



HONORS ENGLISH II

Board Approved: AUGUST 2017



HONORS ENGLISH II

CURRICULUM

Board Approved: AUGUST 2017



Burlington County Institute of Technology

Course Title: English II Honors

**Unit Title: Honors
Immigration**

Unit Number: 1 (4-5 weeks)

Curriculum Writers: Stacey Bartello, Martha Derickson, Marybeth Mohan, Amanda Weiler

Desired Outcomes

NJSLSA Standards: R1, R2, R3, R4, R6, R7, R9, R10, W2, W3, W4, W5, W6, W7, W8, W9, W10, SL1, SL2, SL3, SL4, SL6, L1, L2, L3, L4, L5, L6

Progress Indicators for Reading Literature, Reading Informational Texts, Writing, Speaking and Listening, and Language:

RL. 9-10.1	RI. 9-10.1	W.9-10.2 A, B, C, D, E, F	SL.9-10.1. A-D	L.9-10.1. A,B
RL. 9-10.2	RI. 9-10.2	W.9-10.3	SL.9-10.2	L.9-10.2. A-C
RL. 9-10.3	RI. 9-10.3	W. 9-10.4	SL.9-10.3	L.9-10.3. A
RL. 9-10.4	RI. 9-10.4	W. 9-10.5	SL.9-10.4	L.9-10.4. A-D
RL. 9-10.6	RI. 9-10.6	W. 9-10.6	SL.9-10.6	L.9-10.5. A,B
RL. 9-10.7	RI.9-10.10	W. 9-10.7		L.9-10.6
RL. 9-10.9		W. 9-10.8		
RL.9-10.10		W.9-10.9 A, B		
		W.9-10.10		

Established Goals:

1. To carefully read and critically analyze literature and poetry.
2. To understand the way writers use language to provide meaning and perspective.
3. To consider a work's structure, style, and themes as well as such smaller scale elements as the use of figurative language, imagery, symbolism, and tone.
4. To write, focusing on critical analysis of literature.
5. To use precise language and specific vocabulary (in writing and discussion).

Enduring Understandings:

Students will understand that...

- Reading provides a window or lens through which readers can learn about others' experiences and perspectives
- Readers utilize close reading and annotation to help them further connect and extract meaning from texts
- Writing is a multi-step process.
- Immigrants emigrate and immigrate for a variety of reasons to various countries, not just the United States
- Immigrants face many challenges and obstacles in their journey and subsequent assimilation, including travel, discrimination, language

Essential Questions:

- Why do people emigrate?
- Why do people immigrate?
- What obstacles do immigrants face on their journey?
- How do immigrants adapt to life in a new land?

barriers, economic misfortunes, etc. which ultimately influence and contribute to their identity and future

Students will Know:

- How textual evidence is used to support analysis
- How an author's choices impact the meaning and structure of a text
- One reads and writes for a variety of purposes, tasks, and audiences
- One's writing can be strengthened by continued planning, revising, editing, rewriting or trying a new approach.

- Well-chosen details and well-structured events will help to develop real or imagined scenarios within their narrative writing.
- Writing and speaking can be enhanced through new and varying vocabulary.
- How to pose questions that probe reasoning and evidence.

Students will be able to:

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

- 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.
- Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- 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.
- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 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.
- 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.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Assessment Evidence

Performance Tasks:

- *Vocabulary Practice:*
45 minutes of work on Membean per week (can be in-class practice or homework for students)
- *Literary Analysis*
*Find under "Learning Plan"
- *Narrative Task*
*Find under "Learning Plan"
- *Research task*
*Find under "Learning Plan"
- **Extended Research Paper - 8-10 pages - (Written throughout course of semester. Can culminate in final unit or teacher chosen topics):**
 - Unit I - Focus on Topic Selection and Thesis
 - (Overall Scheme - Un I: Topic Selection, Thesis; Un II: Outline, Works Cited; Un III: Rough Draft; Un IV: Revise/Edit, Final Draft)

Other Evidence:

- Tests
- Quizzes
- Homework
- Journals
- Writing prompts
- Socratic circles
- Oral presentations
- Collaborative learning

Star 360:

- Beginning of course
- End of course

LinkIt:

- Beginning of course: Form A
- End of course: Form B

Learning Plan

Learning Activities:

- Daily warm-ups (introductory activities, journals, vocabulary) *Use Membean or Sadlier Vocabulary Books.
 - Read and analyze poetry, considering each poem's tone, diction, use of figurative language, including connotation and denotation, theme, structure, and other devices
 - Identify and analyze the elements of short stories, including sequence and structure, theme, characterization, plot, setting, point of view, symbolism, imagery, tone, and other various devices such as irony and figurative language
 - Analyze and trace the development of a theme throughout the course of a text (longer extended text)
 - Analyze and trace the development of characters over the course of a text (longer extended text)
 - Compare and contrast how similar issues, topics, themes, and experiences are presented and discussed in a variety of texts
 - Practice close reading and annotating of various texts
 - Discuss and share responses and analyses of texts with class
 - Read a variety of fiction and nonfiction texts, considering purpose, length, and content
 - Write for a variety of purposes, tasks, and audiences over an extended period of time
 - Cite and explain evidence to support ideas
 - Proofread and edit writing before submission (Self-edit; Peer-edit; conference with teacher)
-
- **Possible literary analysis prompt:** *Write a comparative analysis between two of the texts read in class in which you identify a theme from each text and analyze how the author uses the characters and events to develop each theme. Be sure to include specific details from both texts and cite evidence to explain how each theme is developed.*
 - **Possible literary analysis prompt:** *Write a comparative character analysis between two of the texts read in class in which you compare and contrast the main characters' journeys and experiences in immigration and assimilation. Consider each character's struggles, triumphs, and how their immigration experiences have changed or influenced them.*
 - **Possible narrative task:** *Having read several memoirs, write your own personal narrative explaining your decision to come to BCIT. Consider the factors that contributed to your decision as well as any challenges or obstacles you faced in coming to BCIT. Explain how attending BCIT has impacted or influenced you and your future.*

- **Possible research task:** Consider the history of your shop. Research how a specific individual from another country influenced or contributed to your shop's/industry's success in America.
- **Research Paper** - See explanation under Performance Tasks (above).

Suggested Texts

Extended Texts

- *The Namesake* (J. Lahiri) - Novel
- Excerpts from *Unaccustomed Earth* (J. Lahiri)
- Excerpts from *The Interpreter of Maladies* (J. Lahiri)
- *My Antonia* (W. Cather) - Novel

Short Texts

- "A Walk to the Jetty" (J. Kincaid)
- "America and I" (A. Yeziarska) <https://natickenglish.wikispaces.com/file/view/America+and+I.pdf>
- "Two Kinds" (A. Tan) http://s3.amazonaws.com/scschoollfiles/400/two_kinds_by_amy_tan.pdf
- "In the American Society" (G. Jen) http://web.nestucca.k12.or.us/tec/aquatic-freshwater/langarts/american_society1.pdf
- "The Son from America" (I. Singer) <https://talkingmakesushuman.files.wordpress.com/2012/08/the-son-from-america.pdf>

Poetry

- "Push and Pull" (J. Myers)
- "Immigrants in Our Own Land" (J. Baca)
- "My Mother's Kitchen" (C. Hardi)
- "The New Colossus" (E. Lazarus)
- "The Immigrants" (M. Atwood)
- "I Am Not One of Those Who Left the Land" (A. Akhmatova)
- Angel Island Poetry

Suggested Multimedia

- “The Dream is Now” documentary
- “The Namesake” film
- Clips from “The Joy Luck Club” film
- “Shut the Door Speech” <https://www.commonlit.org/texts/shut-the-door-speech>
- The Rush of Immigrants (Common Lit) <https://www.commonlit.org/texts/the-rush-of-immigrants>
- “Discovering Angel Island: The Story Behind the Poems” documentary
- https://www.youtube.com/watch?v=f_EQY-0ThOM
- Scholastic “Immigration Stories of Yesterday and Today”
 - <http://teacher.scholastic.com/activities/immigration/>



Burlington County Institute of Technology
Curriculum Planning Document
with Guiding Questions

Course Title:

Unit Title: *Honors*
Cultural Perspectives

Unit Number: Two (4-5 weeks)

Curriculum Writers:

Stacey Bartello, Amanda Weiler, Marybeth Mohan, Martha Derickson

Desired Outcomes

NJSLSA Standards: R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, W1, W2, W3, W4, W5, W6, W10, SL1, SL2, SL3, SL4, SL5, SL6, L1, L2, L3, L4, L5, L6

Progress Indicators for Reading Literature, Reading Informational Texts, Writing, Speaking and Listening, and Language:

RL.9-10.1	RI.9-10.1	W.9-10.1	SL.9-10.1	L.9-10.1
RL.9-10.2	RI.9-10.2	W.9-10.2	SL.9-10.2	L.9-10.2
RL.9-10.3	RI.9-10.3	W.9-10.3	SL.9-10.3	L.9-10.3
RL.9-10.4	RI.9-10.4	W.9-10.4	SL.9-10.4	L.9-10.4
RL.9-10.5	RI.9-10.5	W.9-10.5	SL.9-10.5	L.9-10.5
RL.9-10.6	RI.9-10.6	W.9-10.6	SL.9-10.6	L.9-10.6
RL.9-10.7	RI.9-10.9	W.9-10.10		
RL.9-10.9	RI.9-10.10			

RL.9-10.10

Established Goals:

1. To carefully read and critically analyze literature.
2. To understand the way writers use language to provide meaning and pleasure.
3. To consider a work's structure, style, and themes as well as such smaller scale elements as the use of figurative language, imagery, symbolism, and tone.
4. To consider the cultural social and historical values a work reflects and embodies.
5. To write, focusing on critical analysis of literature.
6. To write narratives focusing on development of effective technique, well-chosen details, and well-structured event sequences.
7. Through reading, writing and discussion, become aware of resources of language: connotation, metaphor, irony, syntax, and tone.
8. To use precise language and specific vocabulary (in writing and discussion).

Enduring Understandings:

Students will understand that...

- Reading expands understanding of the world, its people and oneself.
- Readers use strategies to construct meaning.
- Readers develop a deeper understanding through reflection of text.
- Writing is a multi-stage process.
- Writers have a purpose for writing.

Essential Questions:

- What is culture?
- Does culture influence us, or do we influence culture?
- How do the beliefs and values of a diverse culture affect individuals and society?
- How does culture influence literature?
- How do writers portray culture?

- Written communication and proper grammar mechanics promote fluency of communication.

Students will Know:

- Textual evidence will support their analysis.
- The author's choices impact the meaning and structure of a text.
- Well-chosen details and well-structured events will help to develop real or imagined scenarios within their narrative writing.
- Their writing can be strengthened by planning, revising, editing, rewriting or trying a new approach.
- Writing and speaking can be enhanced through new and varying vocabulary.
- How to pose questions that probe reasoning and evidence.

Students will be able to:

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

- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.
- 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.
- 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.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Assessment Evidence

Performance Tasks:

Vocabulary Practice:

- 45 minutes of work on Membean per week (can be in-class practice or

Other Evidence:

- writing prompts
- journal writing
- dialectical journal

homework for students)

Narrative Writing Task Options:

- Using one of the short texts we studied in class, write a continuation of the story. Be sure to use narrative techniques like pacing, vivid description, dialogue, and characterization. (focus on maintaining the original point of view)
- Using one of the texts we studied in class, write a narrative story that describes the major events in the passage from the perspective of a different character. Be sure to use character techniques like pacing, vivid description, dialogue, and characterization.

Research Project and Presentation Options:

- Short Works of Cultural Fiction: Students will research short works of fiction which represent a particular culture of their choosing. The students will read the text, annotate and analyze (going through all steps of analysis). The students will then present their story giving a brief summary as well as an explanation of

- socratic circles
- oral presentations
- collaborative learning
- quizzes/tests
- homework

Star 360:

- Beginning of course
- End of course

LinkIt:

- Beginning of course: Form A
- End of course: Form B

analysis.

- World Cultures Project: Students will research a particular culture and present information to the class.
(Possible Guide/Ideas:
<http://www.op97.org/jparratore/documents/WorldCultureProject.pdf>)
- Connect Short Works of Cultural Fiction Project (above) with World Cultures Project (above).

**Extended Research Paper - 8-10 pages -
(Written throughout course of semester. Can
culminate in final unit or teacher chosen
topics):**

- Unit II - Focus on Formal Outline and Works Cited
- (Overall Scheme - Un I: Topic Selection, Thesis; Un II: Outline, Works Cited; Un III: Rough Draft; Un IV: Revise/Edit, Final Draft)

Learning Plan

Learning Activities:

1. Start of class warm-ups (daily activities; journal entries; vocabulary practice). *Use Membean or Sadlier Vocabulary books.
2. Reading and careful analysis of short works of fiction with focus on author's purpose, word choice, use of literary elements.

3. Annotate readings (students will mark, highlight or note pages where they have specific reactions and/or questions about their reading). *Students will always be actively reading.
-Trace development of characters and theme.
4. Discuss readings (class, small groups, socratic circles).
5. Research topics related to in-class readings, projects or extended research paper.
6. Writings that focus on analysis of text with development of narrative technique.
7. Proofread and edit writing assignments. (Self-edit; Peer-edit; conference with teacher).

