
COURSE OUTLINE: Honors Sophomore English

Unit One	<i>The Physical Journey</i>	<i>Duration of Unit: ten weeks</i>
Unit Two	<i>The Corrupting Nature of Power</i>	<i>Duration of Unit: ten weeks</i>
Unit Three	<i>The Moral Journey</i>	<i>Duration of Unit: ten weeks</i>
Unit Four	<i>Science Fiction</i>	<i>Duration of Unit: ten weeks</i>

School-wide Academic Expectations Taught In This Course

- Literacy School-Wide Rubric
- Analysis School-Wide Rubric
- Collaboration School-Wide Rubric
- Communication School-Wide Rubric

School-wide Social and Civic Expectations Taught in This Course

- Demonstrate Honesty
- Demonstrate Responsibility
- Demonstrate Respect
- Demonstrate Safety

Unit 1:

Introduction and Established Goals:

This unit introduces students to the literary traditions associated with the diverse cultures of the early and late medieval period, making students familiar with the major genres, themes, and styles associated with the medieval literary period. Discussions of each text will be centered on the idea of a physical journey and the various outcomes of that journey.

Desired Outcome(s):

- Students will use various comprehension strategies to comprehend text and use it in their discussion and writing.
- Students will learn to incorporate imagery, figurative language, cause and effect sentences, compare and contrast sentences, and information gathered from research as ways to elaborate in their writing.
- Students will work in both whole groups and small groups to think critically about literature and extend their knowledge about the text.
- Students will learn new vocabulary and transfer it to both written and oral language.
- Students will practice proper grammar while conveying ideas through writing.

Common Core Standard(s):

RL. 9-10.1, 9-10.2, 9-10.3, 9-4.4, 9-5.6, 9-10.7, 9-10.9, 9-10.10

RI. 9-10.1, 9-10.2, 9-10.3,

W. 9-10.1a, 9-10.1b, 9-10.1c, 9-10.3

SL. 9-10.1a, 9-10.1b, 9-10.1d, 9-10.4, 9-10.5

Essential Question(s):

- How is the concept of a journey significant to the Middle Ages?
- Do the attributes of a hero remain the same over time?
- Why is important for people to construct narratives about their personal beliefs?

Key Terms/Concepts:

Kenning, Scop, Pilgrimage, Anglo Saxon, Comitatus, Epic, Epic Hero, Alliteration

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
RL9-10.1 RL9-10.2 RL9-10.3	<ul style="list-style-type: none"> • Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 	<ul style="list-style-type: none"> • <i>Beowulf</i> dialectical journals • <i>Inferno</i> contrapasso essay • Socratic Seminar on <i>Canterbury Tales</i> • Reader response questions used to focus students on important elements of novel 	<ul style="list-style-type: none"> • Student participation • Seminar rubric • Literacy school-wide rubric • Journal rubric
RL9-10.4 RL9-10.5 RL9-10.6 RL9-10.7	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Reading quizzes • Vocabulary assessments • Essay on <i>Beowulf</i>, <i>Inferno</i> and <i>Canterbury Tales</i> representing the Middle Ages • Inferno Word Choice Assignment 	<ul style="list-style-type: none"> • Worksheets • Participation • Literacy school-wide rubric • Midterm Exam

	<p>surprise</p> <ul style="list-style-type: none"> 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>RI.9-10.1 RI.9-10.2</p>	<ul style="list-style-type: none"> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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. 	<ul style="list-style-type: none"> Reading logs of nonfiction articles and texts 	<ul style="list-style-type: none"> Quizzes on reading Outlines for essay
<p>W9-10.1</p>	<ul style="list-style-type: none"> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 	<ul style="list-style-type: none"> <i>Beowulf</i> poetry technique essay <i>Inferno</i> contrapasso essay <i>Canterbury Tales</i> pilgrim essay 	<ul style="list-style-type: none"> Literacy school-wide rubric
<p>W. 9-10.3</p>	<ul style="list-style-type: none"> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences, purpose, and audience 	<ul style="list-style-type: none"> <i>Inferno</i> “Hell” Project 	<ul style="list-style-type: none"> Project rubric Communication school-wide rubric
<p>SL.9-10.1</p>	<ul style="list-style-type: none"> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and 	<ul style="list-style-type: none"> Informal class discussions Socratic Seminars 	<ul style="list-style-type: none"> Exit slips Seminar rubric

	teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.		
SL.9-10.4 SL.9-10.5	<p>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>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>	<ul style="list-style-type: none"> • Wanted posted “Grendel” • <i>Inferno</i> “Hell Project” 	<ul style="list-style-type: none"> • Poster rubric • Project rubric • Communication school-wide rubric

