

**Summit Public Schools
Summit, New Jersey**

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

English II Honors

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

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

ANCHOR STANDARD: READING

Key Ideas and Details:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure:

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

<p>Range of Reading and Level of Text Complexity: 10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	
<p>Big Ideas: <i>Course objectives / Content statements</i> The ability to read a variety of written texts that examine the paradoxes of the human condition from different global perspectives requires the ability to comprehend, compare and critique an author's work.</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> ● How does an author decide the most effective way to communicate his/her message? ● How can a reader apply the lessons of literary analysis to one's own life? ● How can an understanding of words from a text enhance one's knowledge in a variety of content areas? ● When conducting research, how would one decide which sources should be selected or discarded for particular topics? 	<ul style="list-style-type: none"> ● Students will understand that analytic reading involves distinguishing structural relationships, recognizing organizational patterns, and identifying literary devices in order to critically evaluate the author's purpose. ● Students will understand that the language of literary texts can be applied to other content materials (e.g. art media, film, etc.). ● Students will understand that all available written material should be critically evaluated for credibility and suitability of purpose.
<p>Areas of Focus: Proficiencies</p>	<p>Examples, Outcomes and Assessments</p>
<p>Key Ideas and Details</p> <ul style="list-style-type: none"> ● RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● RL.9-10.2 Determine a theme or central idea of a text and analyze 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. ● RL.9-10.3 Analyze how complex characters (e.g. those with multiple conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. ● RI.9-10.1 Accurately cite strong and thorough textual evidence, and make relevant connections, to support analysis of what the text 	<p>Instructional Focus:</p> <p>Develop the ability to select, read, comprehend, analyze, and evaluate a variety of reading selections for the author's purpose and point of view.</p> <p>Sample Assessments:</p> <ul style="list-style-type: none"> ● Participation in discussion of text(s) read for enjoyment, such as literature circles or free choice books. ● Illustrate differences between theme and topic in order to determine theme in literature by reading several teacher-prepared samples of each and classifying with a partner. ● Evaluate alternative versions of a text. (ex: film, graphic novel, or short story versions of <i>Romeo & Juliet</i>). ● Annotation of texts and note-taking in a variety of formats to demonstrate comprehension of the text's thesis or main point (ex: a lesson on the proper way to annotate a non-fiction article; a lesson on the appropriate level of underlining/highlighting).

<p>says explicitly as well as inferentially.</p> <ul style="list-style-type: none"> ● RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text and analyze how it is developed and refined by specific details; provide an objective summary of the text. ● RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. 	<ul style="list-style-type: none"> ● Analyze complex characters from the inside by writing a journal entry or letter that they may have written to another character in the text. ● Use an online digital multimedia program to create a web-graphic on that includes a character box for 3-5 characters from <i>Great Expectations</i>. The box includes an explanation of the character's relationships with other characters, a quote that shows a characterization technique, a picture found online that can represent the character, and a quote & explanation of a setting associated with the character. ● Evaluation of the impact of setting on a literary work through the creation of visually based projects. (ex: map of town in <i>To Kill a Mockingbird</i> with quotes to support choice; three-dimensional model of the Radley house; map of island in <i>Lord of Flies</i>; model of neighborhood in <i>The House of Mango Street</i>).
<p>Craft and Structure</p>	
<ul style="list-style-type: none"> ● RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). ● (RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. ● RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. ● RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). ● RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by 	<ul style="list-style-type: none"> ● Reading aloud to improve comprehension of textual elements in drama & poetry. (Ex: reenacting <i>Romeo & Juliet</i>, <i>Inherit the Wind</i>, or the trial in <i>To Kill a Mockingbird</i>; poetry reading of Poe, Cisneros, Shakespeare, etc.). ● Complete close readings that examine & decode the writer's use of language to further understand the content of the text. ● Comparative study of authors' use(s) of literary devices (ex: trace the same motifs in 2 different works, compare the use of symbols by two different authors). ● Identification of the author's techniques of characterization by using examples from the text to create a written or visual character sketch (ex: group posters of characters from Poe's short stories; posters of the ghosts in <i>A Christmas Carol</i>; write letters from one character to another; write a dialogue between two characters). ● Find, read, and choose appropriate printed source material for a research project. ● Select and read articles from The Learning Network on the NYTimes website, and answer open-ended questions that analyze an author's ideas or claims. ● Find, read, and choose from critical sources, and develop a thesis-driven paper on materials' content. ● Identify vocabulary words in texts, and apply them correctly to written assignments. <p>Instructional Strategies:</p>