Titles to Read/Study: (Short Texts)

Culture of India:

- "The Postmaster" - Rabindranath Tagore
- "Old Man of the Temple" - R.K. Narayan

Culture of Africa:

- "Sundiata: An Epic of Old Mali" - D.T. Niane
- "The Answer is No" - Naguib Mahfouz
- "Ha'Penny" - Paton (in senior text book)

Culture of Russia:

- "The Cashier" - Daniil Kharms
- "Sleepy" - Anton Chekhov
- "The Bet" - Anton Chekhov
- "The Death of a Government Clerk" - Anton Chekhov
- "The Step" - Anton Chekhov
- "Ward No. 6" - Anton Chekhov
- "The Nose" - Nikolai Gogol
- "How Much Land Does a Man Need" - Tolstoy

Culture of Ireland:

- "The Dead" - James Joyce

Culture of English :

- Sonnet # - William Shakespeare

Culture of South America:

- "Eva is Inside Her Cat" - Gabriel Garcia Marquez

- "Eyes of a Blue Dog" - Gabriel Garcia Marquez

- "Small White Clothes" - Gabriela Mistral

- "Fear" - Gabriela Mistral

- "Tonight I Write" - Pablo Neruda

Culture of Mexico :

- "The Street" - Octavio Paz
- "The Harvest" - Tomas Rivera
- Solve this Case for Me" - Jorge Ibarquengoitia

Non-Fiction/Informational Text:

Newsela - Utilize Newsela for text sets based on countries and cultures. Read/Analyze/Answer Questions

Provided by Newsela

Basic Research - utilize the internet to research the culture and/or author of the text

Multimedia:

“Skin” - movie



Burlington County Institute of Technology

Course Title: English II Honors

Unit Title: (Honors) Human Rights

Unit Number: 3 (4 weeks)

Curriculum Writers: Stacey Bartello, Martha Derickson, Marybeth Mohan, Amanda Weiler

Desired Outcomes

NJSLSA Standards: R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, W1, W2, W3, W4, W5, W6, W7, W8 W9, W10, SL1, SL2, SL3, SL4, SL6, L1, L2, L3, L4, L5, L6

Progress Indicators for Reading Literature, Reading Informational Texts, Writing, Speaking and Listening, and Language:

RL.9-10.1	RI.9-10.1	W.9-10.1	SL.9-10.1	L.9-10.1
RL.9-10.2	RI.9-10.2	W.9-10.2	SL.9-10.2	L.9-10.2
RL.9-10.3	RI.9-10.3	W.9-10.3	SL.9-10.3	L.9-10.3
RL.9-10.4	RI.9-10.4	W.9-10.4	SL.9-10.4	L.9-10.4
RL.9-10.6	RI.9-10.5	W.9-10.5	SL.9-10.6	L.9-10.5
RL.9-10.10	RI.9-10.6	W.9-10.6		L.9-10.6
	RI.9-10.7	W.9-10.7		
	RI.9-10.8	W.9-10.8		
	RI.9-10.9	W.9-10.9		
	RI.9-10.10	W.9-10.10		

Established Goals:

1. To carefully read and critically analyze literature.
2. To understand the way writers use language to provide meaning and pleasure.
3. To consider a work's structure, style, and themes as well as such smaller scale elements as the use of figurative language, imagery, symbolism, and tone.
4. To consider the cultural social and historical values a work reflects and embodies.
5. To write, focusing on critical analysis of literature.
6. To write narratives focusing on development of effective technique, well-chosen details, and well-structured event sequences.
7. Through reading, writing and discussion, become aware of resources of language: connotation, metaphor, irony, syntax, and tone.
8. To use precise language and specific vocabulary (in writing and discussion).

Enduring Understandings:

Students will understand that...

- Reading and writing are outlets for which people can inform, express, and persuade others of their thoughts, ideas, and experiences
- Writing is a powerful and permanent form of communication that can have lasting effects and serve as a catalyst for change

Essential Questions:

- What causes man's inhumanity to man?
- Am I my brother's keeper?
- What is worth dying for?
- To what rights are all humans entitled?

Students will Know:

- Textual evidence will support their analysis.
- The author's choices impact the meaning and structure of a text.
- Well-chosen details and well-structured events will help to develop real or imagined scenarios within their narrative writing.

- Their writing can be strengthened by planning, revising, editing, rewriting or trying a new approach.
- Writing and speaking can be enhanced through new and varying vocabulary.
- How to pose questions that probe reasoning and evidence.

Students will be able to:

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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.
- 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.
- 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.
- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details,

and well-structured event sequences.

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.
- 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.
- 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.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Assessment Evidence

Performance Tasks:

- Research task options
 - Before reading:
<http://resources.primarysource.org/content.php?pid=153445&sid=1301426>
 - Research a modern day human rights violation anywhere in the world and write an informational research paper about the violation and the group of people who are affected

Other Evidence:

- Tests
- Quizzes
- Homework
- Journals
- Writing prompts
- Oral presentations
- Collaborative learning

Star 360:

- Beginning of course
- End of course

by the violation.

- Presentation option:
 - Students will use their research to create a Plea to the United Nations project presentation. In the presentation, the students will provide information about the human rights violation they researched and the people who are being hurt. They will then “plea” for help from the United Nations to help this group of people.

- Students will hear the points of view of people from various ranks of the Khmer Rouge who participated in the killing of nearly 2 million Cambodians during Pol Pot's regime, which lasted from 1975 to 1979. Students will then speculate in writing about how hearing the truth from the perpetrators might help Cambodians heal from the tragic events of that time period. <http://www.pbs.org/pov/enemies/lesson-plan/#resources>

LinkIt:

- Beginning of course: Form A
- End of course: Form B

**Extended Research Paper - 8-10 pages -
(Written throughout course of semester. Can
culminate in final unit or teacher chosen
topics):**

- Unit III - Focus on Rough Draft
- (Overall Scheme - Un I: Topic Selection, Thesis; Un II: Outline, Works Cited; Un III: Rough Draft; Un IV: Revise/Edit, Final Draft)

Learning Plan

Learning Activities:

- Daily warm-ups (introductory activities, journals, vocabulary) *Use Membean or Sadlier Vocabulary Books
- Analyze textual elements throughout each reading: theme, character, structure, imagery/symbolism, point of view, setting/atmosphere
- Compare and contrast how similar issues, topics, themes, and experiences are presented and discussed in a variety of texts
- Analyze and trace the development of themes and characters throughout the course of a text
- Practice close reading and annotating of various texts
- Read a variety of fiction and nonfiction texts, considering purpose, length, and content
- Write for a variety of purposes, tasks, and audiences over extended time frames
- Cite and explain evidence to support ideas
- Conduct short and more sustained research projects to answer a question or solve a problem
- Proofread and edit writing before submission (Self-edit; Peer-edit; conference with teacher).

Possible literary analysis prompt: Write a character analysis in which you trace and analyze how a complex character develops or changes over the course of the text. Consider how the character may interact with other characters and/or advance the plot or theme. Use evidence from the text to support and explain your response.

Possible literary analyses prompts: Similar to what students will come across in their standardized testing, the following prompts can be used and modeled with a variety of texts used in the classroom:

- a. What was the author's purpose for writing _____? How does the author use symbolism and tone to advance his/her purpose?
- b. Write an essay in which you analyze the different approaches two authors take to develop their characters. In your essay, be sure to discuss how each author makes use of such elements as: the main characters' interactions with other characters, the presentation of the main characters' thoughts, the strong feelings each character experiences at the end of each passage.
- c. Write an essay in which you identify a theme that is similar in both passages/texts and analyze how each author uses the characters, events and settings in the passages/texts to develop the theme.

Suggested Texts

Extended Text:

- *First They Killed My Father* - L. Ung
- *The Merchant of Venice* - Shakespeare

Short Texts:

- "The Shawl" - Cynthia Ozick
- Selected Stories of Tadeusz Borowski ("Silence," "The Supper," "This Way for the Gas, Ladies and Gentlemen") <http://www.utdallas.edu/~zozsvath/packet/Holocaust2007/Borowski.pdf>
- "Saboteur" - Ha Jin - <https://english101490.files.wordpress.com/2017/04/saboteur-ha-jin.pdf>

Nonfiction/Informational Texts:

- Declaration of Human Rights
- Research for Background Knowledge - The United Nations (Who they are/What they do)
- "The Refugee" by Bernard Malamud
- "True Story of a Syrian Refugee" (*Time Magazine*) <http://time.com/a-syrian-refugee-story/>

Optional Texts:

- *Playing with Fire* by Tess Gerritsen (only 'Lorenzo' excerpts)
- *War Torn: Stories of Courage, Love, and Resilience* - K. Miller

Multimedia Supplements/Resources:

- Film *Schindler's List* (Red Coat Clip)
- Film *Sometimes in April*
- Film *Hotel Rwanda*
- Film: *First They Killed My Father* (coming late 2017)
- Video Clip: The Story of Human Rights - Humanrights.com <http://www.youthforhumanrights.org/what-are-human-rights.htm>





Burlington County Institute of Technology
Curriculum Planning Document
with Guiding Questions

Course Title: English II Honors				
Unit Title: Grade 10 (Honors) Triumph of the Spirit	Unit Number: IV (4 weeks)			
Curriculum Writers: Stacey Bartello, Amanda Weiler, Mary Beth Mohan, Martha Derickson				
Desired Outcomes				
<i>NJSLSA Standards: R1, R2, R3, R4, R5, R6, R9, R10, W1, W2, W3, W4, W5, W6, &, W8, W9, W10, SL1, SL2, SL3, SL4, SL5, SL6, L2, L3, L4, L5, L6</i>				
Progress Indicators for Reading Literature, Reading Informational Texts, Writing, Speaking and Listening, and Language:				
RL.9-10.1	RI.9-10.1	W.9-10.1(A-F)	SL.9-10.1(A-D)	L.9-10.1.A,B
RL.9-10.2	RI.9-10.2	W.9-10.2	SL.9-10.2	L.9-10.2.A,B,C
RL.9-10.3	RI.9-10.3	W.9-10.3	SL.9-10.3	L.9-10.3A
RL.9-10.4	RI.9-10.4	W.9-10.4	SL.9-10.4	L.9-10.4(A-D)
RL.9-10.5	RI.9-10.5	W.9-10.5	SL.9-10.5	L.9-10.5A,B
RL.9-10.6	RI.9-10.6	W.9-10.6	SL.9-10.6	L.9-10.6
RL.9-10.9	RI.9-10.9	W.9-10.7		
RL.9-10.10	RI.9-10.10	W.9-10.8		

W.9-10.9
W.9-10.10

Established Goals:

Literary Analysis

Tone

Theme

Mood

Allusion

Inference

Central Idea

Narrative

Explanatory Writing

Precise Language

Formal Style

Objective Tone

Synthesis

Literary Evidence

Integrating Sources

Enduring Understandings:

Students will understand that...

- Human beings are more similar than they are different
- Understanding of individual experiences is vital for humans to coexist
- The human spirit can prevail

Essential Questions:

- What makes the human spirit endure?
- What does it mean to be triumphant?
- What is success?
- What factors influence society's notion of success?

against adversity and seemingly overwhelming odds

- Human beings have a capacity for great kindness and endurance despite individual suffering

Students will Know:

- Literary analysis is necessary for reader understanding
- The purpose of a text
- Textual elements (character, setting, theme, point of view, setting/atmosphere, imagery/symbolism, etc.)
- Literary themes' connection to the human condition regardless of age, gender, race, or society
- Perspective as an important literary device and how it impacts plot development and reader understanding
- Appropriate and precise word choice to convey intended meaning
- Differences between and expectations for formal and informal writing
- Writing is an iterative process consisting of planning, organizing, revising, and editing to achieve a coherent product
- Details and evidence explain and support ideas in text

Students will be able to:

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- 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 a text

- 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
- 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)
- 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
- 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
- Analyze the representation of a subject or a key scene in two different artistic mediums including what is emphasized or absent in each treatment
- Analyze how an author draws on and transforms source material in a specific work (e.g. how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare)
- 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
- 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 to develop experiences events and/or characters
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole

- Produce clear and coherent writing in which the development organization and style are appropriate to task purpose and audience
- 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
- 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.
- 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
- 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 views), clear goals and deadlines, and 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 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.
- Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric identifying any fallacious reasoning or exaggerated or distorted evidence
- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose audience and task
- 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
- Adapt speech to a variety of contexts and tasks demonstrating command of formal English when indicated or appropriate

- 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 and add variety and interest to writing or presentations
- 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
- Write and edit work so that it conforms to the guidelines in a style manual (e.g. MLA Handbook) appropriate for the discipline and writing type
- 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 (e.g. analyze analysis analytical advocate advocacy)
- 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)
- 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
- 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 and demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Assessment Evidence

Performance Tasks:

- Research an individual who or

Other Evidence:

- Textual analysis

organization that demonstrates triumph of the human spirit, write a report, and present findings to the class.

- Objective summary
- Explanatory or argumentative essay addressing an essential question or theme from a reading
- Group discussions
- Self-reflection/relate themes and “big ideas” personally
- Develop questions and answers arising from the readings
- Grammar review, development, and application in formal writing and speech
- Vocabulary recognition, analysis, and integration in writing and speaking
- Quizzes, tests, projects

Star 360:

- Beginning of course
- End of course

LinkIt:

- Beginning of course: Form A
- End of course: Form B

Learning Plan

-Learning Activities:

Tasks/Skills Highlighted:

-Close Reading of Text - During and after each reading recognize and understand story elements, develop core proficiencies, and understand that inspiration comes from reading about the struggles and challenges of others.

-Writing - After reading the selections, write an explanatory essay OR an argumentative essay related to one of the essential questions.

