

**Course: English 2 Honors**

**Mastery Level: Application, Analysis, and Evaluation**

UNIT	Reading Literature										Reading Informational Text							
	1	2	3	4	5	6	7	9	10	1	2	3	4	5	6	8	10	
Poetry Analysis	Focus	Focus		Focus														
Voice	Focus	Focus		Focus														
Argument Analysis										Focus	Focus			Focus	Focus			
Author's Purpose	Focus	Focus		Focus	Focus													
Author's Craft			Focus	Focus	Focus	Focus												

UNIT	Writing & Research										Speaking & Listening						Language			
	1	2	4	5	6	7	8	9	10	1	2	3	4	5	6	1	2	4	5	
Poetry Analysis										Focus			Focus	Focus					Focus	
Voice	Focus							Focus	Focus											
Argument Analysis	Focus								Focus											
Vocabulary/Grammar																				
Author's Purpose		Focus																		
Author's Craft		Focus																		

# English 2 Honors

## *Social Emotional Learning Standards Addressed by Unit*

	<b>Unit of Study</b>			
	Poetry Analysis	Argument Analysis	Author's Craft	Author's Purpose
Standard 1A: Identify and manage one's emotions and behavior				
Standard 1B: Recognize personal qualities and external supports				
Standard 1C: Demonstrate skills related to achieving personal and academic goals				
Standard 2A: Recognize the feelings and perspectives of others				X
Standard 2B: Recognize individual and group similarities and differences				
Standard 2C: Use communication and social skills to interact effectively with others	X			
Standard 2D: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways				
Standard 3A: Consider ethical, safety, and societal factors in making decisions			X	
Standard 3B: Apply decision-making skills to deal responsibly with daily academic and social situations				
Standard 3C: Contribute to the well-being of one's school and community				

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Unit (sem 1): Poetry Analysis

Taught with the study of *Foundations of Language and Literature* (primary) and selected poetry

Standard(s)	Skill(s) Taxonomy Level	Vocabulary	Summative Assessments
<p><b>CCSS.ELA-LITERACY.RL.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>CCSS.ELA-LITERACY.RL.9-10.2</b> 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.</p> <p><b>CCSS.ELA-LITERACY.RL.9-10.4</b> 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).</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>determine meaning of a poem using textual evidence and inference skills.</li> <li>identify and explain the effect of a poet’s use of specific details.</li> <li>identify figurative language.</li> <li>comprehend how a poet uses figurative language and poetic device to establish meaning and tone.</li> </ul> <p><b>Mastery Taxonomy Level: Analysis</b></p>	<p>Textual Evidence, Inferences, Speaker</p> <p>Theme, Style, Syntax</p> <p>Figurative Vs. Literal Language, Connotation and Denotation, Tone, Diction</p>	<p><b>Formal Group Presentation</b></p>
<p><b>CCSS.ELA-LITERACY.L.9-10.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p>	<p>Students will demonstrate an ability to analyze specific language within poetry and how it effects the overall meaning of the work.</p> <p><b>Mastery Taxonomy Level: Analysis</b></p>	<p>Figurative Vs. Literal Language Imagery, Sound, Form, Shift</p>	<p><b>Formal Group Presentation</b></p>
<p><b>CCSS.ELA-LITERACY.SL.9-10.1.B</b> 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.</p> <p><b>CCSS.ELA-LITERACY.SL.9-10.4</b> 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.</p> <p><b>CCSS.ELA-LITERACY.SL.9-10.5</b> 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.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>collaborate with others to equally and efficiently complete an assigned project with all members of the group being heard and understanding the entire scope of the presentation.</li> <li>develop a visual component to enhance a presentation.</li> <li>effectively communicate both the poet’s intention and crafting of meaning.</li> </ul> <p><b>Mastery Taxonomy Level: Application</b></p>	<p>Collaboration, Listening, Compromise, Contribution</p> <p>Timing, Tone, Rate, Volume</p> <p>Color, Size, Visual and Audio Presentation Options</p>	<p><b>Formal Group Presentation</b></p>

Lincoln-Way High School District 210 - English Department

Course: English 2 Honors

Unit (sem 1): Voice

Taught with the study of *Foundations of Language and Literature* (primary) and *The Picture of Dorian Gray, In Cold Blood, Wuthering Heights, or Silas Marner*