<p>particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <ul style="list-style-type: none"> ● RI.9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. 	<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● Include the study of historical & scientific materials that relate to the given text (ex: Great Depression, Darwin, WWII etc.).
<p>Integration of Knowledge and Idea</p>	<p>Technology Integration</p> <ul style="list-style-type: none"> ● Create and view PowerPoint presentations that share individual information extracted from reading.
<ul style="list-style-type: none"> ● RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work. ● RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work. ● RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. ● RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. ● RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance including how they address related themes and concepts. 	<p>Global Perspectives</p> <ul style="list-style-type: none"> ● Demonstrate an understanding of the similarities & differences between students’ own lives and those of characters living at different times in different places. <p>Media Literacy Integration</p> <ul style="list-style-type: none"> ● Integrate various media sources into research (databases, video clips, library materials) and present understanding of materials through media (PowerPoint presentations, iMovie, podcasts). <p>Culturally Responsive Teaching</p> <ul style="list-style-type: none"> ● Consider cultural backgrounds and norms when determining an author’s point of view; identify when our perspectives are skewed because of a cultural bias, and discussing ways to use this self-awareness in order to create and be part of a more just society.
<p>Range of Text and Level of Text Complexity</p>	
<ul style="list-style-type: none"> ● RL & RI.9-10.10 By the end of Grade 10, read and comprehend literature and literary non-fiction in the 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. 	
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● Life and Career Skills

	21 st Century Themes (as applies to content area): <ul style="list-style-type: none"> ● Financial, Economic, Business, and Entrepreneurial Literacy ● Civic Literacy ● Health Literacy ● S.T.E.A.M.
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ANCHOR STANDARDS: WRITING

Text Type and Purposes:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing:

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge:

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:

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

Big Ideas: *Course Objectives/Content Statements*

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

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> ● How do you use each stage of the writing process to create a more effective outcome? ● How can technology enhance written communication? ● How does a writer determine the most effective way to communicate information? 	<ul style="list-style-type: none"> ● Students will understand that frequent and organized progression through the stages of composition, including evaluation and reflection, leads to effective written communication. ● Students will understand that the use of technological tools can promote and enhance effective writing.

<ul style="list-style-type: none"> • How can an understanding of mechanics improve one’s written product? • To what extent does style and structure of your writing support your position? 	<ul style="list-style-type: none"> • Students will understand that providing a variety of supportive sources involves evaluating them for credibility, organizing the most effective arguments, and accurately recording information. • Students will understand that most effective written communication incorporates the rules and conventions of the English language to enhance the message. • Students will understand that the choice of a specific writing style and structure will more effectively communicate the message.
<p>Areas of Focus: Proficiencies</p>	<p>Examples, Outcomes and Assessments</p>
<p>Text Types and Purposes</p>	<p>Instructional Focus:</p>
<p>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> • Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. • 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. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the argument presented. 	<p>Developing and employing different writing structures and formats in a clear and concise style through both creative and academic writing.</p> <p>Development of research skills through the selection and evaluation of sources.</p> <p>Improving peer and self-editing and revision strategies.</p> <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Free write on topic related to the literature to promote class discussion or to begin the writing process. • Compose answers to debatable questions (ex., questions of morality from <i>Lord of the Flies</i>), and compare answers with peers. • Prepare a debate by working with a partner to expand a stance to a debatable question. • Make a T-chart of arguments and evidence from the text to support a stance. • Anticipate counterclaims and gather evidence to refute counterclaims during a debate. • Formally craft and compose arguments in an organized essay. • Participate in a structured debate with a partner that introduces a primary argument, previews textual evidence, and extends and develops details. • Maintain a literature response journal on assigned topics, and that explores essential questions related to the text. • Complete creative written products based on course themes. (ex: dialogues between teens & adults; newspaper articles establishing a journalistic voice from a different time period; design a book cover that includes student reviews; dramatic monologue in poetry form of a fictional person from the time period; write a short story modeled on an author studied; tell of an event in
<p>W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	