-Research Writing - As recognition of overcoming obstacles, students will research an individual or organization that

demonstrates triumph of the spirit. Students will write a report and orally present findings.

-Speaking & Listening - During and after readings practice core proficiencies as they relate to focused, attentive listening and discussion of a topic

Non-Fiction/Informational Text:

Newsela - Utilize Newsela for text sets based on individuals who have experienced and overcome adversity.

Read/Analyze/Answer Questions Provided by Newsela

TED Talks - Utilize TED Talks for examples of inspirational stories of contemporary people.

This I Believe - Utilize This I Believe selections for personal beliefs through the twentieth and twenty-first century.

Basic Research - Utilize the internet to research examples of individual, community, and/or national examples of tenacity and triumph.

Short Texts - HONORS:

-Nobel Speech - Elie Wiesel

-I "Glory and Hope" Nelson Mandela

-"Still I Rise" - Maya Angelou "

- "Just Lather, That's All" - Hernando Tellez

- "Self Reliance"- Ralph Waldo Emerson

-"I Hear America Singing" - Walt Whitman

"My Bondage and My Freedom" - Frederick Douglas

Multimedia Supplements Movie:

A Long Walk to Freedom - Triumph

Documentary: Eli Wiesel/Oprah Interview at Auschwitz - Human Rights and/or Triumph of the Spirit



Burlington County Institute of Technology

Course Title: English II

Unit Title: Vocabulary

*Vocabulary will be addressed within the context of each unit theme through reading, writing, speaking, and listening activities.

Unit Number: 5 (18 weeks)

Curriculum Writers: Marybeth Mohan, Martha Derickson, Stacey Bartello, Amanda Weiler

Desired Outcomes

NJSLSA Standards: L1, L2, L3, L4, L5, L6

Progress Indicators for Reading Literature, Reading Informational Texts, Writing, Speaking and Listening, and Language:

Language: L.11-12.1; L.11-12.2; L.11-12.3; L.11.12.4; L.11-12.5; L.11-12.6.

Established Goals:

1. To use context clues to determine the meanings of words.
2. To decipher meanings of words by breaking down the roots and prefixes, etc.
3. To identify and correctly use patterns of word changes that indicate meanings or parts of speech.
4. To interpret figures of speech in context and analyze their role in the text.
5. To analyze nuances in the meaning of words with similar denotations.
6. To acquire and use accurately general academic and domain specific words and phrases.

<p>Enduring Understandings: Students will understand that...</p> <ul style="list-style-type: none"> ● An effective vocabulary enables you to say clearly what you mean. ● Similarly, it enables you to comprehend what other people are saying/writing. ● Vocabulary bolsters your ability to grasp ideas and think more logically. ● It also boosts your ability to persuade. ● Vocabulary can help you make a good impression. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How do I figure out a word I do not know? 2. How can a strong vocabulary develop me self-worth? 3. Why is it important to continually develop a personal vocabulary?
<p>Students will Know:</p> <p>The meaning of words and phrases as they are used in the text, including figurative and connotative meanings.</p> <p>The cumulative impact of specific word choices on meaning and tone.</p> <p>How language evokes a sense of time and place; how it sets a formal or informal tone.</p> <p>How the language of a court opinion differs from that of a newspaper.</p> <p>How to clarify the meaning of unknown and multiple meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>To use context as a clue for the meaning of the word or phrase.</p> <p>Patterns of word changes that indicate meanings or parts of speech.</p>	

How to consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning, parts of speech, or etymology.

How to verify the preliminary determination of the meaning of a word or phrase.

How to identify and use figurative language, word relationships, and nuances in word meanings.

How to interpret figures of speech in context and analyze their role in the text.

How to analyze nuances in the meaning of words with similar denotations.

General academic and domain specific words and phrases and how to use them.

To gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Students will be able to:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
3. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
4. Observe hyphenation conventions.
5. Spell correctly.
6. 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.
7. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
8. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
9. 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.
10. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
11. 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, its etymology, or its

standard usage.

12. 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).
13. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
14. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
15. Analyze nuances in the meaning of words with similar denotations.
16. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Assessment Evidence

Performance Tasks:

- Students will be introduced to vocabulary words through consistent use of Membean.com.
- Students will train for a minimum of 45 minutes per week.
- Quizzes will occur every 4-6 weeks and tests will be administered at midpoint and end of course.

Other Evidence:

- Classroom discussion
- Review sessions
- Frayer model graphic organizers

Learning Plan

Learning Activities incorporated throughout the course:

- Every week students will train using Membean.com for 15 minutes per day, for at least three days per week.
- Students will participate in classroom activities and discussions that address common vocabulary words found in weekly training sessions.
- Tests will be administered at least twice during the course of the semester.

*Vocabulary will also be addressed within the context of each unit theme through reading and writing activities.

English I Honors

Unit 1: 5 Weeks

Narrative: Coming of Age

Essential Questions	Assessments/Performance Tasks/Projects	Resources	Accommodations/ Modifications for ELL	Standards
<p>- What delineates the moment when a child becomes an adult?</p> <p>What does it mean to 'come of age'?</p> <p>How do our childhood experiences influence the adult we become?</p> <p>How do previous choices determine our individual pathways</p>	<p>-Benchmarks LinkIt, Form A -STAR 360</p> <p>Reading/Writing Tasks: -A&P: (Narrative Prompt) You have just read John Updike's short story, A&P. Rewrite the cash register scene from Queenie's perspective using dialogue, pacing and description to develop the experience and character. Be sure to use precise words and sensory language to create a vivid picture of the event and setting from Queenie in a first person point of view.</p> <p>General Options for Narrative Writing: Performance Task 1- Using one of the unit texts above, write a narrative story that describes the major events in the passage from the perspective of a different character (this character can be student or teacher selected). Be sure to use character techniques like pacing, vivid description, dialogue, and characterization. Performance Task 2- Using one of the unit texts above, write a continuation of the story. Be</p>	<p>Texts to Read/Study: -To Kill a Mockingbird (novel) -Always Running: La Vida Loca, Gang Days in L.A. (memoir) - Louis J. Rodriguez -A Separate Peace (novel) http://www.glencoe.com/sec/literature/litlibrary/pdf/separate_peace.pdf -The Flowers- Alice Walker (short story) -A&P - Updike (short story) -The Man Who Was Almost a Man - Wright (short story) -Eveline, After the Race, Two Gallons, Boarding House - Joyce - (short stories)</p> <p>Non-Fiction - Newsela Articles</p> <p>Videos: -To Kill a Mockingbird - 1962 - Director: Robert Mulligan -A Separate Peace - 2004 - Director: Peter Yates</p>	<p>-Adapted texts -Personal dictionaries -Grammarly -Bilingual dictionaries -Leveled vocabulary via Membean IXL Language</p>	<p>RL.9-10.1 RI.9-10.1 L.9-10.1. A,B W.9-10.3. A,B,C,D,E SL.9-10.1. A,B,C,D RL.9-10.2 RI.9-10.2 L.9-10.2. A,B,C W.9-10.4 SL.9-10.4 RL.9-10.3 RI.9-10.3 L.9-10.3. A W.9-10.5 SL.9-10.6 RL.9-10.4 RI.9-10.4 L.9-10.4. A,B,C,D W.9-10.6 RL.9-10.5 RI.9-10.6 L.9-10.5. A,B W.9-10.9. A RL.9-10.6 L.9-10.6 W.9-10.10 RL.9-10.7 RL.9-10.9 RL.9-10.10</p>

<p>to adulthood?</p>	<p>sure to use narrative techniques like pacing, vivid description, dialogue, and characterization. (focus on maintaining the original point of view)</p> <p>Joyce Texts: (Explanatory Prompt) In a detailed explanatory essay examine how the theme of PARALYSIS is depicted through the characters presented in each of the short stories you read from Dubliners by James Joyce.</p> <p>-Membean quizzes/tests -Teacher created quizzes/tests -NewselaPro quizzes/writing responses</p>			
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English I Honors

Unit 2: 5 Weeks

Alienation and the Struggle for Equality

Essential Questions	Assessments/Performance Tasks/Projects	Resources	Accommodations/Modifications for ELL/At Risk/Special Needs	Standards
<p>-What are inalienable rights?</p> <p>What prohibits equal rights for all?</p> <p>In what ways do choices affect our lives?</p>	<p>Reading/Writing: Step 1: Analyze Primary Texts - Students will read and analyze the texts above with the goal of answering the following question (in essay form.) Identify (or compare/contrast) the primary argument and how effectively that author supported the claim with reasoning and evidence.</p>	<p>Texts to Read/Study:</p> <ul style="list-style-type: none"> - Of Mice and Men - Steinbeck - (novel) - "The Glass Menagerie" - Tennessee Williams (play) - "The Secret Life of Walter Mitty" - Thurber - (short story) - "Beyond the Bayou" - Chopin - (short story) - "The Birthmark" - Hawthorne (short story) - "The Falling Girl" - Buzzati (short story) - "Rappaccini's Daughter" - Hawthorne (short story) 	<ul style="list-style-type: none"> -Adapted texts -Personal dictionaries -Bilingual dictionaries -Grammarly -Leveled vocabulary via Membean -IXL Language 	<ul style="list-style-type: none"> RL.9-10.1 RI.9-10.1 L.9-10.1. A,B SL.9-10.1. A,B,C,D W.9-10.1. A,B,C,D,E RL.9-10.2 RI.9-10.2 L.9-10.2. A,B

<p>What does it mean to be alienated in society?</p>	<p>Step 2: Socratic Seminar - Students will discuss/argue ideas from the primary texts and primary video.</p> <p>Step 3: Individual Research Paper - Students will choose an argument to support (whether they agree or disagree that Title IX is a fair and equitable law for both males and females today). They will research further and write a research paper to support their argument. (3-5 pages)</p> <ul style="list-style-type: none"> - Essays -Quizzes/Tests -Discussion -Annotation (Annotated Bib.) -Homework -Exit Tickets -Socratic Circle -Membean quizzes/tests -Teacher created quizzes/tests -NewselaPro quizzes/writing tasks 	<p>Nonfiction Texts:</p> <ul style="list-style-type: none"> - “Is Title IX a fair and equitable law for both males and females today?” - “Title IX: 40 Years and Counting - “Title IX Levels the Playing Field for Girls, But What About the Boys?” - Barbara Sheehan (https://njsbf.org/wp-content/uploads/2017/03/Respect-Fall-2007.pdf) <p>Videos:</p> <ul style="list-style-type: none"> -Of Mice and Men - 1992 - Director: Gary Sinise - “The Glass Menagerie” - 1987 - Director Paul Newman - Primary Video: “Title IX at 40” 		<p>SL.9-10.2 W.9-10.4 RL.9-10.3 RI.9-10.3 L.9-10.3. A SL.9-10.3 W.9-10.5 RL.9-10.4 RI.9-10.4 L.9-10.4. A,B,C,D SL.9-10.4 W.9-10.6 RL.9-10.5 RI.9-10.6 L.9-10.5. A,B SL.9-10.5 W.9-10.9. A RL.9-10.6 RI.9-10.9 L.9-10.6. SL.9-10.6 W.9-10.10 RL.9-10.7 RI.9-10.10 RL.9-10.9 RL.9-10.10</p>
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English I Honors

Unit 3: 4 Weeks

Fate v. Free Will

Essential Questions	Assessments/Performance Tasks/Projects	Resources	Accommodations/Modifications for ELL	Standards
<p>In what ways do choices affect our lives?</p> <p>Can fate be defied?</p> <p>In a culture where we are bombarded with ideas and images of "what we should be," how does one form an identity that remains true and authentic for himself?</p> <p>In the face of adversity, what causes some to prevail and some to fail?</p>	<p>Reading/Writing: -Writing Task - Comparative Analysis (Literary/Film) You have just read Romeo and Juliet by William Shakespeare (or Antigone by Sophocles). Your task is to choose two acts from the literature and compare them with the same acts from your choice of film version. Your comparative analysis will consist of a three page paper that analyzes how the author and director portray the acts. Cite details and evidence from both sources that examine how reading the literature is similar/different to viewing the film. Consider the author's/director's context when making your analysis and use evidence from the texts to support your thesis.</p> <p>Other Options for Writing: -Compare/contrast plays: Romeo and Juliet with Antigone -Character Analysis - main characters in Romeo and Juliet and Antigone</p> <p>-writing prompts -journal writing</p>	<p>Selected Texts: -Romeo and Juliet - Shakespeare - (play) -Antigone - Sophocles - (play) -Oedipus - Sophocles -Anthem - Ayn Rand (novel) -The Appointed Time - Aeschylus - (poem) -The Choice - Service - (poem) -Fate, the Jester - Guiterman - (poem) -Behind the Blameless Trees - Rilke - (poem) -Sweat - Hurston - (short story) -King of the Bingo Game - Ellison - (short story)</p> <p>Videos: -Romeo and Juliet - 1996 - Director: Baz Luhrmann -Romeo and Juliet - 2013 - Director: Carlo Carlei -Romeo and Juliet - 1968 - Director: Franco Zeffirelli -Antigone - 1961 - Director: Yorgos Javellas</p>	<p>-Adapted texts -Personal dictionaries -Grammarly -Bilingual dictionaries -Graphic novels -Small group instruction -Leveled vocabulary via Membean -IXL Language</p>	<p>RL.9-10.1 RI.9-10.1 W.9-10.2A-F SL.9-10.1 A,B,C,D L.9-10.1. A,B RL.9-10.2 RI.9-10.2 W.9-10.4 SL.9-10.2 L.9-10.2. A,B RL.9-10.3 RI.9-10.3 W.9-10.5 SL.9-10.3 L.9-10.3. A RL.9-10.4 RI.9-10.4 W.9.10.6 SL.9-10.4 L.9-10.4. A-D RL.9-10.5 RI.9-10.6 W.9-10.9 SL.9-10.5 L.9-10.5. A,B RL.9-10.6 RI.9-10.9 W.9-10.10 SL.9-10.6 L.9-10.6</p>