Suggested Resources and Texts:

- *Beowulf*, Seamus Heaney, trans.
- Dante’s *Inferno*
- *The Canterbury Tales*
- *The Norton Anthology of English Literature*
- Paintings of Donatello and Giotto
- Trist an unt Isodle (Wagner)
- Tristan and Isolde (Film)
- Beowulf (Film) Movie The Outsiders

Suggested Technology:

- Use of the Epson Board for YouTube videos, Prezi presentations, and films

Unit 2:

Introduction and Established Goals:

This unit provides the students with the opportunity to examine the nature of power and its allure to corruption. Students will explore this theme through, drama, novel and poetry as well as examine the various types of propaganda used to control power

Desired Outcome(s):

- Students will use various comprehension strategies to comprehend text and use it in their discussion and writing.
- Students will learn to identify elements of poetry and analyze how it impacts the writing.
- Students will learn about different types of propaganda and how it is used in literature and other contemporary settings
- Students will work in both whole groups and small groups to think critically about literature and extend their knowledge about the text.
- Students will learn new vocabulary and transfer it to both written and oral language.
- Students will practice proper grammar while conveying ideas through writing.

Common Core Standard(s):

- **RL. 9-10.1, 9-10.2, 9-10.3, 9-4.4, 9-5.6, 9-10.7, 9-10.9, 9-10.10**
- **RI. 9-10.1, 9-10.2, 9-10.3,**
- **W. 9-10.1a, 9-10.1b, 9-10.1c, 9-10.3**
- **SL. 9-10.1a, 9-10.1b, 9-10.1d, 9-10.4, 9-10.5**

Essential Question(s):

- What is power? How do I define power and how do I exercise power in the world?
- How has the idea of power changed across time? How has this influenced individuals, relationships, and organizations?
- How can the desire and pursuit of power corrupt one's integrity?
- What internal conflicts are triggered by the desire for personal gain?
- How is propaganda used to maintain power and control people

Key Terms/Concepts:

Drama, Freytag's pyramid, soliloquy, aside, tragedy, propaganda, glittering generalities, bandwagon, testimonial, plain folks, emotional appeal, satire, allegory

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
RL9-10.1	<ul style="list-style-type: none">• Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences of the text and tone	<ul style="list-style-type: none">• <i>Animal Farm</i> Character Sketch• Socratic Seminar on texts• Reader response questions used to focus students on important elements of	<ul style="list-style-type: none">• Short essay response• Reader responses

		<p>novel</p> <ul style="list-style-type: none"> • <i>Macbeth</i> open mind graphic organizer 	<ul style="list-style-type: none"> • Sketch rubric • Seminar rubric
RL9.10-2	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Lord Acton Quote Essay • <i>Macbeth</i> theme essay • <i>Frankenstein</i> and the nature of power essay • Ted Talk journal response • The Last King of Scotland film analysis worksheets 	<ul style="list-style-type: none"> • Literacy school-wide rubric • Journal Rubric • Film Analysis Worksheets
RL9-10.4 RL9-10.5 RL9-10.6 RL9-10.7	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Animal Farm figurative language worksheet • In text vocabulary packets • Socratic Seminars • <i>Macbeth</i> Quote Analysis • <i>Animal Farm</i> – What do they really mean – worksheet • <i>Frankenstein</i> – Shelly's word choice activity • Class discussions and participation 	<ul style="list-style-type: none"> • Reading response rubric • Literacy school-wide rubric • Seminar rubric • Worksheets • Exit slips • Tests/Quizzes
W9-10.1	<ul style="list-style-type: none"> • Write arguments to support claims in an analysis of 	<ul style="list-style-type: none"> • <i>Lord Acton</i> quote essay • <i>Macbeth</i> – Who's to 	<ul style="list-style-type: none"> • Literacy school-wide rubric

	substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Blame? Essay <ul style="list-style-type: none"> • <i>Animal Farm</i> Essay – The Allegory • <i>Frankenstein</i> and the gothic tradition essay 	
SL.9-10.3	<ul style="list-style-type: none"> • Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. 	<ul style="list-style-type: none"> • Propaganda Worksheet • Find the technique worksheet in <i>Animal Farm</i> • Propaganda Poster Project • <i>Animal Farm</i> – What do they really mean – worksheet • 	<ul style="list-style-type: none"> • Worksheets • Project Rubric • Exit slips • Propaganda quiz