<ul style="list-style-type: none"> ● Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. ● Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. ● Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ● Use precise language and domain-specific vocabulary to manage the complexity of the topic. ● Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ● Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 	<p>the story from a different narrator's point of view / record a character's point of view in their voice of an event not fully explored in the text; write a letter-in-a bottle from a character on the island in <i>Lord of the Flies</i>).</p> <ul style="list-style-type: none"> ● Complete a written research project on an assigned topic (ex: annotated bibliography; work of historical fiction with citations, MLA formatted analytical essays on literary topics). ● Write in-class analytical essays that explore a complex topic, and support thesis statements with evidence from the text. ● Peer-edit papers by using a checklist and guidelines. ● Use of the Writing Center for all phases of the writing process. ● Create outlines & multiple drafts of papers. ● Evaluate one's own & peer's writing by using teacher and student generated scoring rubrics. ● Evaluate the strength of various conclusions by writing several versions that are shared and evaluated by peer editors. Read several versions aloud in order to determine their effectiveness. ● Brainstorm ideas by drawing on real life experiences, movies, books, and alternative stories. ● Write and perform a love sonnet, following the structure of the sonnet, but creating their own beat/rhythm (thus changing the traditional feet and meter of a sonnet). The sonnet could discuss love through a metaphor, much like Romeo and Juliet's sonnet during the ball. ● Use WeVideo or online digital storytelling resources in order to produce a short script that tells a true, personal story. Present the story to the class.
<p>W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> ● Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. ● Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, 	<ul style="list-style-type: none"> ● Research a historical time period and tell a story that fits into the time period. Use the researched details to add allusions and factually correct details and elements into the story to add depth. ● Use voice and tone to write a reflective poem that co-opts the voice of "Death" from <i>The Book Thief</i>. Read and analyze "Death Be Not Proud," by John Donne, and write a poem that uses a clear and well-crafted voice that demonstrates how "Death" would respond to the ideas and directives put forth in the poem. Use precise vocabulary and sensory details to paint a vivid picture of the character. ● Research and select a current Supreme Court case of their choice, and compare it to a similar, closed court case to establish legal precedent, and use that evidence to support one of the parties in a research paper.

<p>to develop experiences, events, and/or characters.</p> <ul style="list-style-type: none"> ● Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. ● Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ● Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	<p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● Include references to historical & cultural events in written projects. (i.e. <i>Lord of the Flies</i> & WWII, Capote's short stories & Great Depression, <i>Inherit the Wind</i> & the Scopes Trial). <p>Technology Integration</p> <ul style="list-style-type: none"> ● Use computer labs and writing center regularly for the writing process. ● Collect and synthesize information online for research projects. ● Use Microsoft Word and GoogleDocs to write a formatted paper. ● Utilize Noodletools for recording and citing research. ● Use online images as the foundation for writing (ex: picture prompts). <p>Global Perspectives</p> <ul style="list-style-type: none"> ● Write in the style of a different time period and/or culture (ex: Shakespearian insults or sonnets, Japanese haiku or tanka). <p>Media Literacy Integration</p> <ul style="list-style-type: none"> ● Use iMovie to create a multimedia tour of the setting in a novel that incorporates photos and videos of the setting, the atmosphere, and the environment of the book. Include scenes from various films set in the location (i.e. scenes from the Japanese internment camps in <i>Farewell to Manzanar</i>, and images of the ancestral homes of the characters who immigrated from Japan). <p>Culturally Responsive Teaching</p> <ul style="list-style-type: none"> ● Develop an understanding of the suffering of the Japanese Americans who were not considered citizens until they had died for their country by studying the 442nd Regimental Combat Team and their families who were held in camps in America.
<p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> ● W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. ● W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. 	
<p>Research to Build and Present Knowledge</p>	
<ul style="list-style-type: none"> ● W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ● W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches 	

<p>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.</p> <ul style="list-style-type: none"> ● W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 	
<p>Range of Writing</p>	
<p>W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem Solving ● Communication and Collaboration ● Information Literacy ● Media Literacy ● Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> ● Financial, Economic, Business, and Entrepreneurial Literacy ● Civic Literacy ● Health Literacy ● S.T.E.A.M.