	<ul style="list-style-type: none"> -dialectical journal -socratic circles -oral presentations -collaborative learning -quizzes/tests -homework -Membean quizzes/tests -Teacher created quizzes/tests -NewselaPro quizzes/writing tasks 			RL.9-10.7 RI.9-10.10 RL.9-10.9 RL.9-10.10
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English I Honors

Unit 4: 4 Weeks

Good v. Evil

Essential Questions	Assessments/Performance Tasks/Projects	Resources	Accommodations/Modifications for ELL	Standards
<ul style="list-style-type: none"> -What is the definition of a hero? -How do the attributes of a hero change over time? -Is there good and evil in everyone? -Are people essentially good? -What causes a society's 	-STAR 360 -Benchmark: LinkIt Form B Reading/Writing: Task - During this unit you read "The Hop Frog" and "The Cask of Amontillado" by Edgar Allan Poe, both feature examples of suspense. In a five paragraph essay you will argue for the story that you feel has the best story line and the most suspense. You must use evidence for the story and suspenseful elements to prove your case. -Writing prompts -Journal writing -Dialectical journal -Socratic circles	Selected Texts: - Texts to Study: -The Lottery - Shirley Jackson (short story) -The Devil and Tom Walker - Washington Irving (short story) -The Tell Tale Heart - Edgar Allen Poe (short story) -Other select Poe Stories (9th grade lit book) -The Odyssey - Homer - (http://ohs.opelikaschools.org/ourpages/auto/2017/5/10/48616326/9th%20Honors%20Summer%20Reading%2017-18.pdf) -Other Select Myths (9th grade lit book) - http://chs.johnston.k12.nc.us/staff_directory/teacher_websites/donna_digby/greek_mythology_and_tragedy/ - http://www.ewing.k12.nj.us/cms/lib6/nj010012	-Adapted texts -Personal dictionaries -Grammarly -Bilingual dictionaries -Leveled vocabulary via Membean -IXL Language	RL.9-10.1 RI.9-10.1 W.9-10.1. A-E SL.9-10.1 A,B,C,D L.9-10.1 A,B RL.9-10.2 RI.9-10.2 W.9-10.4 SL.9-10.2 L.9-10.2 A,B RL.9-10.3 RI.9-10.3 W.9-10.5 SL.9-10.3 L.9-10.3 A RL.9-10.4 RI.9-10.4 W.9-10.6

<p>perception of good and evil to change?</p>	<ul style="list-style-type: none"> -Oral presentations -Collaborative learning -Quizzes/tests -Homework -Membean quizzes/tests -Teacher created quizzes/tests -NewselaPro quizzes/writing tasks 	<p>91/centricity/domain/13/pdf_-_mythology_g9-12.pdf</p> <p>-One Flew Over the Cuckoo's Nest - (novel) Kesey</p> <p>Main Activities</p> <p>Students read and annotate "Is Evil in Our Genes?: Why scientists oppose studying the DNA of 'spree killers' by Julia Llewellyn Smith" and "Do genes make people evil?" by Robert Schreib in preparation for Socratic Circle (Level Chart and Socratic Circle Rubric needed).</p> <p>Poe Stories Debate:</p> <p>Students will read both stories ("The Hop-Frog" and "The Cask of Amontillado" and annotate for suspense; then they will be assigned one story for the debate.</p> <p>Students will assemble in debate teams to prove that their story has the most evil, fear, torture, suspense.</p> <p>Each team will present their case and the debate will commence and be facilitated by teacher.</p> <p>3. Writing task (see above)</p> <p>Supplemental Activities</p> <p>Students will be assigned five vignettes from The House on Mango Street ("Born Bad," "What Sally Said," "The Monkey Garden," "Red Clowns," and "Linoleum Roses." Each vignette will have a different assignment that focuses on the theme of Good v. Evil and literary devices.</p> <p>"Born Bad": Using textual evidence from the vignette, students will write a short analysis depicting how guilt affects a person's life.</p> <p>"What Sally Said": Using narrative skills, students will write a sequel for Sally.</p> <p>"The Monkey Garden": Students will determine Biblical allusion and discuss why/how it is used to enhance the text.</p>		<p>SL.9-10.4</p> <p>L.9-10.4</p> <p>A,B,C,D</p> <p>RL.9-10.5</p> <p>RI.9-10.6</p> <p>W.9-10.9. A</p> <p>SL.9-10.5</p> <p>L.9-10.5 A,B</p> <p>RL.9-10.6</p> <p>RI.9-10.9</p> <p>W.9-10.10</p> <p>SL.9-10.6</p> <p>L.9-10.6</p> <p>RL.9-10.7</p> <p>RI.9-10.10</p> <p>RL.9-10.10</p>
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		<p>"Red Clowns": Describe the juxtaposition of Esperanza and Sally. Use symbolism to explain how the two of them represent the theme of Good v. Evil.</p> <p>"Linoleum Roses": Interpret this quote for further meaning, "Sally likes looking at the walls, the linoleum roses on the floor, the ceiling smooth as wedding cake." What other themes are present? Depict symbolism.</p> <p>2. Poe's Beloveds: Students will be assigned one of five Poe poems ("Lenore," "Annabel Lee," "To Helen," "Ulalume," and "Alone"). Independently, each student will read/summarize poem. Students will be situated in groups of four by their assigned poems and complete the following: Check out each other's summaries and have a discussion about your thoughts. Check for understanding Decide how you will teach the poem. Who will teach what? Divide and conquer. Perhaps you would like to divide by poem verses or literary devices. Lastly, end your teaching with an assessment; be sure teaching connects to the assessment. Create open-ended questions, short essay response... be creative. Also include outside sources like videos, news articles, or art. Presentations: everyone must teach. Students will teach/assess the class on their given poem.</p> <p>1. Nonfiction Article: Is Evil in Our Genes?: Why scientists oppose studying the DNA of 'spree killers' by Julia Llewellyn Smith, 4/9/13, London, Daily Telegraph - Good v. Evil (Honors) 2. Nonfiction Article: "Angels" Matt Slick - Coming of Age (Honors Midterm Essay) 3. Song: "Paint it Black" Rolling Stones - Coming of Age (Honors)</p>		
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		<p>4. Short Stories: “Eveline,” “After the Race,” “Two Gallants,” “The Boarding House” from Dubliners by James Joyce Coming of Age (Honors)</p> <p>5. Nonfiction Article: “Teenagers – Inside the Teenage Brain” by Marty Wolner http://ezinearticles.com/?Teenagers- - Fate v. Free Will (Honors)</p> <p>6. Ted Talk: “Insight into the Teenage Brain” by https://www.youtube.com/watch?v=LWUKW4s3XxY</p> <p>Dr. Adriana Galvan - Fate v. Free Will (Honors)</p> <p>7. Movie: Romeo & Juliet (2013 version) - Fate v. Free Will</p> <p>8. Selected Scenes: “Friday Night Lights” - Fate v. Free Will (Honors)</p> <p>9. Nonfiction Article: Do genes make people evil? —Robert Schreib, Jr., Toms River, N.J. Daniel Lametti, a neuroscientist at McGill University, responds: - Good v. Evil (Honors)</p> <p>10. Movie: Forrest Gump (selected clips) - Coming of Age</p>		
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English II Honors

Unit 1: 4-5 Weeks

Immigration

Essential Questions	Assessments/Performance Tasks/Projects	Resources	Accommodations/Modifications for ELL	Standards
<p>-Why do people emigrate?</p> <p>-Why do people immigrate?</p> <p>-What obstacles do immigrants face on their journey?</p> <p>-How do immigrants adapt to life in a new land?</p>	<p>-Benchmark: LinkIt, Form A -STAR 360</p> <p>-Reading/Writing Tasks: Literary Analysis: 1. Write a comparative analysis between two of the texts read in class in which you identify a theme from each text and analyze how the author uses the characters and events to develop each theme. Be sure to include specific details from both texts and cite evidence to explain how each theme is developed. 2. Write a comparative character analysis between two of the texts read in class in which you compare and contrast the main characters' journeys and experiences in immigration and assimilation. Consider each character's struggles, triumphs, and how their immigration experiences have changed or influenced them.</p> <p>Narrative Task: Having read several memoirs, write your own personal narrative explaining your decision to come to BCIT. Consider the factors that contributed to your decision as well as any challenges or obstacles</p>	<p>Extended Texts</p> <ul style="list-style-type: none"> • <i>The Namesake</i> (J. Lahiri) - Novel • Excerpts from <i>Unaccustomed Earth</i> (J. Lahiri) • Excerpts from <i>The Interpreter of Maladies</i> (J. Lahiri) • <i>My Antonia</i> (W. Cather) - Novel <p>Short Texts</p> <ul style="list-style-type: none"> • "A Walk to the Jetty" (J. Kincaid) • "America and I" (A. Yeziarska) https://natickenglish.wikispaces.com/file/view/America+and+I.pdf • "Two Kinds" (A. Tan) http://s3.amazonaws.com/scschoollfiles/400/two_kinds_by_amy_tan.pdf • "In the American Society" (G. Jen) http://web.nestucca.k12.or.us/tec/aquatic-freshwater/langarts/american_society1.pdf • "The Son from America" (I. Singer) https://talkingmakesushuman.files.wordpress.com/2012/08/the-son-from-america.pdf <p>Poetry</p> <ul style="list-style-type: none"> • "Push and Pull" (J. Myers) • "Immigrants in Our Own Land" (J. Baca) • "My Mother's Kitchen" (C. Hardi) • "The New Colossus" (E. Lazarus) • "The Immigrants" (M. Atwood) 	<p>-Grammarly</p> <p>-Bilingual dictionaries</p> <p>-Leveled vocabulary via Membean</p> <p>-IXL Language</p>	<p>RL. 9-10.1 RI. 9-10.1 W.9-10.2 A, B, C, D, E, F SL.9-10.1. A-D L.9-10.1. A,B RL. 9-10.2 RI. 9-10.2 W.9-10.3 SL.9-10.2 L.9-10.2. A-C RL. 9-10.3 RI. 9-10.3 W. 9-10.4 SL.9-10.3 L.9-10.3. A RL. 9-10.4 RI. 9-10.4 W. 9-10.5 SL.9-10.4 L.9-10.4. A-D RL. 9-10.6 RI. 9-10.6 W. 9-10.6 SL.9-10.6 L.9-10.5. A,B RL. 9-10.7 RI.9-10.10 W. 9-10.7 L.9-10.6</p>

	<p>you faced in coming to BCIT. Explain how attending BCIT has impacted or influenced you and your future.</p> <p>Research Task: Consider the history of your shop. Research how a specific individual from another country influenced or contributed to your shop's/industry's success in America.</p> <p>Extended Research Paper - 8-10 pages - (Written throughout course of semester. Can culminate in final unit or teacher chosen topics): -Unit I - Focus on Topic Selection and Thesis -(Overall Scheme - Un I: Topic Selection, Thesis; Un II: Outline, Works Cited; Un III: Rough Draft; Un IV: Revise/Edit, Final Draft)</p> <p>-Writing prompts -Journal writing -Dialectical journal -Socratic circles -Oral presentations -Collaborative learning -Quizzes/tests -Homework -Membean quizzes/tests -Teacher created quizzes/tests -NewselaPro quizzes/writing tasks</p>	<ul style="list-style-type: none"> • "I Am Not One of Those Who Left the Land" (A. Akhmatova) • Angel Island Poetry <p>Suggested Multimedia</p> <ul style="list-style-type: none"> • "The Dream is Now" documentary • "The Namesake" film • Clips from "The Joy Luck Club" film • "Shut the Door Speech" https://www.commonlit.org/texts/shut-the-door-speech • The Rush of Immigrants (Common Lit) https://www.commonlit.org/texts/the-rush-of-immigrants • "Discovering Angel Island: The Story Behind the Poems" documentary https://www.youtube.com/watch?v=fEQY-0ThOM • Scholastic "Immigration Stories of Yesterday and Today" http://teacher.scholastic.com/activities/immigration/ 		<p>RL. 9-10.9 W. 9-10.8 RL.9-10.10 W.9-10.9 A, B W.9-10.10</p>
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English II Honors

