		Honors English II Grade 10 Unit 1
Course/Subject: Honors English II	Grade: 10	Suggested Timeline: 4 weeks

Grade Level Summary	<p>This honors course with a strong 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 Paper Unit 6: Independent Study: Fiction & Non-Fiction</p>

Unit Title	Unit 1: Fiction
	<p>Students will comprehend and analyze one fiction novel, <i>Anthem</i> and a few smaller fictitious texts such as short stories from the textbook and/or articles from the internet. 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 a literary criticism 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 fiction exhibit the Profile of Graduate and Keystone test preparation? 2. How do fiction novels (and articles) convey purpose through plot, theme, and character development? 3. How do the formal writing conventions assist in articulating different styles and purposes? 4. 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 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.1.3.9–10.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.1.4.8.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: <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. 	Proper Conceptions: <ul style="list-style-type: none"> • Short stories can be relative and can creatively engage readers.
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	<ul style="list-style-type: none"> • With proper submission and technique, publishing a short story is open to anyone.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Identify the purpose of fiction. • Identify and analyze the writer's main idea, point of view, and tone. • Identify the structure and the style of fiction writing. • Recognize a writer's use of irony, foreshadowing, flashback, symbolism, or suspense in fiction. • 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. • 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 	<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 literature and varied articles • 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 • 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 conflict. • 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 • Engage in civil discourse as an effective speaker or audience member

<p>affects the telling of the story.</p> <ul style="list-style-type: none"> • 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. 		
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Academic Vocabulary:

<ul style="list-style-type: none"> • Types of story strategies: revealing character, climactic moment, leads, hooks, snapshots, thoughtshots, dialogue, quotes • Elements of a short story: exposition, rising action, climax, 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 	<p>Setting, characters, plot theme/ moral</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • <i>Anthem</i> (fiction) • Objectivism • Fascism • science fiction • dystopia • control • censorship • anthem • ego
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Evidence: Assessments and Performance Task(s)

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- Unit Exam/Quizzes
 - Socratic Seminar or Circle/Discussion Board
 - Formal Written Responses (i.e. Reader Response Criticism)
 - Short Story/ Publication (i.e. Lara Paparo, Scholastic, Newspaper contest)
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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
Individuality and the fight for freedom occurs in many societies and cultures.
- Creative writing and discussion assessments will improve students' abilities to communicate in multiple academic and social forums.
- 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:

Anthem, and various short stories and fiction articles such as "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*

Created By: Lynsey McKinley

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

Grade Level Summary	<p>This honors course with a strong 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 Paper Unit 6: Independent Study: Fiction & Non-Fiction</p>

Unit Title	Unit 2: Non-Fiction
	<p>Students will comprehend and analyze the nonfiction novel, <i>Three Cups of Tea</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 a literary criticism 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 do the formal writing conventions assist in articulating different styles and purposes? 4. 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: <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. 	Proper Conceptions: <ul style="list-style-type: none"> • Text bias and propaganda can be evident in nonfiction and fiction. • Usually nonfiction is more reliable and credible.
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- 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, 	<ul style="list-style-type: none"> • Text features: table of contents, glossary, index, boldface, 	<ul style="list-style-type: none"> • decoding media bias • ethos, pathos, logos
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<p>argumentation</p> <ul style="list-style-type: none"> Types of nonfiction: Newspapers, Journal articles, Ted Talks, How-to Youtube clips, News broadcasts, Letters, Historical diaries, Magazines, Amazon reviews, Recipes, Instructional Manuals 	<p>italics, titles, subheadings, photographs, illustrations, captions, textbox, maps, diagrams, tables, timelines</p> <ul style="list-style-type: none"> Literary elements such as anecdote, paradox, irony, repetition, allusion, incongruity 	<ul style="list-style-type: none"> <i>Three Cups of Tea</i> Middle Eastern culture & traditions humanitarian Al Qaeda Taliban advocacy for equal education religious and cultural barriers
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Evidence: Assessments and Performance Task(s)

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- Unit Exam/Quizzes
 - Socratic Seminar or Circle/Discussion Board
 - Formal Written Responses (i.e. Reader Response Criticism)
 - Non-fiction articles
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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
 - 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
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Additional Resources:

The following list is optional and not limited to:
Three Cups of Tea 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: 9 weeks

Grade Level Summary	<p>This honors course with a strong 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 Paper Unit 6: Independent Study: Fiction & Non-Fiction</p>

Unit Title	Unit 3: Drama
	<p>This unit will focus on two dramatic plays, <i>Much Ado About Nothing</i> (or possibly <i>Julius Caesar</i>) and <i>The Miracle Worker</i>. Students will interpret a Shakespearean drama and Gibson play 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 one of 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 a literary criticism and 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 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. 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.