<p>ANCHOR STANDARDS: SPEAKING & LISTENING</p> <p>Comprehension and Collaboration:</p> <ol style="list-style-type: none"> 1. Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. <p>Presentation of Knowledge and Ideas:</p> <ol style="list-style-type: none"> 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task purpose and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. <p>Big Ideas: <i>Course Objectives/Content Statements</i></p> <p>The ability to speak effectively and present ideas orally requires the organization of information and the use of specific strategies to communicate one's perspective to an audience. The ability to listen actively results in the discovery and understanding of other perspectives.</p>

<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> ● How is one participant in an oral discussion best able to contribute original ideas? ● When supporting a position in an oral discussion, how can one find evidence to argue for or against a specific viewpoint? ● How do specific words impact the overall message of a speaker? ● How does a speaker decide on the most effective way to communicate his/her message orally? ● To what extent does the presenter’s material and delivery assist in your understanding of the content? ● How does the material presented orally raise questions for future investigation and analysis? ● How does the effective delivery of information lead to a deepened understanding of other perspectives? ● To what extent is the speaker a reliable and suitable source? 	<ul style="list-style-type: none"> ● Students will understand that participation in discussions necessitates offering support for ideas. ● Students will understand that written texts provide significant information to support or refute positions in a variety of speaking situations. ● Students will understand that word choice plays an important role in effective oral communication. ● Students will understand that practicing elements of effective public speaking prepare one to engage in oral communication in a variety of settings. ● Students will understand that technology provides different perspectives and messages that require evaluation. ● Students will understand that analytic viewing involves recognizing the purpose and identifying the bias. ● Students will understand that cultural circumstances influence the media.
<p>Comprehension and Collaboration</p> <p>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> ● Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. ● Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate 	<p>Instructional Focus:</p> <p>Recognizing and communicating multiple perspectives and positions in discussions and presentations.</p> <p>Sample Assessments:</p> <ul style="list-style-type: none"> ● Share insights in a small group or class discussion. ● Make a prepared presentation using visual aids. (ex: poster, PowerPoint, etc.) ● Act out a scene from a prose work of literature. (ex: trial from <i>To Kill a Mockingbird</i> or <i>Inherit the Wind</i>; interaction between Holmes & Watson in <i>The Hound of the Baskervilles</i>) ● Act out a scene from a dramatic work of literature. (ex: interpretations from <i>Romeo & Juliet</i> or the sonnets; <i>A Raisin in the Sun</i>) ● Deliver lines to discover the various levels of subtext, illustrating the effect of tone in oral communication. (ex: exercise examining how one line can be delivered in a variety of ways in a dramatic work, such as <i>Romeo & Juliet</i>).

<p>views), clear goals and deadlines, and individual roles as needed.</p> <ul style="list-style-type: none"> ● Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. ● Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. <p>SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<ul style="list-style-type: none"> ● Read aloud individual or collaborative creative writing to improve poise, fluency and clarity. ● Be able to defend a position orally that has been developed from the content area. (ex: personal or researched perspectives on the definition of a hero). <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● Articulate information gathered on a historical event or figure related to the text studied. (ex: Japanese internment with <i>Farewell to Manzanar</i>; MLK with <i>A Raisin in the Sun</i>) ● Evaluate the heroic attributes of figures studied in a literary setting, as well as historical and modern-day heroes and unsung heroes. <p>Technology Integration</p> <ul style="list-style-type: none"> ● Use of PowerPoint, Internet, and other visual means to enhance a presentation. <p>Global Perspectives</p> <ul style="list-style-type: none"> ● Giving a presentation that explores a cultural tradition or food mentioned in a work of literature. (Ex: Capote's short stories; <i>To Kill a Mockingbird</i>). <p>Media Literacy Integration</p> <ul style="list-style-type: none"> ● Watch the film of <i>To Kill a Mockingbird</i> and evaluate based on cinematic elements, whether or not the characters and themes are faithful to the text, and overall clarity of message. Write a response that considers whether or not the film elevates the messages of the text. <p>Culturally Responsive Teaching</p> <ul style="list-style-type: none"> ● Interview an older family member (alive during the 1950's) about societal norms pertaining to racism while reading <i>A Raisin in the Sun</i>. Delve into the question of whether or not attitudes have improved today. Consider what kind of person Walter Lee would be in the present, and how his energies and skills would manifest themselves in the 21st century. <p>Instructional Focus:</p> <p>Critically analyze and evaluate different perspectives through active listening.</p> <p>Sample Assessments:</p> <ul style="list-style-type: none"> ● Evaluate the effectiveness of various recordings of texts through video or audio versions (ex: <i>The</i>
<p>Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> ● SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically, such that the content, organization, development, and style are appropriate to purpose, audience, and task. ● SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. ● SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. 	