Unit 2: 4-5 Weeks

Cultural Perspectives

Essential Questions	Assessments/Performance Tasks/Projects	Resources	Accommodations/Modifications for ELL	Standards
<p>-What is culture? Does culture influence us, or do we influence culture?</p> <p>-How do the beliefs and values of a diverse culture affect individuals and society?</p> <p>-How does culture influence literature?</p> <p>-How do writers portray culture?</p>	<p>-Reading/Writing: Narrative Writing Task Options: 1. Using one of the short texts we studied in class, write a continuation of the story. Be sure to use narrative techniques like pacing, vivid description, dialogue, and characterization. (focus on maintaining the original point of view) 2. Using one of the texts we studied in class, write a narrative story that describes the major events in the passage from the perspective of a different character. Be sure to use character techniques like pacing, vivid description, dialogue, and characterization.</p> <p>Research Project and Presentation Options: Short Works of Cultural Fiction: Students will research short works of fiction which represent a particular culture of their choosing. The students will read the text, annotate and analyze (going through all steps of analysis). The students will then present their story giving a brief summary as well as an explanation of analysis.</p>	<p>Selected Texts: <i>-Culture of India:</i> -"The Postmaster" - Rabindranath Tagore -"Old Man of the Temple" - R.K. Narayan</p> <p><i>Culture of Africa:</i> -"Sundiata: An Epic of Old Mali" - D.T. Niane -"The Answer is No" - Naguib Mahfouz -"Ha' Penny" - Paton (in senior text book)</p> <p><i>Culture of Russia:</i> -"The Cashier" - Daniil Kharms -"Sleepy" - Anton Chekhov -"The Bet" - Anton Chekhov -"The Death of a Government Clerk" - Anton Chekhov -"The Step" - Anton Chekhov -"Ward No. 6" - Anton Chekhov -"The Nose" - Nikolai Gogol -"How Much Land Does a Man Need" - Tolstoy</p> <p><i>Culture of Ireland:</i> -"The Dead" - James Joyce</p> <p><i>Culture of English :</i></p> <ul style="list-style-type: none"> • Sonnet # - William Shakespeare <p><i>Culture of South America:</i> -"Eva is Inside Her Cat" - Gabriel Garcia Marquez -"Eyes of a Blue Dog" - Gabriel Garcia Marquez -"Small White Clothes" - Gabriela Mistral</p>	<p>-Grammarly -Bilingual dictionaries -Leveled vocabulary via Membean -IXL Language</p>	<p>RL.9-10.1 RI.9-10.1 W.9-10.1 SL.9-10.1 L.9-10.1 RL.9-10.2 RI.9-10.2 W.9-10.2 SL.9-10.2 L.9-10.2 RL.9-10.3 RI.9-10.3 W.9-10.3 SL.9-10.3 L.9-10.3 RL.9-10.4 RI.9-10.4 W.9-10.4 SL.9-10.4 L.9-10.4 RL.9-10.5 RI.9-10.5 W.9-10.5 SL.9-10.5 L.9-10.5 RL.9-10.6 RI.9-10.6 W.9-10.6 SL.9-10.6 L.9-10.6 RL.9-10.7</p>

	<p>World Cultures Project: Students will research a particular culture and present information to the class. (Possible Guide/Ideas: http://www.op97.org/jparratore/documents/WorldCultureProject.pdf Connect Short Works of Cultural Fiction Project (above) with World Cultures Project (above). Extended Research Paper - 8-10 pages - (Written throughout course of semester. Can culminate in final unit or teacher chosen topics): Unit II - Focus on Formal Outline and Works Cited (Overall Scheme - Un I: Topic Selection, Thesis; Un II: Outline, Works Cited; Un III: Rough Draft; Un IV: Revise/Edit, Final Draft)</p> <ul style="list-style-type: none"> -Writing prompts -Journal writing -Dialectical journal -Socratic circles -Oral presentations -Collaborative learning -Quizzes/tests -Homework -Membean quizzes/tests -Teacher created quizzes/tests -NewselaPro quizzes/writing tasks 	<p>- "Fear" - Gabriela Mistral - "Tonight I Write" - Pablo Neruda</p> <p><i>Culture of Mexico :</i></p> <ul style="list-style-type: none"> • "The Street" - Octavio Paz • "The Harvest" - Tomas Rivera • Solve this Case for Me" - Jorge Ibarquengoitia <p>Non-Fiction/Informational Text: <u>Newsela</u> - Utilize Newsela for text sets based on countries and cultures. Read/Analyze/Answer Questions Provided by Newsela <u>Basic Research</u> - utilize the internet to research the culture and/or author of the text</p> <p>Multimedia: "Skin" - movie</p>		<p>RI.9-10.9 W.9-10.10 RL.9-10.9 RI.9-10.10</p>
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English II Honors

Unit 3: 4 Weeks

Human Rights

Essential Questions	Assessments/Performance Tasks/Projects	Resources	Accommodations/Modifications for ELL	Standards
<p>-What causes man’s inhumanity to man?</p> <p>-Am I my brother’s keeper?</p> <p>-What is worth dying for?</p> <p>-To what rights are all humans entitled?</p>	<p>Reading/Writing: Writing Task - -Research task options Before reading: http://resources.primarysource.org/content.php?pid=153445&sid=1301426 Research a modern day human rights violation anywhere in the world and write an informational research paper about the violation and the group of people who are affected by the violation.</p> <p>Presentation option: -Students will use their research to create a Plea to the United Nations project presentation. In the presentation, the students will provide information about the human rights violation they researched and the people who are being hurt. They will then “plea” for help from the United Nations to help this group of people. -Students will hear the points of view of people from various ranks of the Khmer Rouge who participated in the killing of nearly 2 million Cambodians during Pol Pot's regime, which lasted from 1975 to 1979.</p>	<p>Selected Texts: - Extended Text: <ul style="list-style-type: none"> • <i>First They Killed My Father</i> - L. Ung • The Merchant of Venice - Shakespeare Short Texts: <ul style="list-style-type: none"> • “The Shawl” - Cynthia Ozick • Selected Stories of Tadeusz Borowski (“Silence,” “The Supper,” “This Way for the Gas, Ladies and Gentlemen”) http://www.utdallas.edu/~zozsvath/packet/Holocaust2007/Borowski.pdf • “Saboteur” - Ha Jin - https://english101490.files.wordpress.com/2017/04/saboteur-ha-jin.pdf Nonfiction/Informational Texts: <ul style="list-style-type: none"> • Declaration of Human Rights • Research for Background Knowledge - The United Nations (Who they are/What they do) • “The Refugee” by Bernard Malamud • “True Story of a Syrian Refugee” (<i>Time Magazine</i>) http://time.com/a-syrian-refugee-story/ Optional Texts: <ul style="list-style-type: none"> • <i>Playing with Fire</i> by Tess Gerritsen (only ‘Lorenzo’ excerpts) </p>	<p>-Grammarly -Bilingual dictionaries -Leveled vocabulary via Membean -IXL Language</p>	<p>RL.9-10.1 RI.9-10.1 W.9-10.1 SL.9-10.1 L.9-10.1 RL.9-10.2 RI.9-10.2 W.9-10.2 SL.9-10.2 L.9-10.2 RL.9-10.3 RI.9-10.3 W.9-10.3 SL.9-10.3 L.9-10.3 RL.9-10.4 RI.9-10.4 W.9-10.4 SL.9-10.4 L.9-10.4 RL.9-10.6 RI.9-10.5 W.9-10.5 SL.9-10.6 L.9-10.5 RL.9-10.10 RI.9-10.6 W.9-10.6 L.9-10.6 RI.9-10.7</p>

	<p>Students will then speculate in writing about how hearing the truth from the perpetrators might help Cambodians heal from the tragic events of that time period. http://www.pbs.org/pov/enemies/lesson-plan/#resources</p> <p>Extended Research Paper - 8-10 pages - (Written throughout course of semester. Can culminate in final unit or teacher chosen topics):</p> <ul style="list-style-type: none"> • Unit III - Focus on Rough Draft • (Overall Scheme - Un I: Topic Selection, Thesis; Un II: Outline, Works Cited; Un III: Rough Draft; Un IV: Revise/Edit, Final Draft) <p>-Writing prompts -Journal writing -Dialectical journal -Socratic circles -Oral presentations -Collaborative learning -Quizzes/tests -Homework -Membean quizzes/tests -Teacher created quizzes/tests -NewselaPro quizzes/writing tasks</p>	<ul style="list-style-type: none"> • <i>War Torn: Stories of Courage, Love, and Resilience</i> - K. Miller <p>Multimedia Supplements/Resources:</p> <ul style="list-style-type: none"> • Film <i>Schindler's List</i> (Red Coat Clip) • Film <i>Sometimes in April</i> • Film <i>Hotel Rwanda</i> • Film: <i>First They Killed My Father</i> (coming late 2017) • Video Clip: The Story of Human Rights - Humanrights.com http://www.youthforhumanrights.org/what-are-human-rights.htm 		<p>W.9-10.7 RI.9-10.8 W.9-10.8 RI.9-10.9 W.9-10.9 RI.9-10.10 W.9-10.10</p>
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English II Honors

Unit 4: 4 Weeks

“Triumph of the Spirit”

Essential Questions	Assessments/Performance Tasks/Projects	Resources	Accommodations/Modifications for ELL	Standards
<p>-What makes the human spirit endure?</p> <p>-What does it mean to be triumphant?</p> <p>-What is success?</p> <p>-What factors influence society’s notion of success?</p>	<p>-STAR 360</p> <p>-Benchmark: LinkIt, Form B</p> <p>Reading/Writing:</p> <p>-Research an individual who or organization that demonstrates triumph of the human spirit, write a report, and present findings to the class.</p> <ul style="list-style-type: none"> • Textual analysis • Objective summary • Explanatory or argumentative essay addressing an essential question or theme from a reading • Group discussions • Self-reflection/relate themes and “big ideas” personally • Develop questions and answers arising from the readings • Grammar review, development, and application in formal writing and speech • Vocabulary recognition, analysis, and integration in writing and speaking • Quizzes, tests, projects <p>-Writing prompts</p>	<p>Selected Texts:</p> <p><i>-Non-Fiction/Informational Text:</i></p> <p><i>Newsela - Utilize Newsela for text sets based on individuals who have experienced and overcome adversity. Read/Analyze/Answer Questions Provided by Newsela</i></p> <p><i>TED Talks - Utilize TED Talks for examples of inspirational stories of contemporary people.</i></p> <p><i>This I Believe - Utilize This I Believe selections for personal beliefs through the twentieth and twenty-first century.</i></p> <p><i>Basic Research - Utilize the internet to research examples of individual, community, and/or national examples of tenacity and triumph.</i></p> <p>Short Texts - HONORS:</p> <p><i>-Nobel Speech - Elie Wiesel</i></p> <p><i>-I “Glory and Hope” Nelson Mandela</i></p> <p><i>-“Still I Rise” - Maya Angelou “</i></p> <p><i>- “Just Lather, That’s All” - Hernando Tellez</i></p> <p><i>- “Self Reliance”- Ralph Waldo Emerson</i></p> <p><i>-“I Hear America Singing” - Walt Whitman</i></p> <p><i>“My Bondage and My Freedom” - Frederick Douglas</i></p> <p>Multimedia Supplements Movie:</p> <p><i>A Long Walk to Freedom - Triumph</i></p> <p><i>Documentary: Eli Wiesel/Oprah Interview at Auschwitz - Human Rights and/or Triumph of the Spirit</i></p>	<p>-Grammarly</p> <p>-Bilingual dictionaries</p> <p>-Leveled vocabulary via Membean</p> <p>-IXL Language</p>	<p>RL.9-10.1</p> <p>RI.9-10.1</p> <p>W.9-10.1(A-F)</p> <p>SL.9-10.1(A-D)</p> <p>L.9-10.1.A,B</p> <p>RL.9-10.2</p> <p>RI.9-10.2</p> <p>W.9-10.2</p> <p>SL.9-10.2</p> <p>L.9-10.2.A,B,C</p> <p>RL.9-10.3</p> <p>RI.9-10.3</p> <p>W.9-10.3</p> <p>SL.9-10.3</p> <p>L.9-10.3A</p> <p>RL.9-10.4</p> <p>RI.9-10.4</p> <p>W.9-10.4</p> <p>SL.9-10.4</p> <p>L.9-10.4(A-D)</p> <p>RL.9-10.5</p> <p>RI.9-10.5</p> <p>W.9-10.5</p> <p>SL.9-10.5</p> <p>L.9-10.5A,B</p> <p>RL.9-10.6</p> <p>RI.9-10.6</p> <p>W.9-10.6</p> <p>SL.9-10.6</p> <p>L.9-10.6</p>

	<ul style="list-style-type: none"> -Journal writing -Dialectical journal -Socratic circles -Oral presentations -Collaborative learning -Quizzes/tests -Homework -Membean quizzes/tests -Teacher created quizzes/tests -NewselaPro quizzes/writing tasks 			RL.9-10.9 RI.9-10.9 W.9-10.7 RL.9-10.10 RI.9-10.10 W.9-10.8 W.9-10.9 W.9-10.10
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English II Honors

Unit 5: 18 Weeks

Vocabulary

Essential Questions	Assessments/Performance Tasks/Projects	Resources	Accommodations/Modifications for ELLs	Standards
<ul style="list-style-type: none"> -How do I figure out a word I do not know? -How can a strong vocabulary develop me self-worth? -Why is it important to continually develop a personal vocabulary? 	<ul style="list-style-type: none"> -Membean training (45 mins p/wk) Membean quizzes/tests - Essays -Quizzes/Tests -Discussion - Classroom discussion -Review sessions -Frayer model graphic organizers 	<ul style="list-style-type: none"> Membean.com -Vocabulary from readings -Frayer boxes -Personal dictionaries 	<ul style="list-style-type: none"> -Personal dictionaries -Bilingual dictionaries -Leveled vocabulary via - Membean 	L.11-12.1 L.11-12.2 L.11-12.3 L.11.12.4 L.11-12.5 L.11-12.6.