Suggested Resources and Texts:

- *Macbeth*, William Shakespeare
- *Animal Farm*, George Orwell
- *Frankenstein*, Mary Shelly
- *No Easy Answers: Short Stories About Teenagers Making Tough Choices* by Donald R. Gallo
- Excerpts from *The Prince*, Niccolo Machiavelli
- TEDTalk: Are We Really in Control of Our Own Decisions?
- *Lady Macbeth with Daggers* (art)
- *The Last King of Scotland* (film)
- “Rappaccini's Daughter,” Nathaniel Hawthorn
- Articles on the Russian Revolution

Suggested Technology:

- www.youtube.com for book trailers to introduce books
- Audio of *Macbeth*

Unit 3:

Introduction and Established Goals:

This unit will examine human nature in various works of fiction, focusing on the journeys of characters in their quest to discern what is right and wrong. Students will analyze how humans act and react in response to fear and persecution. Students will also consider the contrast between how humans act with the existence of a strict moral code and how they act with the disintegration of any type of moral code.

Desired Outcome(s):

- Students will understand the concept of tragedy and how it applies to Shakespeare's works
- Students will be able to understand the development and the history of the tragic genre.
- Students will be able to identify the key terms of drama in a text(s) and determine the difference in the application between the tragic and comic genres.

Common Core Standard(s):

- **RL9-10.1**
- **RL9-10.2**
- **RL9-10.3**
- **RL9-10.4**
- **RL9-10.8**
- **W9-10.2a-f**
- **SL9-10.4a-d**

Essential Question(s):

- What is morality?
- Is humankind inherently good or evil?
- Is personal integrity more important than survival?
- How does collective fear affect a group or individuals?

Key Terms/Concepts:

Allegory, allusion, symbolism, morality, ethics

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
RL9-10.1 RL9-10.2 RL9-10.3	<ul style="list-style-type: none"> • Cite several pieces of textual evidence to support analysis of what the text says explicitly and as well as inferences drawn from the text. 	<ul style="list-style-type: none"> • Model short answer responses • Journal responses • Dialectical journal responses 	<ul style="list-style-type: none"> • Reading response rubric • Literacy school-wide rubric
RL. 9-10.4	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • Model vocabulary activity worksheets • Vocabulary packets worksheets 	<ul style="list-style-type: none"> • Vocabulary quizzes • Completion of classroom work.

<p>RI. 9-10.8</p>	<ul style="list-style-type: none"> • Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. 	<ul style="list-style-type: none"> • Response to Orwell's article 	<ul style="list-style-type: none"> • Non-fiction paragraph response rubric
<p>W. 9-10.2 a-f</p>	<ul style="list-style-type: none"> • Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and 	<ul style="list-style-type: none"> • Short essay journal responses • Dialectical journal responses • Quotation analysis tests • Non-fiction article responses • Ego, Id and Superego essay <i>in Lord of the Flies</i> • Passage analysis assignments • Fallacies of Argument Essay 	<ul style="list-style-type: none"> • Reading response rubric • Non-fiction paragraph response rubric • Literacy school-wide rubric • Open response tests

	<p>concepts.</p> <ul style="list-style-type: none"> • 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. 		
<p>SL.9-10.4 a-d</p>	<ul style="list-style-type: none"> • Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. • Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Pose questions that elicit elaboration and respond to others' 	<ul style="list-style-type: none"> • Vocabulary Packets • Vocabulary Kahoot • Vocabulary Worksheets 	<ul style="list-style-type: none"> • Packets • Worksheets • Kahoot results • Tests/Quizzes

	<p>questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <ul style="list-style-type: none"> • 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). 		
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Suggested Resources and Texts:

- *Lord of the Flies*
- *1984*
- *Life is Beautiful* (film)
- Article: “William Golding Obituary”
- Slide Presentation: Stanford Prison Experiment
- Poem: “Picture of Childhood” by Yevgeny Yevtushenko
- Poem: “All There is To Know About Adolf Eichmann” by Leonard Cohen
- Article: “Freud’s Theory of the Id, Ego, and Superego” by CommonLit Staff (CommonLit.org)
- Article: “Andes Flight Disaster”
- Article: “Maslow’s Hierarchy of Needs” by CommonLit Staff (CommonLit.org)
- Excerpts: *The Gospel of Matthew (New International Version)*
- “Control the Language, Control the Masses” by Pieter Vree
- “JFK, Thought Control, and Thought Crimes”
- “Guide to Critical Thinking: A User’s Manual”