	<p><i>House on Mango Street</i> read by Cisneros, <i>To Kill a Mockingbird</i>, etc.)</p> <ul style="list-style-type: none"> • Respond in writing to viewpoints heard in class discussion. • Complete peer evaluation forms for oral presentations. • Offer constructive peer criticism on information or ideas presented in discussion. • Create a podcast to educate the class on various allusions or symbols mentioned in <i>Lord of the Flies</i>. <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Listen to historical speeches or recordings and relate to literature. (ex: Orson Welles & <i>The War of the Worlds with Me & Orson Welles</i>) <p>Technology Integration</p> <ul style="list-style-type: none"> • Use digital multimedia resources gathered online or with the help of the Media Center Specialists to show further research and comprehension of the subject matter. <p>Global Perspectives</p> <ul style="list-style-type: none"> • Evaluate how musical selections present an idea connected to the text (songs from the Civil Rights movement). <p>Media Literacy Integration</p> <ul style="list-style-type: none"> • Listen to selections from NPR about creationism in school curricula and create a podcast or short speech that provides a personal viewpoint. <p>Culturally Responsive Teaching</p> <ul style="list-style-type: none"> • Discuss the use of racial slurs in <i>A Raisin in the Sun</i> by examining the etymology and the damage that can be caused by hurtful speech.
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • S.T.E.A.M.

ANCHOR STANDARDS: LANGUAGE	
<p>Conventions of Standard English:</p> <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <p>Knowledge of Language:</p> <ol style="list-style-type: none"> 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <p>Vocabulary Acquisition and Use:</p> <ol style="list-style-type: none"> 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	
<p>Big Ideas: <i>Course Objectives/Content Statements</i> The ability to use precise language with purpose and meaning, both literally and figuratively, contributes to the effectiveness of written and spoken work.</p>	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> • When is it most effective to use different styles of language in writing or speaking (i.e. formal, informal, etc.)? • How do diction and the use of well-chosen vocabulary impact the effectiveness (i.e. clarity, persuasiveness, etc.) of written or spoken language? • How do writers use connotative and denotative meaning of words to improve the effectiveness of written and spoken language? 	<ul style="list-style-type: none"> • Students will understand that effective writers and speakers understand their audience and use language that is well suited to the occasion and purpose. • Students will understand that carefully managed diction and use of vocabulary can greatly affect the clarity and persuasiveness of a writer or speaker's message. • Students will understand that writers and speakers can create complex meaning, both literal and figurative, by being sensitive to the connotative and denotative meaning of the language they use.
<p>Conventions of Standard English</p> <p>L.9-10.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings 	<p>Instructional Focus:</p> <p>Develop and enhance skills in word usage, and varied syntax. Hone skills in editing and revision.</p> <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Identify, analyze and utilize parallel structure while reading by finding exemplar

<p>and add variety and interest to writing or presentations.</p> <p>L.9-10.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. • Use a colon to introduce a list or quotation. • Spell correctly. 	<p>sentences from classroom readings and by increasing complexity in writing by incorporating structure.</p> <ul style="list-style-type: none"> • Edit drafts for conventional grammar and add complexity to written work by using the process approach to drafts, peer editing for grammatical errors, and employing increasingly sophisticated language in order to improve writing. • Conduct targeted punctuation practice as part of the writing process (peer reviews that focus on specific skills rather than an overwhelming list of conventions). • Be accountable for spelling on all class assignments beyond the draft level. • Recognize and understand figures of speech in poetry (<i>Romeo and Juliet</i>) and apply it to original sonnets. • Select and evaluate nuances while composing poetry on a theme (haiku during <i>Farewell to Manzanar</i>, sonnets during <i>Romeo and Juliet</i>, lyrical poetry during <i>A Raisin in the Sun</i>). • Edit own and peer’s work for sophisticated vocabulary by using a targeted checklist; show understanding of an appropriate balance of clear/simple language and elaborate and content-specific vocabulary. <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Utilize a variety of reference materials and style manuals to format writing—Supreme Court cases, internet sites, library text sources, databases, etc. <p>Technology Integration</p> <ul style="list-style-type: none"> • Use NoodleTools to create a correctly formatted Works Cited page to accompany research papers. • Compose an annotated bibliography that accompanies a novel—use allusions from <i>Romeo and Juliet</i> or <i>A Raisin in the Sun</i> to use as a jumping-off point for research. <p>Global Perspectives</p> <ul style="list-style-type: none"> • Understand how culture, social status, and geography can create and transcend barriers between speakers of the same language.
<p>Knowledge of Language</p>	
<p>L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> • Vary word choice and sentence structure to demonstrate understanding of the influence of language. 	
<p>Vocabulary Acquisition and Use</p>	
<p>L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. • Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. • Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. • Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	
<p>L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p>L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate</p>	