English III Honors

Unit 1: 5 Weeks

Colonial/Puritan America to Enlightenment, 1620-1750

Essential Questions	Assessments/Performance Tasks/Projects	Resources	Accommodations/Modifications for ELLs	Standards
<p>- How do readers engage in a closed reading?</p> <p>-How do readers analyze text and use evidence in inferences and for uncertain matters?</p> <p>-How do readers reflect ideas presented in historical and literary texts?</p> <p>-How do writers use rhetoric to persuade their audience?</p> <p>-Is rhetoric still relevant today?</p> <p>-How did our forefathers use rhetoric to</p>	<p>-STAR 360</p> <p>-Benchmark: LinkIt, Form A</p> <p>Reading/Writing:</p> <p>-Literary Analysis:</p> <p>Students compare classic to a more modern speeches</p> <ul style="list-style-type: none"> • Has rhetoric changed? Is the orator still success? • Cuban Missile Crisis Speech - JFK • Jamestown/Bias Subjective ways of Writing <p>-Reading and analyzing texts</p> <p>-Journals (daily writing, reader response, etc.)</p> <p>-Grammar and vocabulary exercises, quizzes, tests</p> <p>-Large and small group discussions</p> <p>-Self-evaluations</p> <p>-Peer editing sessions</p> <p>Questions for analysis and discussions</p> <p>-Quizzes, tests, projects</p>	<p><u>Speeches</u></p> <p style="padding-left: 40px;">**"Sinners in the Hands of An Angry God" (Jonathan Edwards)</p> <p>http://www.jonathan-edwards.org/Sinners.pdf</p> <p style="padding-left: 40px;">**"Speech to the Virginia Convention" (Patrick Henry)</p> <p>http://www.glencoe.com/sec/socialstudies/btt/celebratingfreedom/pdfs/031.PDF</p> <p style="padding-left: 40px;">"Cuban Missile Crisis Address to the Nation" (John F. Kennedy)</p> <p>http://www.americanrhetoric.com/speeches/jfk_cubanmissilecrisis.html</p> <p><u>Foundational Documents</u></p> <p><i>Common Sense The Crisis No. 1</i> (Thomas Paine) (Prentice Hall American Experience)</p> <p>http://americainclass.org/sources/makingrevolution/war/text2/painecrisis1776.pdf</p> <p><i>The Declaration of Independence</i> (Thomas Jefferson) (American Experience)</p> <p>http://www.constitution.org/us_doi.pdf</p>	<p>-Grammarly</p> <p>-Bilingual dictionaries</p> <p>-Leveled vocabulary via Membean</p> <p>-IXL Language</p>	<p>RL.11-12.1</p> <p>RI.11-12.1</p> <p>W.11-12.2. A-F</p> <p>SL.11-12.1. A-D</p> <p>L.11-12.1. A</p> <p>RL.11-12.2</p> <p>RI.11-12.2</p> <p>W.11-12.3</p> <p>SL.11-12.2</p> <p>L.11-12.2. A,B</p> <p>RL.11-12.3</p> <p>RI.11-12.3</p> <p>W.11-12.4</p> <p>SL.11-12.3</p> <p>L.11-12.3. A</p> <p>RL.11-12.4</p> <p>RI.11-12.4</p> <p>W.11-12.5</p> <p>SL.11-12.4. A,B</p> <p>L.11-12.4. A-D</p> <p>RL.11-12.6</p> <p>RI.11-12.6</p> <p>W.11-12.7</p> <p>SL.11-12.6</p> <p>L.11-12.5. A,B</p> <p>RL.11-12.10</p> <p>RI.11-12.10</p> <p>W.11-12.8</p> <p>L.11-12.6</p>

<p>reflect Colonial America?</p> <p>-How do writers and speakers use rhetoric today?</p>	<p>Membean quizzes/tests</p>	<p><i>A Vindication of the Rights of Women</i> (Mary Wollstonecraft)</p> <p>http://www.glencoe.com/gln/glencoe_literature/downloads/british_literature.pdf</p> <p><i>Poor Richard's Almanac</i> Proverbs and Aphorisms (Ben Franklin)</p> <p>https://schoolwires.henry.k12.ga.us/cms/lib08/GA01000549/Centricity/Domain/1689/Benjamin%20Franklins%20Aphorisms.pdf</p> <p>(Prentice Hall American Experience)</p> <p><i>The General History of Virginia</i> (John Smith)</p> <p>http://www.americanjourneys.org/pdf/AJ-082.pdf</p> <p>(Prentice Hall American Experience)</p> <p><u>Novels</u></p> <p>Excerpts from <i>The Scarlet Letter</i> (Nathaniel Hawthorne)</p> <p>http://www.planetpublish.com/wp-content/uploads/2011/11/The_Scarlet_Letter_T.pdf</p> <p>Excerpts from <i>The Last Lecture</i> (Randy Pausch)</p> <p>https://pdfs.semanticscholar.org/c02f/2ffd7e1bdb8f34160c879996f41222a40ee4.pdf</p> <p><i>Tuesdays with Morrie</i> (Mitch Albom)</p> <p>https://bragland.wikispaces.com/file/view/Tuesdays+with+Morrie+fu</p> <p>ll+text.pdf</p>		<p>W.11-12.9</p> <p>W.11-12.10</p>
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		<p>Poetry</p> <p>“For My Dear and Loving Husband” (Anne Bradstreet)</p> <p>http://www.columbia.edu/itc/english/f1124y-001/client_edit/pdfs/ann_bradstreethusband.pdf</p> <p>“Upon the Burning of my House” (Anne Bradstreet)</p> <p>http://virginia-anthology.org/upon-the-burning-of-my-house/</p> <p>“Huswifery” (Edward Taylor)</p> <p>https://www.spart5.net/cms/lib/SC01000802/Centricity/Domain/797/Puritanism_Huswifery_three_col_explication.pdf</p> <p>**Any resource from the Prentice Hall Textbook <i>Timeless Voices, Timeless Themes: The American Experience</i> is recommended. Many of the sources listed can be found in the textbook</p>		
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English III Honors

Unit 2: 5-6 Weeks

The Disenfranchised

Essential Questions	Assessments/Performance Tasks/Projects	Resources	Accommodations/Modifications for ELLs	Standards
<p>- Why is the personal narrative important to the American experience?</p> <p>-What does it mean to be disenfranchised?</p> <p>-How do different perspectives affect constitutional documents?</p> <p>-Why are constitutional principles important?</p> <p>-How does one discover “voice” within writing?</p> <p>-How does one empower themselves</p>	<p>Performance Tasks - Narrative study of Literary Movement: Narrative Essay</p> <p>-Reading and analyzing texts</p> <p>-Journals (daily writing, reader response, etc.)</p> <p>-Grammar and vocabulary exercises, quizzes, tests</p> <p>-Large and small group discussions</p> <p>-Self-evaluations</p> <p>-Peer editing sessions</p> <p>-Questions for analysis and discussions</p> <p>-Quizzes, tests, projects</p> <p>Membean tests/quizzes</p>	<p><u>Novels/Plays</u> (teacher can choose excerpts)</p> <p><i>**A Room of One’s Own</i> (Virginia Woolf)</p> <p>http://seas3.elte.hu/coursematerial/PikliNatalia/Virginia_Woolf_-_A_Room_of_Ones_Own.pdf</p> <p><i>Fools Crow</i> (James Welch)</p> <p><i>I Know Why the Caged Bird Sings</i> (Maya Angelou)</p> <p>http://l-adam-mekler.com/angelou_i-know-why.pdf</p> <p><i>The Bell Jar</i> (Sylvia Plath)</p> <p>http://letters.to.stephanie.gportal.hu/portal/letters.to.stephanie/upload/745843_1406744742_07068.pdf</p> <p><i>**A Raisin in the Sun</i> (Lorraine Hansberry)</p> <p>http://www.napavalley.edu/people/LYanover/Documents/English%20123%20Lorraine%20Hansberry%20A%20Raisin%20in%20the%20Sun.pdf</p> <p><i>Black Boy</i> (Richard Wright)</p> <p><i>Passing</i> (Nella Larsen)</p>	<p>-Grammarly</p> <p>-Bilingual dictionaries</p> <p>-Leveled vocabulary via Membean</p> <p>-IXL Language</p>	<p>RL.11-12.1</p> <p>RI.11-12.1</p> <p>W.11-12.1. A-E</p> <p>SL.11-12.1. A-D</p> <p>L.11-12.1</p> <p>RL.11-12.2</p> <p>RI.11-12.3</p> <p>W.11-12.4</p> <p>SL. 11-12.2. A,B</p> <p>L.11-12.2. A,B</p> <p>RL.11-12.3</p> <p>RI.11-12.4</p> <p>W.11-12.5</p> <p>SL.11-12.3</p> <p>L.11-12.3. A</p> <p>RL.11-12.4</p> <p>RI.11-12.5</p> <p>W.11-12.6</p> <p>SL.11-12.4</p> <p>L.11-12.4. A-D</p> <p>RL.11-12.6</p> <p>RI.11-12.6</p> <p>W.11-12.7</p> <p>SL.11-12.5</p> <p>L.11-12.5. A,B</p> <p>RL.11-12.10</p> <p>RI.11-12.7</p> <p>W.11-12.8</p> <p>SL.11-12.6</p> <p>L.11-12.6</p> <p>RI.11-12.8</p> <p>W.11-12.9. A,B</p>

<p>despite opposition?</p>		<p><u>Short Stories</u></p> <p>**“The Story of an Hour” (Kate Chopin)</p> <p>https://my.hrw.com/support/hos/hostpdf/host_text_219.pdf</p> <p>**“The Yellow Wallpaper” (Charlotte Perkins Gilman)</p> <p>https://docs.google.com/viewerng/viewer?url=http://www.loa.org/images/pdf/Gilman_Yellow_Wallpaper.pdf</p> <p>“Lullaby” (Leslie Marmon Silko)</p> <p>http://www.webpages.uidaho.edu/engl484jj/SilkoLullaby001.pdf</p> <p>“Liars Don’t Qualify” (Junius Edwards) <i>pair with 15th Amendment</i></p> <p>http://www.whatsoproudlywehail.org/curriculum/the-american-calendar/liars-dont-qualify</p> <p>“One Friday Morning” (Langston Hughes)</p> <p>http://www.whatsoproudlywehail.org/curriculum/the-american-calendar/one-friday-morning</p> <p><u>Non-Fiction</u></p> <p>“The Interesting Narrative of the Life of Olaudah Equiano”</p> <p>https://wnorton.com/college/history/america-essential-learning/docs/OEquiano-Autobiography-1789.pdf</p> <p>**“The Autobiography of Frederick Douglass”</p>		<p>RI.11-12.9 W.11-12.10 RI.11-12.10</p>
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<https://americanliterature.com/author/frederick-douglass/book/narrative-of-the-life-of-frederick-douglass-an-american-slave/preface>

“I Am a Native American” (Chief Dan George)/audio

<https://www.youtube.com/watch?v=PL9JedH5ngA>

“The Dakota Pipeline Controversy Explained” (David Grossman, *Popular Mechanics*)

<http://www.popularmechanics.com/technology/infrastructure/a23658/dakota-pipeline-protests/>

Poetry

Poems from *Leaves of Grass* (Walt Whitman)

**“I Hear America Singing” (Walt Whitman)

<http://thisamericanlyric2015.qwriting.gc.cuny.edu/files/2015/01/March-17-Poems.pdf>

**“I, Too, Sing America” (Langston Hughes)

<http://thisamericanlyric2015.qwriting.gc.cuny.edu/files/2015/01/March-17-Poems.pdf>

“To Walt Whitman” (Angela de Hoyos)

<http://www.olypen.com/pnkdurr/as/unit2whitman.htm>

“America” (Claude McKay)

<http://thisamericanlyric2015.qwriting.gc.cuny.edu/files/2015/01/March-17-Poems.pdf>

“From the Dark Tower” (Countee Cullen)

		<p>http://flippedoutteaching.com/lessons/eng3/unit5/From%20the%20Dark%20Tower.pdf</p> <p>“We Wear the Mask” Paul Laurence Dunbar</p> <p>“Phenomenal Woman” (Maya Angelou)</p> <p>https://www.poetryfoundation.org/poems/48985/phenomenal-woman</p> <p><u>Foundational Documents</u></p> <p><i>14th Amendment</i> (Citizen Rights and Equal Protection of the Law)</p> <p>https://www.gpo.gov/fdsys/pkg/GPO-CONAN-2002/pdf/GPO-CONAN-2002-9-15.pdf</p> <p><i>15th Amendment</i> (African American Men Right to Vote)</p> <p>https://www.gpo.gov/fdsys/pkg/GPO-CONAN-1992/pdf/GPO-CONAN-1992-10-16.pdf</p> <p><i>19th Amendment</i> (Women’s Right to Vote)</p> <p>https://www.gpo.gov/fdsys/pkg/GPO-CONAN-1992/pdf/GPO-CONAN-1992-10-20.pdf</p>		
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English III Honors