- "Politics and the English Language" by George Orwell
- "George Orwell's Critique of Internet English"

Suggested Technology:

- Audio books
- Use of the Epson Board for youtube videos, prezi presentations, and films

Unit 4:

Introduction and Established Goals:

This unit aims to examine science fiction through some of its most influential works in the novel, short story, and film. Students will examine science fiction writers' world views and critiques of human nature and society and their use of such scientific and pseudoscientific concepts as social Darwinism, genetic engineering, and future visions of a utopia and dystopia.

Desired Outcome(s):

- Students will understand the genre and components of science fiction
- Students will be able to identify the elements of science fiction and describe how they work together to relate theme
- Students will understand the ideas of dystopia and the message meant to be sent from these types of works

Common Core Standard(s):

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|--------------------|-------------------|
| W.9-10.1 | RL.9-10.1 |
| W.9-10.2 | RL.9-10.2 |
| W.9-10.3 | RL.9-10.3 |
| W.9-10.4 | RL.9-10.4 |
| W.9-10.5 | RL.9-10.6 |
| W.9-10.7 | RL.9-10.6 |
| L.9-10.5a-b | RL.9-10.9 |
| | RL.9-10.10 |

Essential Question(s):

- How are the themes found in the sub-genre of science fiction applicable to today's society?
- Should collective happiness and safety supersede individual freedom?
- In what ways does Science Fiction reflect current social issues?
- How does Science Fiction explore and/or expose significant political, cultural, and environmental concerns?

Key Terms/Concepts:

Social Darwinism, genetic engineering/cloning, utopia, dystopia, satire, allusion, other literary elements

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
W.9-10.1	<ul style="list-style-type: none"> • Write arguments to support claims in an 	<ul style="list-style-type: none"> • <i>The Island</i> as science fiction essay 	<ul style="list-style-type: none"> • Literacy school-wide Rubric

<p>W.9-10.2.</p> <p>W.9-10.3.</p> <p>W.9-10.4.</p> <p>W.9-10.5.</p> <p>W.9-10.7.</p>	<p>analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> <ul style="list-style-type: none"> • 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. • 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. • Conduct short as well as more sustained research projects to answer a 	<ul style="list-style-type: none"> • Utopia Creative Essay • <i>Brave New World</i> Satire Essay • <i>Fahrenheit 451</i> Reading Logs • Montag Character Analysis • <i>House of the Scorpion</i> Reading Logs • Dangers of Science Mini Research Paper 	<ul style="list-style-type: none"> • Creative Writing Rubric • Reading Log Check
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	question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		
L.9-10.5a L.9-10.5b	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> <i>Fahrenheit 451</i> Figurative Language Worksheet Tone in <i>Brave New World</i> Assignment Satire in <i>Brave New World</i> and Today 	<ul style="list-style-type: none"> Paragraph response rubric Literacy school-wide rubric
RL.9-10.1. RL.9-10.2. RL.9-10.3. RL.9-10.4. RL.9-10.5. RL.9-10.6. RL.9-10.9 RL.9-10.10	<ul style="list-style-type: none"> 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 (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and 	<ul style="list-style-type: none"> Teacher & student-led discussions Socratic Seminars Dangers of Science Paper Presentation <i>The Island</i> science fiction chart worksheet <i>Brave New World</i> Propaganda Video Project 	<ul style="list-style-type: none"> Class participation Socratic Seminar Rubric Presentation Rubric Worksheet Check Project Rubric

	<p>advance the plot or develop the theme.</p> <ul style="list-style-type: none">• 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 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).		
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Suggested Resources and Texts:

- “Harrison Bergeron,”
- “The Minority Report”
- “That Only a Mother”
- *Brave New World*
- *Fahrenheit 451*
- *The Island (film)*
- *Children of Men (film)*

Suggested Technology:

- Use Internet databases to conduct research on periods
- Use DVD and Epson overhead projector for video clips appropriate to lesson
- Use Microsoft word to complete all formal writing assignments