<p>independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> • Complete assignments from vocabulary textbooks and teacher-made text-specific vocabulary lists that focus on synonyms, antonyms, parts of speech, contextual usage, and definitions. <p>Culturally Responsive Teaching</p> <ul style="list-style-type: none"> • Study culturally-specific words that appear in context in novels and nonfiction sources.
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • S.T.E.A.M.

Course: English 2 Honors
Unit Title: Summer Reading: *The Book Thief*
 [2 weeks]

<p>Unit Summary: This unit will open the year and introduce English 2 Honors students to the course and course material. Many of the activities will encourage students to think about the text and ideas presented while providing a baseline measure of skill and knowledge to the teacher.</p>	
<p>Primary interdisciplinary connections: Social Studies (World History- WWII)</p>	
<p>Unit Rationale: (Why is this an appropriate unit for this grade, level, and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)</p>	
<p>All English 2 Honors students read <i>The Book Thief</i> by Markus Zusak before entering the course. The text introduces students to the ideas of social justice and empathy. It also provides a good starting point for a study of author’s craft and figurative language. The summer reading assignment provides a platform for the opening of the course as well as providing diagnostic information to inform instruction.</p>	
<p>Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)</p>	
<p>Reading</p>	<ul style="list-style-type: none"> • RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. • RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text. • RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

<p>Writing</p>	<ul style="list-style-type: none"> • W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<p>Speaking & Listening</p>	<ul style="list-style-type: none"> • SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. • Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
<p>Language</p>	<ul style="list-style-type: none"> • L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
<p>Essential Questions:</p>	<p>Understandings: <i>Students will understand that...</i></p>
<ul style="list-style-type: none"> • How does an author decide the most effective way to communicate his/her message? • How can a reader apply the lessons of literary analysis to one’s own life? • To what extent does style and structure of your writing support your position? • How do writers use connotative and denotative meaning of words to improve the effectiveness of written and spoken language? 	<ul style="list-style-type: none"> • Students will understand that authors utilize literary elements such as figurative language to enhance the message of the text. • Students will understand that authors use specific structures and words to build author’s purpose. • Students will understand that systematic close reading can reveal message and meaning not found during initial or cursory reading.
<p>Unit Learning Activities: <i>Students will...</i></p> <ul style="list-style-type: none"> • practice close reading with specific excerpts. • practice annotating during close reading. • review and/or become acquainted with literary terms • contribute to small group and whole class discussion • identify figurative language using examples from the text 	
<p>Assessments</p>	
<p>Summative:</p>	<p>Formative:</p>

<ul style="list-style-type: none"> • Summer reading test consisting of objective multiple choice items and in class essay 	<ul style="list-style-type: none"> • informal discussions • summer reading project • in class analysis paragraphs
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Course: English 2 Honors
Unit Title: Drama Circles
 [3 weeks]

<p>Unit Summary: Students will be given the option to read one dramatic work. Students will be placed in groups based on their choice.</p>	
<p>Primary interdisciplinary connections: Social Studies</p>	
<p>Unit Rationale: (Why is this an appropriate unit for this grade, level, and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)</p>	
<p>English 2 honors students will continue their study of social justice and empathy through a dramatic work of their choosing (possible choices include: <i>A Doll's House</i>, <i>Pygmalion</i>, <i>A Raisin in the Sun</i>, <i>A View from the Bridge</i>, and <i>Cyrano de Bergerac</i>). Small groups will be assigned an element to analyze (wealth, education, gender) resulting in a writing piece. Throughout this unit, students will have a great deal of control and input about their reading schedule and activities assigned.</p>	
<p>Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)</p>	
<p>Reading</p>	<ul style="list-style-type: none"> • RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. • RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text. • RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. • RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). • RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise). • RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
<p>Writing</p>	<ul style="list-style-type: none"> • W.9-10.1. Write arguments to support claims in an analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence. • Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