Unit 3: 5 Weeks

Conformity and Rebellion

Essential Questions	Assessments/Performance Tasks/Projects	Resources	Accommodations/Modifications for ELLs	Standards for ELLs
<p>- What is society?</p> <p>-What is the American Dream?</p> <p>-What does it mean to rebel?</p> <p>-What does it mean to conform?</p> <p>-How does society dictate social norms?</p> <p>-When is it right to conform to society and when is it right to rebel?</p> <p>-Is the American Dream still relevant in present day?</p> <p>-How does social media</p>	<p>-Reading/Writing:</p> <p>Performance Task: Research Paper Topics - Student choice.</p> <ol style="list-style-type: none"> 1. <i>Rebellious characters in American Literature</i> 2. <i>Rebellious people in American History</i> 3. <i>Resistance and Rebellion in American Music</i> 4. <i>Banned Books in American Schools and Libraries</i> 5. <i>Students Rights - Landmark Court Cases</i> 6. <i>Conformity and Rebellion in American Literature / American Society</i> <p>*These topics can be used as a guide - students may be creative with the topics and explore the idea of conformity and rebellion as it relates to their interests.</p> <p>-Reading and analyzing texts -Journals (daily writing, reader response, etc.)</p>	<p><u>Novels/Plays</u> (teacher can choose excerpts)</p> <p><i>The Crucible</i> (Arthur Miller)</p> <p><i>Their Eyes Were Watching God</i> (Zora Neale Hurston)</p> <p>**The Great Gatsby (F. Scott Fitzgerald)</p> <p><i>The Catcher in the Rye</i> (J.D. Salinger)</p> <p><i>The Perks of Being a Wallflower</i> (Stephen Chbosky)</p> <p><i>The Secret Life of Bees</i> (Sue Monk)</p> <p><i>A Farewell To Arms</i> (Ernest Hemingway)</p> <p><i>Our Town</i> (Thornton Wilder)</p> <p><u>Short Stories</u></p> <p>“Rappaccini’s Daughter” (Nathaniel Hawthorne) http://www.columbia.edu/itc/english/f1124y-001/resources/Rappaccinis_Daughter.pdf</p> <p>“Harrison Bergeron” (Kurt Vonnegut) http://wordfight.org/bnw/bnw-unit_packet.pdf</p> <p><u>Poetry</u></p> <p>“The Hollow Men” (T.S. Eliot) https://allpoetry.com/The-Hollow-Men</p>	<p>-Grammarly</p> <p>-Bilingual dictionaries</p> <p>-Leveled vocabulary via Membean</p> <p>-IXL Language</p>	<p>RL.11-12.1 RI.11-12.1 W.11-12.3. A-E SL.11-12.1. A-D L.11-12.1. A RL.11-12.2 RI.11-12.2 W.11-12.4 SL.11-12.2 L.11-12.2. A,B RL.11-12.3 RI.11-12.3 W.11-12.5 SL.11-12.3 L.11-12.3. A RL.11-12.4 RI.11-12.4 W.11-12.6 SL.11-12.4 L.11-12.4. A-D RL.11-12.5 RI.11-12.5 W.11-12.7 SL.11-12.5 L.11-12.5. A,B RL.11-12.6 RI.11-12.6 W.11-12.8 SI.11-12.6 L.11-12.6</p>

<p>conform or defy societal norms?</p> <p>-Why do one do research and how does one implement research into essay writing?</p>	<p>-Grammar and vocabulary exercises, quizzes, tests</p> <p>-Large and small group discussions</p> <p>-Self-evaluations</p> <p>-Peer editing sessions</p> <p>-Questions for analysis and discussions</p> <p>-Quizzes, tests, projects</p> <p>Membean quizzes/tests</p>	<p>“Cambridge Ladies Who Live in Furnished Souls” (E.E. Cummings)</p> <p>https://www.poetryfoundation.org/poems/47245/the-cambridge-ladies-who-live-in-furnished-souls</p> <p><u>Media</u></p> <p><i>Twilight Zone</i> - Rod Serling “Eye of the Beholder”/”No. 12 Looks Just Like You”/”Where is Everybody?”</p> <p>http://www.dailymotion.com/video/x4x2lja</p> <p>http://www.dailymotion.com/video/x41why0</p> <p>http://www.dailymotion.com/video/x579skc</p> <p><i>Black Mirror</i> - Clip from “Nosedive” (Netflix series)</p> <p>https://www.youtube.com/watch?v=zfHcpDVyFrl</p>		<p>RL.11-12.7</p> <p>RI.11-12.10</p> <p>W.11-12.9</p> <p>RL.11-12.9</p> <p>W.11-12.10</p> <p>RL.11-12.10</p>
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English III Honors

Unit 4: 4 Weeks

Contemporary Voices

Essential Questions	Assessments/Performance Tasks/Projects	Resources	Accommodations/Modifications for ELLs	Standards
<p>- What is suspense?</p> <p>-How do writers use suspense in writing?</p> <p>-How does suspense affect the reader?</p> <p>-How does suspense build a character's identity?</p> <p>-How do contemporary writers speak to current issues?</p> <p>-How are subcultures treated in American society?</p> <p>-How does one find author's intent and</p>	<p>-STAR 360</p> <p>-LinkIt, Form B</p> <p>Reading/Writing:</p> <p>- Performance Task: Literary Analysis: Authors Build Characters' Identities & Suspense</p> <p>-Reading and analyzing texts</p> <p>-Journals (daily writing, reader response, etc.)</p> <p>-Grammar and vocabulary exercises, quizzes, tests</p> <p>-Large and small group discussions</p> <p>-Self-evaluations</p> <p>-Peer editing sessions</p> <p>-Questions for analysis and discussions</p> <p>-Quizzes, tests, projects</p> <p>-Membean quizzes/tests</p> <p>-Benchmark: LinkIt Form B</p> <p>-STAR 360</p>	<p><u>Novels/Plays</u> (teacher can choose excerpts)</p> <p><i>Fences</i> (August Wilson)</p> <p>http://www.npr.org/2016/12/25/506617435/denzel-washington-and-viola-davis-on-adapting-fences-and-honoring-august-wilson</p> <p><i>The Piano Lesson</i> (August Wilson)</p> <p><i>The Things They Carried</i> (Tim O'Brien) excerpts</p> <p>http://savanna.auhsd.us/view/26051.pdf</p> <p><u>Short Stories</u></p> <p>"Where Are You Going, Where Have You Been" (Joyce Carol Oates)</p> <p>https://www.cusd200.org/cms/lib7/IL01001538/Centricity/Domain/361/oates_going.pdf</p> <p>"Cathedral" (Raymond Carver)</p> <p>http://www.giuliotortello.it/ebook/cathedral.pdf</p> <p>"Girl" (Jamaica Kincaid)</p> <p>http://www.saginaw-twp.k12.mi.us/view/8490.pdf</p>	<p>-Grammarly</p> <p>-Bilingual dictionaries</p> <p>-Leveled vocabulary via Membean</p> <p>-IXL Language</p>	<p>RL.11-12.1</p> <p>RI.11-12.1</p> <p>W.11-12.2. A-F</p> <p>SL.11-12.1. A-D</p> <p>L.11-12.1. A</p> <p>RL.11-12.2</p> <p>RI.11-12.3</p> <p>W.11-12.4</p> <p>SL.11-12.2</p> <p>L.11-12.2. A,B</p> <p>RL.11-12.3</p> <p>RI.11-12.10</p> <p>W.11-12.5</p> <p>SL.11-12.3</p> <p>L.11-12.3. A</p> <p>RL.11-12.4</p> <p>W.11-12.6</p> <p>SL.11-12.4</p> <p>L.11-12.4. A-D</p> <p>RL.11-12.5</p> <p>W.11-12.7</p> <p>SL.11-12.5</p> <p>L.11-12.5. A,B</p> <p>RL.11-12.6</p> <p>W.11-12.8</p> <p>SL.11-12.6</p> <p>L.11-12.6</p> <p>RL.11-12.9</p> <p>W.11-12.9</p> <p>RL.11-12.10</p> <p>W.11-12.10</p>

<p>purpose in a piece?</p> <p>-How does one find and define identity in contemporary society?</p> <p>-How does social media affect and define an individual's identity?</p>		<p>"Those Who Walk Away From Omelas" (Ursula Le Guin)</p> <p>https://www.utilitarianism.com/nu/omelas.pdf</p> <p>"Third Letter to Uncle Sam" (Saadat Hasan Manto)</p> <p>https://archive.org/stream/ThirdLetterToUncleSam-SaadatHasanManto/thirdlettermanto_djvu.txt</p> <p>*"A Thank You Letter from the Bomb that Visited My Home" (Ahmed Badr)</p> <p>http://www.npr.org/2017/05/25/530074663/iraqi-refugee-empowers-youth-to-share-their-stories-with-narratio</p> <p><u>Poetry</u></p> <p>"Identity Card" (Mahmoud Darwish)</p> <p>http://www.barghouti.com/poets/darwish/bitag_a.asp</p> <p>ee cummings "l(a)"</p> <p>http://poetry-fromthehart.blogspot.com/2011/06/ee-cummings-la.html</p> <p><u>Non-Fiction</u></p> <p>Matthew Shepard Act of 2009</p> <p>https://www.justice.gov/crt/matthew-shepard-and-james-byrd-jr-hate-crimes-prevention-act-2009-0</p> <p>Students find their own LGBTQ articles/literature</p>		
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		<p>https://universitas.uni.edu/article/guide-selection-queer-adolescent-literature-language-arts-teachers-and-librarians</p> <p>Newsela.com</p> <p>“Navigating School Can be Difficult for Transgender Students” (Jodi L. Miller) Respect Article: SPRING 2017 • VOL. 16, NO. 3</p> <p><u>Media</u></p> <p>John Oliver Clips (Use Teacher Discretion) (Youtube/HBO)</p> <p>https://www.youtube.com/results?search_query=john+oliver</p> <p>http://www.hbo.com/last-week-tonight-with-john-oliver</p> <p>TED Talks</p> <p>https://www.ted.com/</p> <p>NPR</p> <p>http://www.npr.org/</p>		
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English III Honors

Unit 5: 18 Weeks

Vocabulary

Essential Questions	Assessments/Performance Tasks/Projects	Resources	Accommodations/Modifications for ELLs	Standards
<p>- -How do I figure out a word I do not know?</p> <p>-How can a strong vocabulary develop me self-worth?</p> <p>-Why is it important to continually develop a personal vocabulary?</p>	<p>-Membean training (45 mins p/wk)</p> <p>-Membean quizzes/tests</p> <p>-Sadlier Common Core Vocabulary</p> <p>- Essays</p> <p>-Quizzes/Tests</p> <p>-Discussion</p> <p>- Classroom discussion</p> <p>-Review sessions</p>	<p>Membean.com</p> <p>Sadlier CC Vocabulary</p>	<p>- Grammerly</p> <p>-Bilingual dictionaries</p> <p>-Leveled vocabulary via Membean</p> <p>-IXL Language</p>	<p>L.11-12.1</p> <p>L.11-12.2</p> <p>L.11-12.3</p> <p>L.11.12.4</p> <p>L.11-12.5</p> <p>L.11-12.6.</p>

English IV Honors

Unit 1: 6 Weeks

Identity

Essential Questions	Assessments/Performance Tasks/Projects	Resources	Accommodations/Modifications for ELLs	Standards
<p>-What factors shape identity?</p> <p>-What are values?</p> <p>-Who am I?</p> <p>-How do values affect your understanding of the world?</p>	<p>Reading/Writing</p> <ul style="list-style-type: none"> • Write and submit an "I Believe" essay for the NPR network. Students should first read and analyze various examples. After completing the essay, students will create a podcast recording of their work and submit it to the network project. (expository) • Write a literary analysis comparing <i>The Stranger</i> and <i>The Metamorphosis</i>. (expository) • Write a Parallel Memoir (narrative) <p>-Reading and analyzing texts -Journals (daily writing, reader response, etc.) -Grammar and vocabulary exercises, quizzes, tests -Large and small group discussions -Self-evaluations -Peer editing sessions -Questions for analysis and – discussions</p>	<p><u>Novels</u></p> <p>**<i>Metamorphosis</i> (Kafka)</p> <p>**<i>The Stranger</i>" (Camus)</p> <p><i>Invisible Man</i> (Ellison)</p> <p><i>Things Fall Apart</i> (Achebe)</p> <p><i>The Color of Water</i> (McBride)</p> <p><u>Short Stories</u></p> <p>**Everyday Use (Alice Walker) http://www.dunbarhs.org/ourpages/auto/2013/8/29/50829982/2%20Everyday%20Use%20Student%20Text.pdf</p> <p>**Desiree's Baby (Kate Chopin) http://msjarrett.weebly.com/desirees-baby-by-kate-chopin.html</p> <p>The Greatest Man in the World (James Thurber) http://www.cudaclass.info/enc1102/shortstory/greatestmantext.pdf</p> <p>The Pose (Anwar Khan) http://www.wordswithoutborders.org/article/the-pose/</p> <p>The Glass of Milk (Manuel Rojas)</p>	<p>- Grammerly</p> <p>-Bilingual dictionaries</p> <p>-Leveled vocabulary via Membean</p> <p>-IXL Language</p>	<p>RL.11-12.1</p> <p>RL.11-12.2</p> <p>RL.11-12.3</p> <p>RL.11-12.4</p> <p>RL.11-12.5</p> <p>RL.11-12.6</p> <p>RL.11-12.7</p> <p>RL.11-12.9</p> <p>RL.11-12.10</p> <p>W.11-12.2</p> <p>W.11-12.3</p> <p>W.11-12.4</p> <p>W.11-12.5</p> <p>W.11-12.6</p> <p>W.11-12.10</p> <p>SL.11-12.1</p> <p>SL.11-12.2</p> <p>SL.11-12.3</p> <p>SL.11-12.4</p> <p>SL.11-12.6</p> <p>L.11-12.1</p> <p>L.11-12.2</p> <p>L.11-12.3</p> <p>L.11.12.4</p> <p>L.11-12.5</p> <p>L.11-12.6</p>

