evaluate and cite multiple sources to support a position Follow a submission procedure (if applicable) 	<ul style="list-style-type: none"> Communicate ideas effectively in writing to suit a particular audience or purpose Comprehend text independently by inferring and tracing the main idea, interpreting, critically appraising, and making personal connections Think critically about information and claims encountered culturally in society with accuracy, sound evidence, good reasons, and fairness Share ideas and contribute to discussions verbally and electronically

Academic Vocabulary:		
<i>Anthem</i> (fiction) objectivism fascism science fiction dystopia control	Types of story strategies: revealing character, climactic moment, leads, hooks, snapshots, thoughtshots, dialogue, quotes Elements of a short story: exposition, rising action, climax,	<i>The Miracle Worker</i> (nonfiction) Helen Keller Annie Sullivan Perkin's Institute hearing and visually impaired Alexander Graham Bell

censorship anthem ego	conflict, falling action, resolution protagonist/ antagonist direct/ indirect characterization types of conflict: man vs. himself, man, nature, supernatural, obstacle/ society theme versus moral literary elements: symbol, mood, tone, flashback, metaphor, simile, foreshadowing, characterization, personification, irony, point of view setting characters plot theme/ moral protagonist/ antagonist plot diagram- exposition, rising action, climax, conflict, falling action, resolution conflict types direct/ indirect characterization literary elements short story techniques- hook, characterization, dialogue, climactic moment, snapshot/ thoughtshot	asylum health risks Horace Mann School self-fulfilling prophecy potential symbols <ul style="list-style-type: none"> • Aside • Prologue • Comic relief • Gesture • Monologue • Soliloquy • Props
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Evidence: Assessments and Performance Task(s)

- Unit Exam/Quizzes
 - Socratic Seminar or Circle/Discussion Board
 - Formal Written Responses
 - Student-led Collaborative Lesson
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Interdisciplinary Connections:

- The historical lens of the unit applies to understanding and impact of a society's culture on literature and values
 - Discipline and the right to personalized choice is granted through freedom and work ethic.
 - Formal writing and discussion assessments will improve students' abilities to communicate in multiple academic and social forums
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Additional Resources:

The following list is optional and not limited to:

Anthem and *The Miracle Worker*, and various non-fiction articles

Created By: Lynsey McKinley