Standard(s)	Skill(s) Taxonomy Level	Vocabulary	Summative Assessments
<p><b>CCSS.ELA-LITERACY.RL.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>CCSS.ELA-LITERACY.RL.9-10.2</b> 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.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• apply analysis skills to fiction</li> <li>• infer meaning and author’s message from a text</li> <li>• defend inferential meaning with textual evidence</li> </ul> <p><b>Mastery Level: Analysis</b></p>	<p>Inferences; Textual Evidence; Voice, Academic Voice, Author’s Voice; Dialogue vs. Debate; Consensus; Audience, Occasion, Subject, Purpose; Argument</p>	<p><b>Analysis writing</b></p>
<p><b>CCSS.ELA-LITERACY.RL.9-10.4</b> 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).</p> <p><b>CCSS.ELA-LITERACY.W.9-10.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• look carefully at the choices an author makes (in characters, incidents, setting; in the work’s stylistic choices and diction, etc.)</li> <li>• isolate the tone of a work</li> <li>• infer from tone the underlying attitudes that control and color the story or poem as a whole</li> <li>• evaluate and how the author's use of diction and figurative language establish voice</li> </ul> <p><b>Mastery Level: Analysis</b></p>	<p>Diction, Syntax, Text Structure</p> <p>Tone, Mood, Style</p> <p>Figurative Language</p>	<p><b>Analysis writing</b></p>
<p><b>CCSS.ELA-LITERACY.W.9-10.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>CCSS.ELA-LITERACY.W.9-10.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• construct an argument with a clear thesis and support from a literary text.</li> <li>• support claims with textual evidence cited in MLA format.</li> <li>• thoroughly explain connections between evidence and ideas</li> <li>• use domain-specific vocabulary and academic style to create writing that engages readers of a particular audience/discipline.</li> </ul> <p><b>Mastery Taxonomy Level: Application</b></p>	<p>Thesis, Assertion, Evidence, Elaboration, Counterargument, MLA Format, Revision, Word Choice, Style</p>	<p><b>Analysis writing</b></p>

## Unit (sem 1): Argument Analysis

Taught with the study of nonfiction selections AND one of the following: *Julius Caesar*, *Medea*, *Across That Bridge*, *We Should All Be Feminists*, or excerpts from *The Psychology of Superheroes*

Standard(s)	Skill(s) Taxonomy Level	Vocabulary	Summative Assessments
<p><b>CCSS.ELA-LITERACY.RI.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>CCSS.ELA-LITERACY.RI.9-10.2</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>analyze the text using textual evidence and inference skills.</li> <li>analyze the text for central ideas and their developments over the course of the text</li> <li>examine how central ideas emerge through specific details.</li> </ul> <p><b>Mastery Level: Analysis</b></p>	<p>Textual Evidence, Inferences</p> <p>Theme, Main Idea, Details, Summary, Objective Vs. Subjective</p>	<p><b>Multi-Draft Formal Essay</b></p>
<p><b>CCSS.ELA-LITERACY.RI.9-10.5</b> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p><b>CCSS.ELA-LITERACY.RI.9-10.6</b> Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>distinguish how an author portrays ideas and claims by utilizing particular sentences, paragraphs, sections, and chapters.</li> <li>evaluate an author's point of view or purpose in a text and analyze how that author effectively uses rhetoric to portray his/her purpose.</li> </ul> <p><b>Mastery Level: Analysis</b></p>	<p>Diction, Syntax, Counterargument, Text Structure, Bias</p> <p>Tone, Style, Rhetoric, Point of View</p> <p>Pathos, Ethos, Logos</p>	<p><b>Multi-Draft Formal Essay</b></p>
<p><b>CCSS.ELA-LITERACY.W.9-10.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>CCSS.ELA-LITERACY.W.9-10.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>construct an argument with a clear thesis and support from a literary and/or nonfiction text.</li> <li>support claims with textual evidence cited in MLA format.</li> <li>thoroughly explain connections between evidence and ideas</li> <li>use domain-specific vocabulary and academic style to create writing that engages readers of a particular audience/discipline.</li> </ul> <p><b>Mastery Taxonomy Level: Application</b></p>	<p>Thesis, Assertion, Evidence, Elaboration, Counterargument, MLA Format, Revision, Word Choice, Style</p>	<p><b>Multi-Draft Formal Essay</b></p>

## Unit (sem 2): Author's Purpose

Taught with the study of one of the following: *The Crucible*, *Fahrenheit 451*, or *Lord of the Flies*