	<ul style="list-style-type: none"> • Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding paragraph or section that supports the argument presented. 				
Speaking & Listening	<ul style="list-style-type: none"> • SL.9.10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. • Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. • Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. • Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. • Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented. 				
Language	<ul style="list-style-type: none"> • L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. • Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. • L.9.10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations. 				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Essential Questions:</td> <td style="width: 50%; padding: 5px;">Understandings: <i>Students will understand that...</i></td> </tr> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> • What strategies are best suited to working in a small group of my peers? • What reading strategies are best suited to reading drama? • What social constructs drive the plot and contribute to conflict in my chosen work? </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • Students will understand that the reading task must have defined parameters to increase understanding. • Students will understand that close reading requires active reading strategies, such as annotating and questioning. • Students will understand that wealth, education, and gender are important constructs for developing character and plot. </td> </tr> </table>		Essential Questions:	Understandings: <i>Students will understand that...</i>	<ul style="list-style-type: none"> • What strategies are best suited to working in a small group of my peers? • What reading strategies are best suited to reading drama? • What social constructs drive the plot and contribute to conflict in my chosen work? 	<ul style="list-style-type: none"> • Students will understand that the reading task must have defined parameters to increase understanding. • Students will understand that close reading requires active reading strategies, such as annotating and questioning. • Students will understand that wealth, education, and gender are important constructs for developing character and plot.
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<p>Unit Learning Activities: <i>Students will...</i></p> <ul style="list-style-type: none"> • Develop their reading schedules with their small group. • Track character and plot development. • Develop insightful questions for small group discussion. • Develop guidelines and rubrics for small group discussion. • keep a journal with 2-3 entries per week discussing the work. • compile a portfolio of activities completed for this unit. 					

Assessments	
Summative: <ul style="list-style-type: none"> ● portfolio ● Project (students will be given a choice project to complete at the end of the unit) 	Formative: <ul style="list-style-type: none"> ● small group discussions ● journal entries

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

Unit Summary: <i>Lord of the Flies</i> , by William Golding, serves as an anchor text through which students will explore good versus evil and allegory. Students will explore literary theory throughout the unit.	
Primary interdisciplinary connections: Social Studies (World History, Sociology, & Psychology)	
Unit Rationale: (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)	
English 2 honors students explore the ideas of social justice and empathy throughout the year. <i>Lord of the Flies</i> continues this exploration connecting social justice and empathy to the nature of good and evil in human beings. Students will read the text and analyze it as allegory and through the lens of psychoanalytic literary theory. This will allow students to connect the lessons from the text to their lives.	
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)	
Reading	<ul style="list-style-type: none"> ● RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● RL.9-10.2 Determine a theme or central idea of a text and analyze 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. ● RL.9-10.3 Analyze how complex characters (e.g. those with multiple conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. ● RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). ● RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. ● RL.9-10.6 Assess how point of view or purpose shapes the content and style of a text. ● RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work.
Writing	<ul style="list-style-type: none"> ● W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
Speaking & Listening	<ul style="list-style-type: none"> ● SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Language	<ul style="list-style-type: none"> • L.9-10.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking • L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Essential Questions:	Understandings: <i>Students will understand that...</i>
<ul style="list-style-type: none"> • What is the nature of evil? Are human beings inherently good or evil? • What are the consequences of accepting the idea that all human beings have the capacity for good and for evil? • How can allegory be used to convey a complex message? 	<ul style="list-style-type: none"> • Students will understand that in <i>Lord of the Flies</i> William Golding grapples with the idea that human beings have the capacity for good and evil. • Students will understand that the text can be read through several different literary lenses to extract a deeper message.
Unit Learning Activities: <i>Students will...</i> <ul style="list-style-type: none"> • Track character development of each of the major characters in the novel. • Evaluate the development of multiple themes in the novel. • Evaluate the setting (island) of the novel and consider how it shapes the story. • Analyze the characters using the lens of psychoanalytic literary theory. • Analyze the progressive decline of the society and the social norms that keep society civilized. • Annotate the text to track development of theme and character. • Actively participate in small group, student lead discussions. • Evaluate character and theme through in-class and process writings 	
Assessments	
Summative: <ul style="list-style-type: none"> • AP styled objective test • Process essay examining the evolution of character or theme • Structured group discussion with rubric 	Formative: <ul style="list-style-type: none"> • reading check quizzes • small group and whole group discussions • drafts of process essay