	<p>-Member quizzes/tests -Quizzes, tests, projects</p>	<p>https://www.greatbooks.org/wp-content/uploads/2016/03/TheGlassofMilk_OER_FINAL.pdf</p> <p>“A Day Goes By” (Luigi Pirandello)</p> <p>“The Greatest Man in the World” (James Thurber)</p> <p>http://www.cudaclass.info/enc1102/shortstory/greatestmantext.pdf</p> <p><u>Non-Fiction</u></p> <p>**“You’ve Got to Find What You Love” (Steve Jobs)</p> <p>http://news.stanford.edu/2005/06/14/jobs-061505/</p> <p>**How It Feels To Be Colored Me” (Zora Neale Hurston) http://www.casa-arts.org/cms/lib/PA01925203/Centricity/Domain/50/Hurston%20How%20it%20Feels%20to%20Be%20Colored%20Me.pdf</p> <p>**“How to React to Familiar Faces” (Umberto Eco)</p> <p>https://oxfordkelley.wikispaces.com/file/view/How+to+React+to+Familiar+Faces+-+CR+packet.pdf</p> <p>**Various “I Believe” essays (NPR)</p> <p>http://thisibelieve.org/</p> <p>**Harvard Lecture Series (youtube)</p> <p>Newsela or NY Times Identity or Gender and Identity Articles (some</p>		
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		<p>examples are listed below)</p> <p>a. “Choose Your Own Identity” https://www.nytimes.com/2015/12/14/magazine/choose-your-own-identity.html</p> <p>b. “Identity and Gender” https://www.nytimes.com/spotlight/experience-gender-and-identity</p> <p>c. Language – not religion or birthplace – defines national identity https://newsela.com/articles/languages-identity/id/26466/</p>		
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English IV Honors

Unit 2: 3 Weeks

Ethics

Essential Questions	Assessments/Performance Tasks/Projects	Resources	Accommodations/Modifications for ELLs	Standards
<p>-What is the right thing to do?</p> <p>-What is ethics?</p> <p>-How do ethics shape humanity?</p> <p>-How do ethics shape our choices?</p> <p>-What factors other than ethics shape our choices?</p>	<p>Reading/Writing:</p> <p><u>Performance/Writing Task</u></p> <p>*Socratic Circle performance (Speaking and Listening standards)</p> <p>*1-page response (one for each Socratic Circle they participated in)</p> <p>“The Enchiridion” group project (Students work with a partner to interpret assigned philosophical sayings of Epictetus on pages 85-106 of the <i>Ethics</i> textbook. Students create and present a visual, ie.ppt, presentation of their assigned sayings.) Or a similar project modeled on the above.</p> <p>-Quizzes and written responses on various short stories and nonfiction read in class.</p> <p>-Small group discussions</p> <p>-Informal writing</p> <p>-Tests, projects</p> <p>-Self-Reflection</p>	<p><u>Short Stories</u></p> <p>“Two Friends” (Maupassant)</p> <p>“A Jury of Her Peers” (Glaspell)</p> <p>“The Sniper” (O’Flaherty)</p> <p>https://www.edco.ie/fileupload/The%20Sniper%20-%20By%20Liam%20O%20Flaherty.pdf</p> <p>“The Problem” (Chekov)</p> <p>http://www.eldritchpress.org/ac/jr/136.htm</p> <p><u>Nonfiction</u></p> <p>“The Ethical Dilemma of Forced Chemotherapy on a Teen” (Huff Post)</p> <p>http://www.huffingtonpost.com/ruth-macklin/the-ethical-dilemma-of-fo_b_6457592.html</p> <p>“Should You Worry About Being the Next Henrietta Lacks?”</p> <p>https://www.nytimes.com/2017/04/21/well/should-you-worry-about-being-the-next-henrietta-lacks.html?rref=collection%2Ftimestopic%2FEthics&action=click&contentCollection=timestopics&region=stream&module=stream_unit&versi</p>	<p>- Grammerly</p> <p>-Bilingual dictionaries</p> <p>-Leveled vocabulary via Membean</p> <p>-IXL Language</p>	<p>RI.11-12.1</p> <p>RI.11-12.2</p> <p>RI.11-12.3</p> <p>RI.11-12.4</p> <p>RI.11-12.5</p> <p>RI.11-12.6</p> <p>RI.11-12.8</p> <p>RI.11-12.9</p> <p>RI.11-12.10</p> <p>W.11-12.4</p> <p>W.11-12.7</p> <p>W.11-12.9</p> <p>W.11-12.10</p> <p>SL.11-12.1</p> <p>SL.11-12.3</p> <p>SL.11-12.4</p> <p>SL.11-12.5</p> <p>SL.11-12.6</p> <p>L.11-12.1</p> <p>L.11-12.2</p> <p>L.11-12.3</p> <p>L.11.12.4</p> <p>L.11-12.5</p> <p>L.11-12.6</p>

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**Socratic Circles using the following texts (students sign up to participate in 2 of the following 6, which come from the *Ethics* textbook):

- “Existentialism and Human Emotion” (Jean-Paul Sartre #15)

http://www.philosophymagazine.com/others/MO_Sartre_Existentialism.html

- “From Cruelty to Goodness” (Philip Hallie #16)

http://academics.triton.edu/uc/Ethics/PDF_Files/Hallie.pdf

- “The Disparity Between Intellect and Character” (Robert Coles #17)
<http://citizenbezner.blogspot.com/2012/01/disparity-between-intellect-and.html>

- “Caring: A Feminine Approach to Ethics and Moral Education” (Nel Noddings #21)

- “Rich and Poor” (Peter Singer #25)
https://openresearch-repository.anu.edu.au/bitstream/1885/9990/1/Singer_RichPoor1993.pdf

“Political Action: The Problem of Dirty Hands” (Michael Walzer # 27)

<http://fs2.american.edu/dfagel/www/walzerDirtyHands.pdf>

English IV Honors

Unit 3: 4-6 Weeks

Research

Essential Questions	Assessments/Performance Tasks/Projects	Resources	Accommodations/Modifications for ELLs	Standards
<p>Why is research important?</p> <p>-What are you interested in researching?</p> <p>-What are some topics that need more research?</p> <p>-Where do you find useful information?</p> <p>-Why is plagiarism such a big deal?</p>	<p>Students will select an appropriate topic on which they will write an 8-page (6 pages for inclusion classes) research paper.</p> <p>Expectations include a minimum of five sources and 15 notecards, as well as an outline and works cited page.</p> <p>A checklist maintained by the student (and approved by the teacher) is recommended as it will help with the organization of material.</p>	<p>Related sources collected by students for research</p>	<p>- Grammarly</p> <p>-Bilingual dictionaries</p> <p>-Leveled vocabulary via Membean</p> <p>-IXL Language</p>	<p>RI.11-12.1</p> <p>RI.11-12.2</p> <p>RI.11-12.3</p> <p>RI.11-12.4</p> <p>RI.11-12.7</p> <p>RI.11-12.9</p> <p>RI.11-12.10</p> <p>W.11-12.1</p> <p>W.11-12.2</p> <p>W.11-12.4</p> <p>W.11-12.5</p> <p>W.11-12.6</p> <p>W.11-12.7</p> <p>W.11-12.8</p> <p>W.11-12.9</p> <p>W.11-12.10</p> <p>SL.11-12.1</p> <p>SL.11-12.2</p> <p>SL.11-12.3</p> <p>SL.11-12.4</p> <p>SL.11-12.5</p> <p>SL.11-12.6</p> <p>L.11-12.1</p> <p>L.11-12.2</p> <p>L.11-12.3</p> <p>L.11.12.4</p> <p>L.11-12.6</p>

English IV Honors

Unit 4: 6 Weeks

Justice

Essential Questions	Assessments/Performance Tasks/Projects	Resources	Accommodations/Modifications for ELLs	Standards
<p>-What does it mean to be just?</p> <p>-Who makes the rules?</p> <p>-What kind of world should we live in?</p> <p>-What are the responsibilities of the individual in regard to issues of social justice?</p> <p>-What are the benefits and consequence of questioning/challenging social order?</p> <p>-What does power have to do with fairness and justice?</p>	<p>-Argumentative essay on Hamlet (3+ pages); teacher can decide whether outside sources are required</p> <p>For this essay, you will write a 3-4 page argument, in MLA format, focused on an aspect of the play, <i>Hamlet</i>. You will not be conducting research for this essay, but rather, you are expected to compose an original thesis and defend your argument through the analysis of carefully selected quotes from the play that support your claim. The topics listed below are to help you in finding your focus. You are also welcome to write about any topic of your choosing if none of these appeals to you.</p> <p>1) Like Hamlet, Laertes is a son confronted with a father's death. To what extent does he function as a foil to Hamlet? What do they have in common? How do they differ?</p> <p>2) Why does Hamlet delay killing Claudius? What are the reasons for his hesitation? How valid are they? How many times does he</p>	<p>Texts (** denotes required text)</p> <p><u>Novels/Plays</u></p> <p>*<i>Hamlet</i> (Shakespeare)</p> <p><i>The Help</i> (Kathryn Stockett)</p> <p><i>The Kite Runner</i> (Hosseini)</p> <p><i>The Color Purple</i> (Walker)</p> <p><i>No Exit</i> (Sartre)</p> <p><u>Short Stories</u></p> <p>"The Guest" (Camus)</p> <p>http://www4.ncsu.edu/~dsbeckma/the%20guest%20by%20albert%20camus.pdf</p> <p><u>Poetry</u></p> <p>"The Inferno" (Dante <i>The Divine Comedy</i>)</p> <p>https://www.gutenberg.org/files/1001/1001-h/1001-h.htm</p> <p><u>Nonfiction</u></p> <p>"A Glimpse Inside A Troubled Youth Prison" (New York Times)</p> <p>http://www.nytimes.com/2010/02/14/nyregion/14juvenile.html</p>	<p>- Grammarly</p> <p>-Bilingual dictionaries</p> <p>-Leveled vocabulary via Membean</p> <p>-IXL Language</p>	<p>RL.11-12.1; RL.11-12.2; RL.11-12.3; RL.11-12.4; RL.11-12.5; RL.11-12.6; RL.11-12.7; RL.11-12.10; RI.11-12.1; RI.11-12.2; RI.11-12.4; RI.11-12.5; RI.11-12.6; RI.11-12.7; RI.11-12.10 W.11-12.1; W.11-12.4; W.11-12.7; W.11-12.10 SL.11-12.1, SL.11-12.2, SL.11-12.3, SL.11-12.4, SL.11-12.5, SL.11-12.6 L.11-12.1; L.11-12.2; L.11-12.3; L.11.12.4; L.11-12.5; L.11-12.6</p>

<p>-Is justice greater than mercy or compassion?</p>	<p>have the opportunity to attack Claudius? What are his reasons for not doing so? What does his delaying reveal about his nature?</p> <p>3) Hamlet is a play in which nothing can be taken at face value: appearances are frequently deceptive, and many characters engage in play-acting, spying and pretense. What deliberate attempts are made at deception? Are the intended audiences deceived? While some deceptions are perpetrated in order to conceal secrets, others aim to uncover hidden truths. Which are which? To what extent are they successful? Note references to appearances, disguises, pretense, seeming, masks, acting, etc. Discuss the importance of deception in the play.</p> <p>4) Think about Hamlet's relationship with Ophelia. Does he love her? Does he stop loving her? Did he ever love her? What evidence can you find in the play to support your opinion?</p> <p>5) Analyze the use of comedy in <i>Hamlet</i>. Does comedy serve merely to relieve the tension of the tragedy, or do the comic scenes serve a more serious thematic purpose as well?</p>	<p>Various nonfiction articles</p> <p>Newsela</p> <p>NY Times</p>		
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<p>6) Analyze Hamlet's "antic disposition." Is his madness feigned or real? What purpose does it serve him? Does he ever slip from his "acts" of madness into true insanity?</p> <p>7) Discuss Hamlet's treatment of and ideas about women. How might these help to clarify some of the interpretative issues of the play? You might want to consider carefully the way he talks about sexuality. He treats Ophelia and Gertrude harshly in certain scenes but for quite different reasons. Explain his motives in each case.</p> <p>8) The play reveals a stark contrast between our public and private selves. Analyze the role of soliloquies and asides to reveal characters' true natures, and compare and contrast the identities that are revealed in these moments with those that are made public.</p> <p>9) Hamlet's nature as a philosophical, deep thinker provides both rich language and interesting ideas throughout the play. Explore Shakespeare's view of humanity as seen through Hamlet.</p> <p>10) What is the function of the ghost in the play? Is it real?</p> <p>-Membean quizzes/tests -Informal writing prompts</p>			
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	-Small group discussions -Research skills practice -Quizzes			
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English IV Honors

Unit 5: 18 Weeks

Vocabulary

Essential Questions	Assessments/Performance Tasks/Projects	Resources	Accommodations/Modifications for ELLs	Standards
<p>How do I figure out a word I do not know?</p> <p>-How can a strong vocabulary develop me self-worth?</p> <p>-Why is it important to continually develop a personal vocabulary?</p>	<p>-Membean training (45 mins p/wk)</p> <p>-Membean quizzes/tests</p> <p>-Sadlier Common Core Vocabulary</p> <p>- Essays</p> <p>-Quizzes/Tests</p> <p>-Discussion</p> <p>- Classroom discussion</p> <p>-Review sessions</p>	<p>Membean.com</p> <p>Sadlier CC Vocabulary</p>	<p>-- Grammerly</p> <p>-Bilingual dictionaries</p> <p>-Leveled vocabulary via Membean</p> <p>-IXL Language</p>	<p>L.11-12.1</p> <p>L.11-12.2</p> <p>L.11-12.3</p> <p>L.11.12.4</p> <p>L.11-12.5</p> <p>L.11-12.6.</p>