Standard(s)	Skill(s) Taxonomy Level	Vocabulary	Summative Assessments
<p><b>CCSS.ELA-LITERACY.RL.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>CCSS.ELA-LITERACY.RL.9-10.2</b> 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.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>analyze the text using textual evidence and inference skills.</li> <li>analyze and evaluate how the author creates and carries a theme throughout a text.</li> </ul> <p><b>Mastery Taxonomy Level: Analysis</b></p>	<p>Inference, Textual Evidence</p> <p>Theme, Summary, Selection of Details</p>	<p><b>Formal Text Analysis--writing</b></p>
<p><b>CCSS.ELA-LITERACY.RL.9-10.4</b> 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).</p> <p><b>CCSS.ELA-LITERACY.RL.9-10.5</b> 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.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>evaluate the author's use of language and details to convey his/her purpose.</li> <li>evaluate the author's choices regarding text structure and plot in order to create suspense.</li> </ul> <p><b>Mastery Taxonomy Level: Evaluation</b></p>	<p>Style, Figurative Vs. Literal, Tone, Connotation Vs. Denotation</p> <p>Suspense, Tension, Mood</p>	<p><b>Formal Text Analysis--writing</b></p>
<p><b>CCSS.ELA-LITERACY.W.9-10.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>CCSS.ELA-LITERACY.W.9-10.2.B</b> 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.</p> <p><b>CCSS.ELA-LITERACY.W.9-10.2.D</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p><b>CCSS.ELA-LITERACY.W.9-10.2.E</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>construct an analysis with a clear thesis and support from a literary text.</li> <li>support claims with appropriate, relevant textual evidence.</li> <li>clearly and thoroughly explain connections between evidence and ideas</li> <li>produce strong writing with clear, yet not mechanized organization.</li> <li>use domain-specific vocabulary and academic style to create writing that engages readers of a particular audience/discipline.</li> </ul> <p><b>Mastery Taxonomy Level: Application</b></p>	<p>Thesis, Assertion, Evidence, Summary Vs. Paraphrase Vs. Quotation, Elaboration, Word Choice, Style</p>	<p><b>Formal Text Analysis--writing</b></p>

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Unit (sem 2): Author's Craft

Taught with the study of two (2) of the following: *Anthem*, *A Tale of Two Cities*, or *Our Town*

Standard(s)	Skill(s) Taxonomy Level	Vocabulary	Summative Assessments
<p><b>CCSS.ELA-LITERACY.RL.9-10.5</b> 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.</p> <p><b>CCSS.ELA-LITERACY.RL.9-10.3</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>CCSS.ELA-LITERACY.RL.9-10.4</b> 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).</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>analyze and evaluate how the author's choices concerning how to structure the text, including scenes or organization, create mystery, tension, and suspense.</li> <li>examine how complex characters change over the course of the text, interact with other characters, and advance the plot and develop the theme.</li> <li>evaluate and defend the author's/playwright's use of figurative language and how it functions in the text.</li> </ul> <p><b>Mastery Taxonomy Level: Analysis</b></p>	<p>Text Structure, Style</p> <p>Plot, Theme, Inference, Direct and Indirect Characterization</p> <p>Style, Tone, Figurative Vs. Literal Language</p>	<p><b>Formal Text Analysis—writing</b></p>
<p><b>CCSS.ELA-LITERACY.RL.9-10.6</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p>Students will be able to determine how the cultural experience of those living in a different time or place impact the author's craft.</p> <p><b>Mastery Taxonomy Level: Analysis</b></p>	<p>Point of View Context</p>	<p><b>Formal Text Analysis--Writing</b></p>
<p><b>CCSS.ELA-LITERACY.W.9-10.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>CCSS.ELA-LITERACY.W.9-10.2.B</b> 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.</p> <p><b>CCSS.ELA-LITERACY.W.9-10.2.D</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p><b>CCSS.ELA-LITERACY.W.9-10.2.E</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>construct an analysis with a clear thesis and support from a literary text.</li> <li>support claims with appropriate, relevant textual evidence.</li> <li>clearly and thoroughly explain connections between evidence and ideas</li> <li>produce strong writing with clear, yet not mechanized organization.</li> <li>use domain-specific vocabulary and academic style to create writing that engages readers of a particular audience/discipline.</li> </ul> <p><b>Mastery Taxonomy Level: Application</b></p>	<p>Thesis, Assertion, Evidence, Summary Vs. Paraphrase Vs. Quotation, Elaboration, Word Choice, Style</p>	<p><b>Formal Text Analysis--Writing</b></p>