Misconceptions:	Proper Conceptions:
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<ul style="list-style-type: none"> Shakespearean plays are unrelatable and dull. All Shakespearean plays end in death. Helen Keller was unsuccessful because she was both visually and hearing impaired. 	<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. Helen Keller beat all odds and taught the world many valuable lessons.
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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 performance art which addresses the conflicts and the universal themes of life. 	<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 state 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

<ul style="list-style-type: none"> Find various film techniques such as angle, shot, composition, lighting, etc. 		
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Academic Vocabulary:

<i>Much Ado About Nothing</i> <ul style="list-style-type: none"> social grace deception honor public shaming comedy/ wit counterfeiting taming of wild animals war hero's death courtship/ romance Shakespeare 	<i>The Miracle Worker</i> (nonfiction) <ul style="list-style-type: none"> Helen Keller Annie Sullivan Perkin's Institute hearing and visually impaired Alexander Graham Bell asylum health risks Horace Mann School self-fulfilling prophecy potential symbols 	<i>Julius Caesar</i> <ul style="list-style-type: none"> betrayal leader friendship first triumvirate Lupercalia falling sickness Queen Elizabeth I et tu Brute Ides of March Pompey Dictatorship Tragedy Shakespeare <p>All drama terms including- Aside</p> <ul style="list-style-type: none"> Prologue Comic relief Gesture Hubris In medias res Monologue Soliloquy Props Peripeteia
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Evidence: Assessments and Performance Task(s)

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- Unit Exam/Quizzes
 - Socratic Seminar or Circle/Discussion Board
 - Formal Written Responses (i.e. Historical Cultural Criticism and Cultural Disabilities Study)
 - Cube Project (multidimensional)
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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
- 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
- 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 *The Miracle Worker*, 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 weeks

Grade Level Summary	<p>This honors course with a strong 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 Paper Unit 6: Independent Study: Fiction & Non-Fiction</p>

Unit Title	Unit 4: Poetry
	<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. What is the main idea and the secondary (deeper) meaning of the poem and how do they contribute to the overall message? 6. How do the formal writing conventions assist in articulating different styles and purposes? 7. 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: <ul style="list-style-type: none"> • Poetry is difficult to read and is only personal to its author. 	Proper Conceptions: <ul style="list-style-type: none"> • There are strategies to decoding poems so that they are relatable to the readers as well.
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<ul style="list-style-type: none"> 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"> Authors and song writers explore poetic themes about almost anything. Poems usually have two meanings: a literal meaning and a figurative meaning.
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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	<ul style="list-style-type: none">• meter• iambic, trochaic, anapestic, dactylic• mood• oxymoron• onomatopoeia• paradox• personification• plot• point-of-view• pun	<ul style="list-style-type: none">• repetition• 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.)
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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
 - 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
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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: 4 weeks

Grade Level Summary	<p>This honors course with a strong 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 Paper Unit 6: Independent Study: Fiction & Non-Fiction</p>

Unit Title	Unit 5: The Research Paper
	<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, cite texts, edit a rough draft, and finalize a publishable draft.</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. 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.

Misconceptions:	Proper Conceptions:
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<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.
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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) • Practice research techniques to gather, to evaluate, and to organize information before drafting the paper. 	<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"> • 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 • rough draft/ final draft • peer editing 	<ul style="list-style-type: none"> • Cambodia geography economics culture • Civil War • Refugees • Pol Pot • Khmer Rouge • cultural/ ethnic identity • resilience 	
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Evidence: Assessments and Performance Task(s)

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- Unit Exam/Quizzes
 - Socratic Seminar or Circle/Discussion Board
 - Formal Written Responses (i.e. Research Paper)
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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.
 - 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
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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: 5 weeks

Grade Level Summary	<p>This honors course with a strong 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 Paper Unit 6: Independent Study: Fiction & Non-Fiction</p>

Unit Title	Unit 6: Independent Study: Fiction & Non-Fiction
	<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>Lord of the Flies</i> (fiction) while the other half reads the novel, <i>I Know Why the Caged Bird Sings</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 a literary criticism.</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 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. 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:
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<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.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<p><i>Lord of the Flies</i></p> <ul style="list-style-type: none"> • Golding depicts how power, control, respect, acceptance, and fear influence the characters • Golding depicts paradise versus paradise lost • Golding portrays the individual vs. society and the loss of innocence and darkness of human nature • Golding wrote <i>LOTF</i> to demonstrate an allegory, quintessential postwar novel, survival, and dichotomy. • Debate techniques and structure assist in furthering understanding on the plot & characters of the novel <p><i>I Know Why the Caged Bird Sings</i></p> <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. <p>Both novels:</p> <ul style="list-style-type: none"> • Novels compare to governments or styles of ruling <p>Novels convey similar themes such as survival, influences, hindrances, human carelessness, personal</p>	<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

<p>suffering, powerful leaders/ leadership traits</p> <ul style="list-style-type: none"> • Novels convey historical influences and author's purpose • Novels depict the individual versus society and the loss of innocence/ darkness of human nature 		
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Academic Vocabulary:

<p><i>Lord of the Flies</i></p> <ul style="list-style-type: none"> • Civil War • savagery • dichotomy • democracy/ totalitarianism • man's nature • Golding • allegory • quintessential postwar novel 	<p><i>I Know Why the Caged Bird Sings</i></p> <ul style="list-style-type: none"> • segregation • KKK • life in north • discrimination • Stamps, Arkansas • teenage life in 30s and 40s • Angelou • maturity • social status • dichotomy 	
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Evidence: Assessments and Performance Task(s)

- Unit Exam/Quizzes
- Socratic Seminar or Circle/Discussion Board
- Formal Written Responses (i.e. Moral Criticism)
- Student-led Collaborative Lesson

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:

Lord of the Flies, *I Know Why the Caged Bird Sings*, and various non-fiction articles