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

Unit Summary: <i>To Kill a Mockingbird</i> serves as the anchor text for this unit. Students will explore the time period (Jim Crow deep South) through primary source documents, documentary film, and non-fiction articles. This unit will focus on a study of narrative technique, character development, and theme.	
Primary interdisciplinary connections: Social studies (United States history and sociology)	
Unit Rationale: (Why is this an appropriate unit for this grade, level, and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)	
English 2 Honors students explore the ideas of social justice (and injustice) and empathy throughout the year. <i>To Kill a Mockingbird</i> by Harper Lee provides a strong anchor to these ideas and allows students to explore the ideas thoughtfully. Students will use the text to explore the concepts of social justice, injustice, and empathy through close reading, analytical writing, and insightful discussions.	
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)	
Reading	<ul style="list-style-type: none"> • RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

	<ul style="list-style-type: none"> ● RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. ● RL.9-10.3 Analyze how complex characters (e.g. those with multiple conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. ● RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). ● RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. ● RL.9-10.6 Assess how point of view or purpose shapes the content and style of a text. ● RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work.
Writing	<ul style="list-style-type: none"> ● W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
Speaking & Listening	<ul style="list-style-type: none"> ● SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
Language	<ul style="list-style-type: none"> ● L.9-10.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking ● L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Essential Questions:	Understandings:
<ul style="list-style-type: none"> ● How does an author convey his/her message effectively? (author’s craft) ● How can a reader apply the lessons from the text to his/her own life? ● How can close reading reveal layers of meaning? ● How can analytical writing provide deeper understanding of a concept? ● How can discussion provide insight and further develop ideas? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Students will understand that there is more than one way to tell a story and that authors make choices in how they tell a story in order to convey a message with the greatest impact. ● Students will understand that older texts can convey a message that is just as relevant and impactful today as it was when the text was written. ● Students will understand that complex meaning can be revealed through close study and close reading of a text and that these meanings are often missed without appropriately close readings. ● Students will understand how to use writing to develop a deeper understanding of a complex idea. ● Students will understand how to use discussion to develop a deeper understanding of a complex idea.
Unit Learning Activities: <i>Students will...</i>	

- read, annotate, and consider historical documents and materials to provide a vivid picture of the historical context of the text.
- connect historical documents and materials to present-day injustices.
- consistently annotate the text to aid understanding and development of ideas (sticky notes, dialectical journals, etc.).
- practice close reading by examining passages on multiple levels.
- discuss the text in small groups and larger groups practicing student lead discussions.
- examine the use of literary techniques in the text.
- analyze the use of the narrator in the text.
- analyze the development of plot, character, and theme in the text.
- Develop insightful arguments through in class and process writing.

Assessments

Summative:

- excerpt based test
- AP styled critical reading test
- process essay
- in class essay
- structured discussion

Formative:

- reading comprehension quizzes
- class discussion (both formal and informal and small group and whole group)
- short in class analytical writing (1-2 paragraph responses)

Career-Ready Practices

- CRP1:** Act as a responsible and contributing citizen and employee.
- CRP2:** Apply appropriate academic and technical skills.
- CRP3:** Attend to personal health and financial well-being.
- CRP4:** Communicate clearly and effectively and with reason.
- CRP5:** Consider the environmental, social and economic impacts of decisions.
- CRP6:** Demonstrate creativity and innovation.
- CRP7:** Employ valid and reliable research strategies.
- CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9:** Model integrity, ethical leadership and effective management.
- CRP10:** Plan education and career paths aligned to personal goals.
- CRP11:** Use technology to enhance productivity.
- CRP12:** Work productively in teams while using cultural global competence.

Instructional Strategies:

Supports for English Language Learners:

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

from <https://wida.wisc.edu>

Differentiation Strategies:

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading

Summit Public Schools

Summit, New Jersey

Curricular Addendum

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

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CRP12: Work productively in teams while using cultural global competence.

Interdisciplinary Connections

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

Technology Integration

Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

**Instructional Strategies:
Supports for English Language Learners:**

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
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Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

from <https://wida.wisc.edu>

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- [The Global Learning Resource Library](#)

Differentiation Strategies:

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
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Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading