Toms River Regional High Schools
Department of English
Grade 10 Curriculum
Advanced Honors

Into The Wild:
Intersection of the Individual and Humanity

Philosophy, Vision and Mission Statements of the Secondary English Program
Written in Collaboration by
The Toms River English Teachers
Fall 2016

Philosophy:
We foster a love of literature through close reading that encourages all students to read, write, speak, listen and think critically. The function of the study of literature in the Toms River high schools is to help create better human beings who understand the relevance of literature to our lives and to connect students to our humanity so that they may become more empathetic human beings who are connected to their communities.

Vision:
Our instruction goes beyond the text and aligns literature with all the other disciplines. Students go beyond simply reading a text and are able to analyze literature through a variety of literary lenses (including literary criticism and reader response theory). Students become confident, and ethical readers, writers, speakers and listeners who achieve at their highest potential.

Mission:
...to instill in ALL students a desire to read and an understanding of the importance of literature, to instill in ALL students the necessary skills for success and the understanding of their worth, to instill in All students an understanding of the value of all human lives and a respect for differences, through safe, intellectually rigorous spaces that cultivate a mindset that questions everything, and develops a curiosity about the world.

Program overview: The Toms River Regional High School's English department is designed to encourage all students to reach their fullest potential in their English classes. We hope to develop all students in their ability to read, write, think, speak and listen critically, not just in English class but in life. Our courses focus on developing a love of reading in our students and their own authentic voice in their writing. We also work to develop information literacy so our students are able to navigate the constant influx of news and information in their daily lives. Courses approach all students as researchers and research opportunities are woven into all units of study. Finally, we foster the mindset that research is something we pursue regularly in every course of study. Students are given the opportunity for regular independent reading, journaling in their reader's and writer's notebook, as well as talking about texts with their teachers and peers. Students read regularly and deeply across all genres so that they can achieve the highest levels of fluency, stamina and comprehension in their reading. All of our English classrooms with redesigned curricula have in-class libraries to support growing our students as readers and communicators. Our courses use a common language for close reading, which is developed over the course of their experience in our program. We offer an Advanced Honors, Honors, CP, and General Studies English course in grade 10. What are the key differences in our course levels?

Advanced Honors: A rigorous, challenging course that moves at a brisk pace for students who are exceeding grade level standards. There are more extensive requirements for independent reading and writing. Advanced Honors level students are expected to enter AP courses in their Junior and Senior years. **Honors English:** A challenging course that moves at a brisk pace for students who are meeting or exceeding grade level standards. There are extensive requirements for independent reading and writing. Students are challenged beyond the curriculum to examine various literary genres through a transdisciplinary lens. Honors level students may enter AP courses in their Junior and Senior years. **College Prep (CP) English:** CP English is to prepare students for college and careers. CP students are able to meet grade level standards and some students may require additional literacy supports. CP students develop their stamina and reading comprehension skills while learning how to "read" everything closely and then write about those readings in meaningful ways. Students continue to grow as readers and writers in their CP courses. **General Studies English:** General studies provides additional support and reading intervention to students who are struggling with meeting grade level standards. The goal of a general studies course is for students to advanced to the College Prep course the following year. The course focuses on developing a student's reading fluency, stamina and comprehension while studying the appropriate curriculum for their grade level. General studies classes are generally smaller in size and students confer often with their teacher about books they are reading independently at their reading level.

***A note on challenges to texts. Almost anything in literature can be challenged depending on how the reader interprets the text. In 10th grade English students continue to use a reader response theory/transactional theory meaning the reader brings their entire lived experience to a text, coupled with How To Read Literature Like a Professor; a how-to text for learning how to read critically moving beyond the reader response theory. Challenges are a natural part of the conversation on what it means to have well read students.

10th Course Summary: This English course is designed to develop a lifelong love of reading in ALL of our students while also helping them to become close, critical readers who are able to effectively write about literature. Students will learn how to read a variety of genres while applying close reading skills. Through the reading of various genres and an examination of authors' crafts, students will produce well constructed narrative, argumentative, informative, analytical, research writings, public speaking and listening skills.

Core Texts with rationales:
How To Read Literature Like A Professor: This teacher text provides a common language for close reading that students were introduced to in the 9th grade. Unit 1 in 10th grade introduces the concept of *How To Read Literature Like A Professor* that students will use to read ALL literature over the course of the year.

Dramas (teachers/students choose): Antigone, Julius Caesar, The Taming of the Shrew, The Crucible, and A Raisin in the Sun.
Novels (teachers/students choose): Of Mice and Men, The Geeks Shall Inherit The Earth, Pride and Prejudice, Emma, The Picture of Dorian Gray or Into The Wild.
❏ Continue to develop independent reading skills.
❏ These classic dramas and novels were selected because of the ways in which the texts examine the role of poverty, power, race, gender equality, and mankind's moral interaction within society and nature.

Literature Circles/Book Clubs: As a department, we want to increasingly provide choice for teachers and students. Advanced Honors English enables the instructor to teach select literature as a whole class text*,* while examining issues like gender, race, inequality, and identity. Students will also be provided with options for what text they want to read in peer groups or independently. This course regularly requires core reading, collaborative reading (literature circles), and independent reading in most units. Teachers may use literature circles, and Socratic circles throughout the year in order to emphasize student involvement and discussion.

Key coursework components (see accompanying rubrics in addendum):
Independent Reading: Research says that if students are to develop a love of reading and become fluent readers with stamina who are able to comprehend what they read, then they must also have choices about what they read. Teachers will be implementing independent reading in all of our 10th grade classrooms. Students will have access to classroom libraries, with a variety of books, on a multitude of topics in which they can choose. This reading doesn't replace students work with the core texts, rather it increases student access to print and helps them continue to develop their close reading skills. **Reader's Notebook:** Reader's notebooks are critical to students being able to respond to literature in meaningful ways through ongoing practice in writing about the literature they are reading. Reader's notebooks allow students to write their ideas, thoughts, feelings, analyses, connections and more in response to their reading. The more students write about what they read, the better they will become at critical thinking and analysis. **Writer's Notebook:** Writer's notebooks are a safe place for students to simply write. The key difference between a reader's and writer's notebook is that a writer's notebook is a place for students to write freely.

TRHS 10 Advanced Honors English Curriculum

Overview	Reading	Writing	Speaking and Listening	Language
Unit 1	Primary Focus Standards: RL.9-10.1 RI.9-10.1 RL.9-10.2 RI.9-10.2 RL.9-10.3 RI.9-10.3 RL.9-10.4 RI.9-10. 4 RL.9-10.6 RI.9-10.6	Primary Focus Standards: W.9-10.2A,B,C,D,E,F W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B	Primary Focus Standards: SL.9-10.1A,B,C,D SL.9-10.2 SL.9-10. 3 SL9-10.4 SL.9-10.6	Primary Focus Standards: L.9-10.1A,B L.9-10.2A,B,C L.9-10.3A L.9-10.4A,B,C,D L.9-10.5A,B L.9-10.6
	Text Type: ● At least one extended text ● 3-5 short texts	Writing Focus: ● Informative and explanatory writing ● Research writing ● Routine Writing	Task Type: ● Conduct discussions regularly. Discussions can be think-pair-share, small groups, Socratic circles, students as teachers to name a few. Students need to be provided with regular opportunities to talk about and process their reading and writing. Discussions can be both verbal and digital: online tools can help students discuss not only with their peers in Toms River, but all over the world. ● Report findings regularly. Reporting findings can be one group to another group, small groups or individuals presenting to the whole class or to other classes, or reporting to community locally or globally.	Skill Focus: ● Study and apply grammar in the context of what students are reading. Grammar lessons should be given based on formative assessment data that indicate necessary review for specific skills. Students should learn/review grammar skills using passages from texts read in class. Students should be encouraged to use grammar skills effectively in order to develop their authorial voice. Use signposts to help students master grammar and vocabulary in context. ● Study and apply vocabulary in the context of what students are reading. Teachers can provide vocabulary for core texts however, students should be asked to regularly identify and define words that are unknown to them. Provide a system for students to keep track of their vocabulary: readers' notebooks, post it notes, or word walls are examples. Encourage students to practice using the words as writers as well. Regularly celebrate language!

TRHS 10 Advanced Honors English Curriculum

Unit 2	Primary Focus Standards:	Primary Focus Standards: W.9-10.1A,B,C,D,E W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B	Primary Focus Standards: SL.9-10.1A,B,C,D SL.9-10.2 SL.9-10. 3 SL9-10.4 SL.9-10.5 SL.9-10.6	Primary Focus Standards: L.9-10.1A,B L.9-10.2A,B,C L.9-10.3A L.9-10.4A,B,C,D L.9-10.5A,B L.9-10.6

	RL.9-10.1 RI.9-10.1
	
	RL.9-10.2 RI.9-10.2
	
	RL.9-10.3 RI.9-10.3
	
	RL.9-10.4 RI.9-10.4
	
	RL.9-10.5 RI.9-10.5
	
	RL.9-10.6 RI.9-10.6
	
	          RI.9-10.7
	
	          RI.9-10.8
	
	          RI.9-10.9			

	Text Type: - At least one extended text 3-5 short texts	Writing Focus: - Argumentative writing - Research writing - Routine Writing	Task Type: - Conduct discussions regularly. Discussions can be think-pair-share, small groups, Socratic circles, students as teachers to name a few. Students need to be provided with regular opportunities to talk about and process their reading and writing. Discussions can be both verbal and digital: online tools can help students discuss not only with their peers in Toms River, but all over the world. - Report findings regularly. Reporting findings can be one group to another group, small groups or individuals presenting to the whole class or to other classes, or reporting to community locally or globally.	Skill Focus: - Study and apply grammar in the context of what students are reading. Grammar lessons should be given based on formative assessment data that indicate necessary review for specific skills. Students should learn/review grammar skills using passages from texts read in class. Students should be encouraged to use grammar skills effectively in order to develop their authorial voice. Use signposts to help students master grammar and vocabulary in context. - Study and apply vocabulary in the context of what students are reading. Teachers can provide vocabulary for core texts however, students should be asked to regularly identify and define words that are unknown to them. Provide a system for students to keep track of their vocabulary: readers' notebooks, post it notes, or word walls are examples. Encourage students to practice using the words as writers as well. Regularly celebrate language!

TRHS 10 Advanced Honors English Curriculum

Unit 3	Primary Focus Standards:	Primary Focus Standards: W.9-10.1A,B,C,D,E W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B	Primary Focus Standards: SL.9-10.1A,B,C,D SL.9-10.2 SL.9-10. 3 SL9-10.4 SL.9-10.5 SL.9-10.6	Primary Focus Standards: L.9-10.1A,B L.9-10.2A,B,C L.9-10.3A L.9-10.4A,B,C,D L.9-10.5A,B L.9-10.6
	RL.9-10.1 RI.9-10.1 RL.9-10.2 RI.9-10.2 RL.9-10.3 RI.9-10.3 RL.9-10.4 RI.9-10.4 RL.9-10.5 RI.9-10.5 RL.9-10.6 RI.9-10.6 RL.9-10.7 RI.9-10.9 RL.9-10.9			
	Text Type: At least one extended text 3-5 short texts	Writing Focus: ● Narrative writing ● Research writing ● Routine Writing	Task Type: ● Conduct discussions regularly. Discussions can be think-pair-share, small groups, Socratic circles, students as teachers to name a few. Students need to be provided with regular opportunities to talk about and process their reading and writing. Discussions can be both verbal and digital: online tools can help students discuss not only with their peers in Toms River, but all over the world. ● Report findings regularly. Reporting findings can be one group to another group, small groups or individuals presenting to the whole class or to other classes, or reporting to community locally or globally.	Skill Focus: ● Study and apply grammar in the context of what students are reading. Grammar lessons should be given based on formative assessment data that indicate necessary review for specific skills. Students should learn/review grammar skills using passages from texts read in class. Students should be encouraged to use grammar skills effectively in order to develop their authorial voice. Use signposts to help students master grammar and vocabulary in context. ● Study and apply vocabulary in the context of what students are reading. Teachers can provide vocabulary for core texts however, students should be asked to regularly identify and define words that are unknown to them. Provide a system for students to keep track of their vocabulary: readers' notebooks, post it notes, or word walls are examples. Encourage students to practice using the words as writers as well. Regularly celebrate language!

TRHS 10 Advanced Honors English Curriculum

Unit 4	Primary Focus Standards:	Primary Focus Standards: W.9-10.1A,B,C,D,E,F W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B	Primary Focus Standards: SL.9-10.1A,B,C,D SL.9-10.2 SL.9-10. 3 SL9-10.4 SL.9-10.5 SL.9-10.6	Primary Focus Standards: L.9-10.1A,B L.9-10.2A,B,C L.9-10.3A L.9-10.4A,B,C,D L.9-10.5A,B L.9-10.6
	RL.9-10.1 RI.9-10.1 RL.9-10.2 RI.9-10.2 RL.9-10.3 RI.9-10.3 RL.9-10.4 RI.9-10.4 RL.9-10.5 RI.9-10.5 RL.9-10.6 RI.9-10.6 RL.9-10.9 RI.9-10.9 RL.9-10.10 RI.9-10.10			
	Text Type: At least one extended text 3-5 short texts	Writing Focus: ● Informational/expl anatory writing ● Research writing ● Routine writing	Task Type: ● Conduct discussions regularly. Discussions can be think-pair-share, small groups, Socratic circles, students as teachers to name a few. Students need to be provided with regular opportunities to talk about and process their reading and writing. Discussions can be both verbal and digital: online tools can help students discuss not only with their peers in Toms River, but all over the world. ● Report findings regularly. Reporting findings can be one group to another group, small groups or individuals presenting to the whole class or to other classes, or reporting to community locally or globally.	Skill Focus: ● Study and apply grammar in the context of what students are reading. Grammar lessons should be given based on formative assessment data that indicate necessary review for specific skills. Students should learn/review grammar skills using passages from texts read in class. Students should be encouraged to use grammar skills effectively in order to develop their authorial voice. Use signposts to help students master grammar and vocabulary in context. ● Study and apply vocabulary in the context of what students are reading. Teachers can provide vocabulary for core texts however, students should be asked to regularly identify and define words that are unknown to them. Provide a system for students to keep track of their vocabulary: readers' notebooks, post it notes, or word walls are examples. Encourage students to practice using the words as writers as well. Regularly celebrate language!

TRHS 10 Advanced Honors English Curriculum

Suggested Open Educational Resources	Reading	Writing & Language	Speaking & Listening	Critical Thinking
	● Close Reading Literature: "The Celebrated Frog of Calaveras County" ● Close Reading Informational Text: "Gettysburg Address" ● 9th and 10th Grade Close Reading Units ● Developing Core Proficiencies from Engage New York ● Grade 9 and 10 Common Core Text Exemplars ● EBSCOHOST- High Schools ● Lessons to Use with Popular Stories ● Lessons to Use with Anthologies ● English Language Arts Methods: Grades 9-12 Model Lessons ● Planning to Assess: How to Align Your Instruction ● Close Reading of Literary Texts ● UDL Resources ● Text Dependent Question Resources ● A Case for Reading Examining Challenged and Banned Books	● Writing Explanatory Essay About the Text "The Celebrated Frog of Calaveras County" ● Writing Argument Essays About "Much Ado About Nothing" ● Family Memoir: Getting Acquainted with Generations Before Us ● PARCC Scoring Rubric for Prose Constructed Response Items ● Purdue Online Writing Lab ● Style-Shifting: Examining and Using Formal and Informal Language Styles ● ELA Grade 10 Language Conventions ● Vocabulary Graphic Organizer ● Developing Core Proficiencies from Engage New York ● Lessons to Use with Popular Stories ● Lessons to Use with Anthologies ● English Language Arts Methods: Grades 9-12 Model Lessons	● ELA Grade 10 Speaking & Listening ● Grant Wiggins' Socratic Seminar Guidelines ● Developing Core Proficiencies from Engage New York ● Lessons to Use with Popular Stories ● Lessons to Use with Anthologies ● English Language Arts Methods: Grades 9-12 Model Lessons ● Anchor Standards for Speaking and Listening ● 9-12 Presentation Rubric	● Finding Common Ground: Using Logical, Audience-Specific Arguments ● Inquiry Graphic Organizer ● Developing Core Proficiencies from Engage New York ● Lessons to Use with Popular Stories ● Lessons to Use with Anthologies ● English Language Arts Methods: Grades 9-12 Model Lessons ● How to Encourage Higher Order Thinking ● Bloom's Taxonomy & Depth of Knowledge ● Critical Thinking: Two Stories, Two Authors, Same Plots?

TRHS 10 Advanced Honors English Curriculum

Unit Plan 1 Grade 10		
Unit 1 Reading Standards		**Unit 1 Reading Critical Knowledge and Skills**
RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	- Make personal connections, make connection to other texts, and or/make global connections where relevant - Evaluate the relationship between explicit and implicit details and how they contribute to the meaning - Identify explicit and implicit textual evidence - Distinguish the difference between strong and insufficient (unreliable) details - Distinguish text that provides strong support from unsupported, uncertain or insufficient text - Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience - Support inference using several examples from the text - Use direct quotes, paraphrase and summarize objectively
RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.	RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.	- Provide an objective summary of the text - Evaluate a theme and central idea - Analyze how details develop the theme/central idea - Make inferences using implicit and explicit textual evidence - Use the text to draw conclusions about the theme/central idea - Formulate an objective (free of personal bias) summary of the text - Determine how the theme/central idea emerges and is refined or strengthened through key details

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	RL.9-10.3: ● Use strong textual support to demonstrate deeper understanding of characterization ● Evaluate multiple/conflicting character motivations through analysis of character dialog and actions ● Analyze character interactions as they develop plot ● Evaluate simple and complex relationships and/or events and the effects on plot development
		RI.9-10.3: ● Understand the relationship between a series of ideas or events that are connected ● Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected and contribute to meaning ● Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text ● Identify and analyze word choice that comprise a series of events or ideas and how these keywords advance the tension or events
RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	● Identify key words and evaluate figurative meaning ● Identify key words and evaluate connotative meaning ● Critically examine how word choice impacts meaning ● Critically examine how word choice impacts tone ● Evaluate cumulative impact of word choice ● Critically examine formal vs. informal tone
RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.	RL.9-10.6: ● Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ● Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text
		RI.9-10.6: ● Critically examine the author's overall purpose ● Evaluate how an author uses various rhetorical strategies to advance that purpose

TRHS 10 Advanced Honors English Curriculum

Unit 1 Writing Standards	Unit 1 Writing Critical Knowledge and Skills
W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.9-10.2.A. 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. W.9-10.2.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. W.9-10.2.C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. W.9-10.2.D. Use precise language and domain-specific vocabulary to manage the complexity of the topic. W.9-10.2.E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. W.9-10.2.F. Provide a concluding paragraph or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	● Develop a strong formal style appropriate for the task ● Maintain a tone that is free of bias ● Integrate multimedia when appropriate and effective ● Use relevant and sufficient facts, definitions, details, and quotes ● Use sources that are appropriate to task, audience, and purpose ● Choose precise words and domain-specific vocabulary ● Introduce a topic arranging ideas, concepts, and information to show interrelationships ● Format effectively ● Develop a topic ● Organize graphics ● Provide multimedia when useful ● Use transitions to link together the major sections of the text ● Write a concluding paragraph or section that supports the information presented ● Choose a formal style and objective tone ● Decide what organization is most effective for purpose, audience, and task ● Incorporate facts, definitions, details, quotations and other information as needed
W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	● Identify writing task type and its organizational structure ● Identify and understand the writing purpose ● Determine and address the audience appropriately ● Understand and utilize appropriate style
W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	● Develop and use appropriate planning templates ● Understand and utilize revision techniques ● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience
W.9-10.6. Use technology, including the Internet, to produce, share, 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.	● Use technology proficiently for production, publication, and collaboration ● Choose and evaluate various platforms ● Link and cite multiple sources ● Use various technological platforms to create and evaluate shared writing products

TRHS 10 Advanced Honors English Curriculum

W.9-10.7. (Choice) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	● Conduct short and more sustained research projects ● Conduct research drawing on multiple sources ● Understand steps of an investigation ● Develop an inquiry question ● Refocus inquiry/generate additional questions when appropriate ● Know how to broaden or narrow an inquiry ● Synthesize and summarize information
W.9-10.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).	● Gather print and digital information ● Assess credibility and accuracy of sources ● Assess whether information from reliable and authoritative sources is relevant ● Utilize quotes within writing to further claims ● Paraphrase correctly ● Follow a standard format for citation (MLA, APA, etc.)
W.9-10.9. (Choice) Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. W.9-10.9.A. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare]"). W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction informational (e.g., "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").	● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research. ● Utilize evidence to support analysis, reflection, and research.
W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision ● Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences ● Synthesize research gathered over shorter time frames into a long-term research project ● Manage a long-term research project that incorporates research, reflection, and revision

TRHS 10 Advanced Honors English Curriculum

Unit 1 Speaking and Listening Standards	Unit 1 Speaking and Listening Critical Knowledge and Skills
SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.9-10.1.A. 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. SL.9-10.1.B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. SL.9-10.1.C. 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. SL.9-10.1.D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.	● Prepare for discussions ● Read and research materials beforehand ● Refer to evidence from texts and other research ● Draw from and build on the ideas of others in a discussion ● Collaborate with peers ● Set guidelines for class discussions ● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity ● Establish goals and roles for group members and adhere to assigned roles ● Participate in friendly discussions and decision-making activities ● Reflect, evaluate and respond to comments made by peers during discussion ● Respect and promote diverse perspectives in a discussion or collaborative activity ● Encourage others to participate in a discussion or collaborative activity ● Summarize where others agree and disagree with ideas and perspectives ● Continue to propel conversations by posing and responding to questions that connect to broader ideas
SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally), evaluating the credibility and accuracy of each source.	● Listen to and evaluate multiple sources of information in diverse formats and media ● Evaluate the credibility and accuracy of each source
SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.	● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant ● Identify false statements or evidence, judging if any of the speaker's reasoning is misleading. ● Engage as an active listener and participant ● Use text/source to show fallibility in speaker's reasoning
SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	● Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective ● Draw information from primary and secondary sources, and provide a conclusion ● Organize, develop, and produce a presentation in a style appropriate to my purpose and audience ● Present information clearly, concisely, and logically ● Use correct eye contact ● Adapt volume and tone to audience and purpose ● Speak with clear pronunciation
SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.)	● Adapt speech delivery to audience and purpose ● Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary

TRHS 10 Advanced Honors English Curriculum

Unit 1 Language Standards	Unit 1 Language Critical Knowledge and Skills

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    L.9-10.1.A. Use parallel structure.
    L.9-10.1.B. 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.
	● Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively
	● Understand the differences between a phrase and a clause and how to effectively use
	● Identify and use various types of phrases and clauses
	● Vary sentence structure to convey specific meaning and interest in writing and presentation

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
    L.9-10.2.B. Use a colon to introduce a list or quotation.
    L.9-10.2.C.Spell correctly.
	● Use a semicolon or conjunctive adverb to link two or more closely related independent clauses
	● Use a colon to introduce a list or quotation
	● Know and use standard English spelling conventions

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.	● Apply knowledge of language to understand how language functions in different situations ● Apply knowledge of language to make effective choices to shape the meaning and style ● Apply knowledge of language to comprehend more fully when reading, listening, or speaking ● Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
    L.9-10.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as clue to the meaning of a word or phrase.
    L.9-10.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.
    L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual 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.
    L.9-10.4.D. 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).
	● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns
	● Consult reference materials to derive word meanings and correct pronunciation of words
	● Trace the etymology of words
	● Use context clues to derive word meaning (connotation, denotation, word function and position)

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
      L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
      L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.
	● Interpret and analyze the use of figurative language within a text
	● Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk)

L.9-10.6. Acquire and use accurately grade-appropriate 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.	● Acquire general academic words from content-specific written texts ● Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level

Unit 1: The Meaning of Morality
A Study in Gender, Class, and the Struggle For Power as it relates to Ancient Greeks, Puritanical Beliefs and Modern Global Conflicts
"When the whole world is silent, even one voice becomes powerful." Malala Yousefzai

Unit Summary: Merriam-Webster defines morality as "beliefs about what is right behavior and what is wrong behavior; the degree to which something is right and good." However, we find evidence of immoral behavior throughout history. This is particularly important when the discussion is about gender and class inequality. It is human nature to fight to become more powerful and to achieve equality when inequality exists? To what end will a person fight in order to achieve this equity? Inequality leads to acts of injustice and violence. Nelson Mandela said, "We must work together to ensure the equitable distribution of wealth, opportunity, and power in our society." Gender and class inequality have been the focus of a great deal of study throughout literature both past and present. In order to take action against inequality, we must examine diverse perspectives, discuss them, and apply them using moral principles found in the literature we study. In this unit, we will examine the connection between morality and inequality, discover how this influences gender and class relations, as well as uncover how these actions affect the global world and society as a whole.

Essential questions:
What is the relationship between morality, class, gender, and power?
Is morality based on a universal understanding, or is morality based on the expectations of a culture?
What happens when an individual's personal system of morality comes into conflict with society's definition of morality?
Why is the combination of power and ambition possibly dangerous when examined in the context of gender and class?
What happens when a typically powerless group is given power?

Enduring understandings:
Characters in text become a vehicle of understanding in the relationship between morality, class, gender, and power.
Reading various types of literary works allows students to gain a deeper understanding of diverse perspectives.
The reading of literature offers valuable insights to individual systems of morality and that of society's.
The struggle of morality is a universal and enduring pursuit.

TRHS 10 Advanced Honors English Curriculum

Unit objectives:
Students will make personal connections, analyze, and draw conclusion about the central themes of gender, class, and power.
Students will formulate an objective (free of personal bias) summary of the text analyzing the theme of oppression and power.
Students will identify and analyze diction that comprise a series of events or ideas and how these keywords advance the tension or events.
Students will understand analysis through close reading strategies of various works of nonfiction and contemporary journalistic literature.
Students will be able to understand simple and complex character relationships and interactions.
Students will develop annotation strategies while close reading texts for literary elements like setting, characterization motivation, plot development, tone, foreshadowing, and suspense.
Students will review numerous works of poetry using important literary devices (comparisons, point of view, rhyme, etc.) as it relates to power and justice.
Students will identify key words and evaluate figurative and connotative meaning.
Students will critically examine how word choice impacts meaning and tone both formal and informal.
Students will evaluate cumulative impact of word choice and diction.
Students will be able to properly use direct quotes, paraphrasing, summarizing to support their ideas.
Students will apply acquired skills to produce a multifaceted literary analysis that addresses the assigned topic as a whole unit.

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards. ❏ Minimum of 45 minutes per week of independent reading in class and a minimum of 5 hours per week outside of school ❏ Reader's response notebook: 35 minutes per week combined ❏ Writer's notebook: 35 minutes per week combined ❏ Students using transactional theory as they read independently and collaboratively ❏ Students identifying and analyzing personal connections and themes as they read ❏ Development of themes in relationship to author's craft ❏ Research universal moralities as it relates to global cultures ❏ Development of analysis through the use of: theme, mood, dialogue, character, and sequencing ❏ Writing with a focus on strengthening student's voice as an author ❏ Implement emotional appeals when writing	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.* Through a literary analysis of *Antigone*, *The Crucible*, and the short stories, or media (TED talks), or independent reading: ❏ Demonstrate an understanding of the relationship between morality, class, gender and power ❏ Demonstrate an understanding of personal systems of morality and its complexities ❏ Experience empathy and an understanding of the struggle for equality and power. ❏ Integrate multiple facts from reading and research ❏ Independently integrate numerous literary texts in a literary simulation and/or analysis

TRHS 10 Advanced Honors English Curriculum

District/School Texts	District/School Supplementary Resources
Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.	*Districts or schools choose supplementary resources that are not considered "texts."*
Summer Read:	Purdue Owl
How to Read Literature Like A Professor (core) (To be referenced throughout the year.)	Poetry Foundation
The Glass Castle	The Moth - The Art and Craft of Storytelling
In The Time of the Butterflies	*Emma Watson HeforShe 2014 Speech to UN*
And The Mountains Echoed	*Aunt Jennifer's Tiger Assignment*
Snow Flower and the Secret Fan	*Malala Inspirational Speech (short version)*
	Malala Inspirational Speech (full version)
Texts	*To Solve The World's Biggest Problems, Invest In Women and Girls (TED)*
Oedipus (background and/or excerpts) in addition to Antigone (core text)	*How I Work To Protect Women From Honor Killings (TED)*
The Crucible (core text)	*I was abused as a child bride and this is what I learned.-- Samra Zafar (TED)*
A Lesson Before Dying	*Definition of Power (TED)*
A Thousand Splendid Suns (may use excerpts only)	A Saudi Woman Who Dared To Drive (TED)
The Handmaid's Tale (may use excerpts only)	*J.D. Vance: America's Forgotten Working Class (TED)*
	National Theatre: Introduction to Greek Theatre
Short Stories	*Oxbridge Notes: Aristotle's essay on Tragedy*
Hills Like White Elephants	*Aristotle's Ideas about Tragedy*
Lambs To The Slaughter	*Ancient History Encyclopedia: Sophocles*
The Yellow Wallpaper	*Elisabeth Moss on The Handmaid's Tale*
Everyday Use	*Lamb To The Slaughter (Summary & Analysis)*
Good Country People	*Listen: Good Country People*
The Doll's House - Katherine Mansfield	*Listen: Lambs To The Slaughter*
A Rose For Emily	*A Rose for Emily by The Zombies (song)*
Blues Ain't No Mockin Bird	
Marigolds - Engenia Coliler	
Poetry	
Half Hanged Mary - Margaret Atwood	
To My Dear and Loving Husband by Anne Bradstreet	
Upon The Burning Of Our House by Anne Bradstreet	
Aunt Jennifer's Tiger	
Ozymandias	
Nonfiction	
I am Malala - Malala Yousafzai	
How to Give Orders Like A Man - Deborah Tanner	
In Full Bloom - Alice Walker	
If Men Could Menstruate- Gloria Steinem	
Of Plymouth Plantation by William Bradford	
Sinners in the Hands of an Angry God Sermon by Jonathan Edwards	
Speech in the Virginia Convention by Patrick Henry	

TRHS 10 Advanced Honors English Curriculum

District/School Writing Tasks		
Primary Focus *This is connected to the types of writing as indicated in the standards. Informational or Literary.* ❏ Reading numerous perspectives of gender, class and the struggle for power ❏ Writing in response to reading particularly in the context of the skills learned in this unit ❏ Construct a literary analysis and/or research simulation and synthesis task	**Secondary Focus** *This may be to develop a skill or connect to writing from resources or research writing.* ❏ Read widely across genres and other medias ❏ Using evidence to support analysis of readings ❏ Development of student's skills in constructing informative writing ❏ Effectively communicates ideas with peers ❏ Using transitions to create the smooth progression of ideas	**Routine Writing** *This is daily writing or writing that is done several times over a week.* ❏ Reader's and writer's notebooks should be used near daily students should be journaling in class approximately 35 minutes per week ❏ Mini assignments writing in first person point of view ❏ Mini writing assignments using historical sources ❏ Mini writing assignment using emotional appeals (ethos, pathos, logos)

Instructional Best Practices and Exemplars
This is a place to capture examples of standards integration and instructional best practices.

Unit 2 Grade 10		
Unit 2 Reading Standards		**Unit 2 Reading Critical Knowledge and Skills**
RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	- Make personal connections, make connection to other texts, and or/make global connections where relevant - Analyze the text for inferred and literal meanings - Evaluate the relationship between explicit and implicit details and how these details contribute to the meaning of the text - Identify explicit and implicit textual evidence - Distinguish the difference between strong and insufficient (unreliable) details - Distinguish text that provides strong support from unsupported, uncertain or insufficient text - Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience - Support inference using several examples from the text - Use direct quotes, paraphrase and summarize objectively
RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.	RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.	- Provide an objective summary of the text - Evaluate a theme and central idea - Analyze how details develop the theme/central idea - Make inferences using implicit and explicit details - Use the text to draw conclusions about the theme/central idea - Formulate an objective (free of personal bias) summary of the text - Determine how the theme/central idea emerges and is refined or strengthened through key details
RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	RL.9-10.3: - Use strong textual support to demonstrate deeper understanding of characterization - Evaluate multiple/conflicting character motivations through analysis of character dialog and actions - Analyze character interactions as they develop plot - Evaluate simple and complex relationships and/or events and the effects on plot development RI.9-10.3: - Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected - Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text - Identify and analyze word choice that comprise of a series of ideas or events and how these key words advance tension or plot

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	- Identify key words and evaluate figurative meaning - Identify key words and evaluate connotative meaning - Critically examine how word choice impacts meaning - Critically examine how word choice impacts tone - Evaluate cumulative impact of word choice - Critically examine formal vs. informal tone
RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. as mystery, tension, or surprise.	RI.9-10.5. 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).	RL.9-10.5: - Evaluate and critically examine how an author has chosen to structure a text and order events within it - Critically examine and evaluate how the author's choices to structure a text and manipulate time can create mystery, tension, or surprise for the reader RI.9-10.5: - Use strong textual support to analyze how an author structures the text and develops ideas - Critically examine and evaluate how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by particular sentences, paragraphs, or longer portions of a text
RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.	RL.9-10.6: - Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States - Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text and how culture impacts that point of view RI.9-10.6: - Critically examine the author's overall purpose - Evaluate how an author uses various rhetorical strategies to advance that purpose
	RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	- Evaluate the similarities and differences between various accounts of a subject are told in multiple different mediums - Critically examine how the details emphasized in each account of a subject told in different mediums affect the overall message
	RI.9-10.8. Describe 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.	- Evaluate whether the reasoning an author uses is logical/ legitimate and if the evidence that is used is relevant to the argument or provides enough proof - Use strong textual support to pinpoint any statements that are false and judge if any of the author's reasoning is misleading - Evaluate what a reliable source is and what makes one questionable - Identify and understand the argument presented by the author

	RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.	● Study and evaluate multiple influential U.S. documents especially how they deal with similar themes and concepts

TRHS 10 Advanced Honors English Curriculum

Unit 2 Writing Standards	Unit 2 Writing Critical Knowledge and Skills
W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	- Determine writing task type and its appropriate organizational structure - Identify and understand the writing purpose - Determine and address the audience appropriately - Understand and utilize appropriate style
W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	- Develop and use appropriate planning templates - Understand and utilize revision techniques - Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience
W.9-10.6. Use technology, including the Internet, to produce, share, 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.	- Use technology proficiently for production, publication, and collaboration - Choose and evaluate various platforms - Link and cite multiple sources - Use various technological platforms to create and evaluate shared writing products
W.9-10.7. (Choice) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	- Conduct short and more sustained research projects - Conduct research drawing on multiple sources - Understand steps of an investigation - Develop an inquiry question - Refocus inquiry/generate additional questions when appropriate - Know how to broaden or narrow an inquiry - Synthesize and summarize information
W.9-10.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).	- Gather print and digital information - Assess credibility and accuracy of sources - Assess whether information from reliable and authoritative sources is relevant - Utilize quotes within writing to further claims - Paraphrase correctly - Follow a standard format for citation (MLA, APA, etc.)
W.9-10.9. (Choice) Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. W.9-10.9.A. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare]"). W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction informational (e.g., "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").	- Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research - Utilize evidence to support analysis, reflection, and research

TRHS 10 Advanced Honors English Curriculum

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	- Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision - Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences - Synthesize research gathered over shorter time frames into a long-term research project - Manage a long-term research project that incorporates research, reflection, and revision

TRHS 10 Advanced Honors English Curriculum

Unit 2 Speaking and Listening Standards	Unit 2 Speaking and Listening Critical Knowledge and Skills
SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.9-10.1.A. 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. SL.9-10.1.B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. SL.9-10.1.C. 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. SL.9-10.1.D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.	● Prepare for discussions ● Read and research materials beforehand ● Refer to evidence from texts and other research ● Draw from and build on the ideas of others in a discussion ● Collaborate with peers ● Set guidelines for class discussions ● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity ● Establish goals and roles for group members and adhere to assigned roles ● Participate in friendly discussions and decision-making activities ● Reflect upon, evaluate and respond to comments made by peers during discussion ● Respect and promote diverse perspectives in a discussion or collaborative activity ● Encourage others to participate in a discussion or collaborative activity ● Summarize where others agree and disagree with ideas and perspectives ● Continue to propel conversations by posing and responding to questions that connect to broader ideas
SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally), evaluating the credibility and accuracy of each source.	● Listen to and evaluate multiple sources of information in diverse formats and media ● Evaluate the credibility and accuracy of each source
SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.	● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant ● Identify false statements or evidence, judging if any of the speaker's reasoning is misleading ● Engage as an active listener and participant ● Use text/source to show fallibility within the speaker's argument

SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	- Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective - Draw information from primary and secondary sources, and provide a conclusion - Organize, develop, and produce a presentation in a style appropriate to my purpose and audience - Present information clearly, concisely, and logically - Use correct eye contact - Adapt volume and tone to audience and purpose - Speak with clear pronunciation
SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements
SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.)	- Adapt speech delivery to audience and purpose - Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary

TRHS 10 Advanced Honors English Curriculum

| Unit 2 Language Standards	Unit 2 Language Critical Knowledge and Skills

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    L.9-10.1.A. Use parallel structure.
    L.9-10.1.B. 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.
	● Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively
	● Understand the differences between a phrase and a clause and how to effectively use
	● Identify and use various types of phrases and clauses
	● Vary sentence structure to convey specific meaning and interest in writing and presentation

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
    L.9-10.2.B. Use a colon to introduce a list or quotation.
    L.9-10.2.C.Spell correctly.
	● Use a semicolon or conjunctive adverb to link two or more closely related independent clauses
	● Use a colon to introduce a list or quotation
	● Know and use standard English spelling conventions

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.	● Apply knowledge of language to understand how language functions in different situations ● Apply knowledge of language to make effective choices to shape the meaning and style ● Apply knowledge of language to comprehend more fully when reading, listening, or speaking ● Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
    L.9-10.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as clue to the meaning of a word or phrase.
    L.9-10.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.
    L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual 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.
    L.9-10.4.D. 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).
	● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns
	● Consult reference materials to derive word meanings and correct pronunciation of words
	● Trace the etymology of words
	● Use context clues to derive word meaning (connotation, denotation, word function and position)

TRHS 10 Advanced Honors English Curriculum

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
      L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
      L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.
	● Interpret and analyze the use of figurative language within a text
	● Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk)

L.9-10.6. Acquire and use accurately grade-appropriate 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.	● Acquire general academic words from content-specific written texts ● Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level

Unit 2: Fighting For Freedom
A Study in Fighting Oppression and the Struggle for Freedom comparing Ancient Rome, America in the Great Depression, and Civil Rights
"The secret to happiness is freedom. . . And the secret to freedom is courage." Thucydides
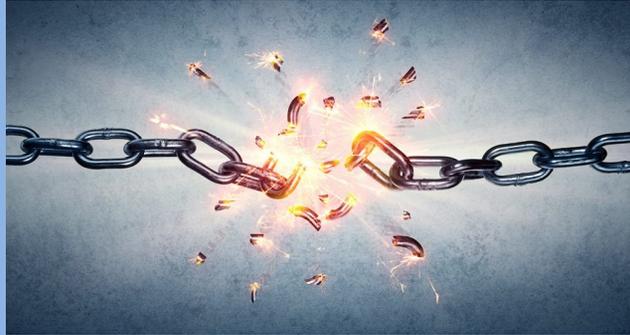
Unit summary: The pursuit of freedom is as crucial to humans now as ever before; it has been said that the history of liberty, "might be made the central thread of all history." What freedoms are prized more than others? How have different societies sought their freedom? Is an individual's freedom inextricably tied to cultural norms and if so, what is the impact of society's expectations on individual freedoms? How is personal, societal and cultural freedom and progress made? A deeper understanding of diverse perspectives illustrates for readers how the struggle for freedom is a part of the human condition across time and culture. Nelson Mandela states, "It always seems impossible until it is done," and characters in literature offer valuable insights into the determination and degree of these struggles. To examine diverse works of literature allows us to find a deeper understanding and a way to apply our acquired knowledge. In this unit, we will examine the varying pursuits of freedom, the impact of this global pursuit and how it has shaped history and our lives. We will research which freedoms are most valued, why these pursuits are necessary and how both big and small acts of courage facilitate these freedoms. We will combine this information to create a research simulation task in which you compare texts to discover which approach and methods to overcome persecution and bring about the most positive outcomes personal, cultural and societal.

Essential questions:
What is freedom?
What freedoms do people value most?
Under what circumstances are people willing to sacrifice their freedom?
How do people pursue freedoms and how are they most successful?
How might the pursuit of liberty be a common theme throughout history?

Enduring understandings:
Freedom is a complex state, difficult to define and to maintain.
Characters and conflicts illustrate the complexity of freedom.
Reading various types of literary works allows students to gain a deeper understanding of diverse perspectives, and cultures; thus developing their own sense of empathy.
The reading of literature offers valuable insights to living freely with appreciation, respect and honor for others.
The struggle for freedom is a global and enduring pursuit.

TRHS 10 Advanced Honors English Curriculum

Unit objectives:
Students will define freedom using several examples through close reading in order to support inferences.
Students will successfully integrate paired works that illustrate parallelism through understanding characters and conflicts.
Students will use rhetorical devices like ethos, pathos, and logos to analyze original speeches.
Students will use text/sources to show fallibility within the speaker's argument.
Students will identify and utilize different persuasive techniques when writing an argument such as correlate claim(s), counterclaim(s), reasons, and evidence.
Students will analyze poetry for author's use of poetic devices like allusion, symbolism, and imagery in order to connect to the theme of the search for freedom.
Students with utilize digital media such as textual, graphical, audio, visual, and interactive elements.
Students will be able to adapt speech delivery to audience and purpose.
Students will apply acquired MLA formatting knowledge in order to produce an analytical research simulation task.
Students will draw relevant and reliable information from both primary and secondary sources when conducting research.
Students will independently integrate numerous literary texts through writing a persuasive/argumentative research simulation task.
Students will engage and audience and enhance their understanding of findings, reasoning, and evidence through the presentation of a persuasive speech that connects the writing task to contemporary issues.

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*

District/School Formative Assessment Plan:

- ❏ Minimum of 45 minutes per week of independent reading in class and a minimum of 5 hours per week outside of school
- ❏ Reader's response notebook: 35 minutes per week combined
- ❏ Writer's notebook: 35 minutes per week combined
- ❏ Class will open unit by defining freedom and continue to develop this definition throughout the study of the unit
- ❏ In the varying texts, students will trace the development of characters/people in relationship to conflict as it relates to the struggle for freedom
- ❏ Trace rhetorical devices in key speeches, analyzing use of persuasive techniques and using them in their own writing
- ❏ Development of themes in relationship to author's craft
- ❏ Research oppression and the various struggles for freedom
- ❏ Development of analysis through the use of: theme, mood, dialogue, character, and sequencing
- ❏ Writing with a focus on strengthening author's voice
- ❏ Implement emotional appeals when writing

District/School Summative Assessment Plan:

1. Independently integrate numerous literary texts through writing a persuasive/argumentative research simulation task

and

2. Develop and present a persuasive speech that connects this writing task to contemporary issues that

- ❏ Demonstrate an understanding of the struggle for freedom and its complexities
- ❏ Experience empathy for victims and survivors of oppression
- ❏ Integrate multiple facts from reading and research
- ❏ Utilize proper MLA documentation with all cited information

TRHS 10 Advanced Honors English Curriculum

District/School Texts	District/School Supplementary Resources
Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.	*Districts or schools choose supplementary resources that are not considered "texts."*
Texts	*Purdue Owl*
Julius Caesar (excerpts) (core text)	*Poetry Foundation*
A Raisin In The Sun paired with Of Mice and Men (core text)	*Self/Peer Edit Checklist*
Their Eyes Were Watching God	*Global Oneness Project*
	The Moth - The Art and Craft of Storytelling
Non-Fiction Text	*Stirring Up Justice (from Educational Leadership)*
Savage Inequalities	*Rhetorical Analysis/writing center*
Nickel and Dimed on Not Getting by in America (core text, independent read)	*Rhetorical Devices*
	Rhetorical Analysis Tutorial Handout
Short Stories	*Persuasive speaking strategies* *(I,P,G)*
Harrison Bergeron by Kurt Vonnegut	*6 Public speaking tips to hook any audience*
The Bet by Anton Chekhov	*Inside The Egyptian Revolution (TED)*
Chee's Daughter by Juanita Platero and Siyowin Miller	*Trevor Timm: How Free is Our Freedom Of the Press? (TED)*
	Fighting With Nonviolence (TED)
Speeches	*Three Myths About Corruption (TED)*
The Speech To The Virginia Convention - Patrick Henry	*The Surprising Truth About Freedom (TED)*
The Crisis - Thomas Paine	*Shakespeare Hip Hop*:
Declaration of Independence	*The Lottery Analysis*
I Have A Dream	*The Lottery - Study Guide*
I Have Been To The Mountaintop Speech	*Raisin in The Sun and housing discrimination - NY Times*
Poetry	
Exile & Crossing The Border	
Making A Fist	
A Raisin In The Sun - Langston Hughes	
Dreams - Langston Hughes	
Caged Bird - Maya Angelou	
Paradise Lost (Book 1)	
To A Mouse - Robert Burns (Original)	
To A Mouse - Robert Burns (modern translation)	

TRHS 10 Advanced Honors English Curriculum

District/School Writing Tasks		
Primary Focus *This is connected to the types of writing as indicated in the standards. Informational or Literary.* ❏ Reading differing accounts in the fight for freedom and personal rights ❏ Writing in response to reading particularly in the context of the skills learned in this unit ❏ Construct a literary analysis and/or research simulation task that informs the audience of historical injustice ❏ Evaluate reliable sources	**Secondary Focus** *This may be to develop a skill or connect to writing from resources or research writing.* ❏ Read widely across genres and other medias ❏ Using evidence to support analysis of readings ❏ Development of student's skills in constructing informative writing ❏ Effectively communicates ideas with peers ❏ Using transitions to create the smooth progression of ideas	**Routine Writing** *This is daily writing or writing that is done several times over a week.* ❏ Reader's and writer's notebooks should be used near daily. Students should be journaling in class approximately 35 minutes per week ❏ Mini assignments writing in first person point of view ❏ Mini writing assignments using historical sources ❏ Mini writing assignment using emotional appeals (ethos, pathos, logos)

Instructional Best Practices and Exemplars
This is a place to capture examples of standards integration and instructional best practices.

TRHS 10 Advanced Honors English Curriculum

Unit 3 Grade 10		
Unit 3 Reading Standards		**Unit 3 Reading Critical Knowledge and Skills**
RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	- Make personal connections, make connection to other texts, and or/make global connections where relevant - Analyze the text for inferred and literal meanings - Evaluate the relationship between explicit and implicit details and how it contributes to the meaning of the text - Identify explicit and implicit textual evidence - Distinguish the difference between strong and insufficient (unreliable) details - Distinguish text that provides strong support from unsupported, uncertain or insufficient text - Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience - Support inference using several examples from the text - Use direct quotes, paraphrase and summarize objectively
RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.	RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.	- Provide an objective summary of the text - Evaluate a theme and central idea - Analyze how details develop the theme/central idea - Make inferences using explicit and implicit text evidence - Use the text to draw conclusions about the theme/central idea - Formulate an objective (free of personal bias) summary of the text - Determine how the theme/central idea emerges and is refined or strengthened through key details

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	RL.9-10.3: ● Use strong textual support to demonstrate deeper understanding of characterization ● Evaluate multiple/conflicting character motivations through analysis of character dialog and actions ● Analyze character interactions as they develop plot ● Evaluate simple and complex relationships and/or events and the effects on plot development
		RI.9-10.3: ● Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected ● Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text ● Analyze and evaluate word choice that comprise a series of ideas or events and how those key words advance tension or plot
RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	● Evaluate figurative meaning ● Evaluate connotative meaning ● Critically examine how word choice impacts meaning ● Critically examine how word choice impacts tone ● Evaluate cumulative impact of word choice ● Critically examine formal vs. informal tone
RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. as mystery, tension, or surprise.	RI.9-10.5. 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).	RL.9-10.5: ● Evaluate and critically examine how an author has chosen to structure a text and order events within it ● Critically examine how the author's choices to structure a text and manipulate time can create mystery, tension, or surprise for the reader
		RI.9-10.5: ● Use strong textual support to analyze how an author structures the text and develops ideas ● Critically examine how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by particular sentences, paragraphs, or longer portions of a text

RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	RL.9-10.6: ● Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ● Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text and how culture impacts that point of view
		RI.9-10.6: ● Critically examine the author's overall purpose ● Evaluate how an author uses various rhetorical strategies to advance that purpose
RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).		● Evaluate the similarities and differences between various accounts of a subject are told in multiple different mediums ● Critically examine how the details emphasized in each account of a subject told in different mediums affect the overall message
RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).		● Use strong textual support to analyze when an author draws on and then transforms source material (such as a theme or topic) from another text ● Identify allusions ● Compare and contrast use of common ideas/topics between texts or allusions within texts

TRHS 10 Advanced Honors English Curriculum

Unit 3 Writing Standards	Unit 3 Writing Critical Knowledge and Skills

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
    W.9-10.3.A. 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.
    W.9-10.3.B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
    W.9-10.3.C. Use a variety of techniques to sequence events so that they build on one another to create a coherent, complete, and comprehensive piece.
    W.9-10.3.D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
    W.9-10.3.E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
	● Convey experiences, real or imagined
	● Use time as the deep structure of the narrative
	● Form or structure based on a progression of events that build upon each other
	● Use effective details using precise language
	● Create clear point(s) of view established through a narrator, provide characters, and present a situation
	● Apply narrative techniques including dialogue, description, and plot in order to develop experiences, events, and/or characters choosing words that create vivid pictures
	● Provide a conclusion to the events they set out at the beginning of their narrative

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	● Determine writing task type and its appropriate organizational structure ● Identify and understand the writing purpose ● Determine and address the audience appropriately ● Understand and utilize appropriate style
W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	● Develop and use appropriate planning templates ● Understand and utilize revision techniques ● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience
W.9-10.6. Use technology, including the Internet, to produce, share, 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.	● Use technology proficiently for production, publication, and collaboration ● Choose and evaluate various platforms ● Link and cite multiple sources ● Use various technological platforms to create and evaluate shared writing products
W.9-10.7. (Choice) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	● Conduct short and more sustained research projects ● Conduct research drawing on multiple sources ● Understand steps of an investigation ● Develop an inquiry question ● Refocus inquiry/generate additional questions when appropriate ● Know how to broaden or narrow an inquiry ● Synthesize and summarize information

W.9-10.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).	● Gather print and digital information ● Assess credibility and accuracy of sources ● Assess whether information from reliable and authoritative sources is relevant ● Utilize quotes to further claims ● Paraphrase correctly ● Follow a standard format for citation (MLA, APA, etc.)
W.9-10.9. (Choice) Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. W.9-10.9.A. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare]"). W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction informational (e.g., "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").	● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research ● Utilize evidence to support analysis, reflection, and research
W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision ● Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences ● Synthesize research gathered over shorter time frames into a long-term research project ● Manage a long-term research project that incorporates research, reflection, and revision

TRHS 10 Advanced Honors English Curriculum

Unit 3 Speaking and Listening Standards	Unit 3 Speaking and Listening Critical Knowledge and Skills

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 	
    SL.9-10.1.A. 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.
    SL.9-10.1.B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.
    SL.9-10.1.C. 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.
    SL.9-10.1.D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
	● Prepare for discussions
	● Read and research materials beforehand
	● Refer to evidence from texts and other research
	● Draw from and build on the ideas of others in a discussion
	● Collaborate with peers
	● Set guidelines for class discussions
	● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity
	● Establish goals and roles for group members and adhere to assigned roles
	● Participate in friendly discussions and decision-making activities
	● Reflect upon, evaluate and respond to comments made by peers during discussion
	● Respect and promote diverse perspectives in a discussion or collaborative activity
	● Encourage others to participate in a discussion or collaborative activity
	● Summarize where others agree and disagree with ideas and perspectives
	● Continue to propel conversations by posing and responding to questions that connect to broader ideas

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally), evaluating the credibility and accuracy of each source.	● Listen to and evaluate multiple sources of information in diverse formats and media ● Evaluate the credibility and accuracy of each source
SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.	● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant ● Identify false statements or evidence, judging if any of the speaker's reasoning is misleading. ● Engage as an active listener and participant ● Use text to show fallibility in speaker's argument

SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	- Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective - Draw information from primary and secondary sources, and provide a conclusion - Organize, develop, and produce a presentation in a style appropriate to my purpose and audience - Present information clearly, concisely, and logically - Use correct eye contact - Adapt volume and tone to audience and purpose - Speak with clear pronunciation
SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements
SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.)	- Adapt speech delivery to audience and purpose - Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary

TRHS 10 Advanced Honors English Curriculum

| Unit 3 Language Standards	Unit 3 Language Critical Knowledge and Skills

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    L.9-10.1.A. Use parallel structure.
    L.9-10.1.B. 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.
	● Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively
	● Understand the differences between a phrase and a clause and how to effectively use
	● Identify and use various types of phrases and clauses
	● Vary sentence structure to convey specific meaning and interest in writing and presentation

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
    L.9-10.2.B. Use a colon to introduce a list or quotation.
    L.9-10.2.C.Spell correctly.
	● Use a semicolon or conjunctive adverb to link two or more closely related independent clauses
	● Use a colon to introduce a list or quotation
	● Know and use standard English spelling conventions

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.	● Apply knowledge of language to understand how language functions in different situations ● Apply knowledge of language to make effective choices to shape the meaning and style ● Apply knowledge of language to comprehend more fully when reading, listening, or speaking ● Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
    L.9-10.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as clue to the meaning of a word or phrase.
    L.9-10.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.
    L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual 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.
    L.9-10.4.D. 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).
	● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns
	● Consult reference materials to derive word meanings and correct pronunciation of words
	● Trace the etymology of words
	● Use context clues to derive word meaning (connotation, denotation, word function and position)

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 	
    L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
    L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.
	● Interpret and analyze the use of figurative language within a text
	● Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk)

L.9-10.6. Acquire and use accurately grade-appropriate 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.	● Acquire general academic words from content-specific written texts ● Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level

Unit 3: The Language of Love
Power and Powerlessness: A study of the paradox we call of love

"Medicine, law, business, engineering, these are noble pursuits and necessary to sustain life. But poetry, beauty, romance, love, these are what we stay alive for."
-Dead Poets' Society by Tom Schulman
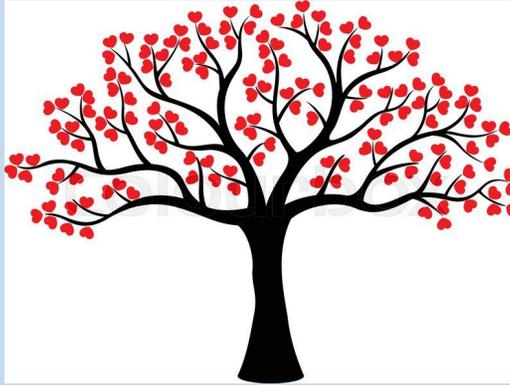
Unit Summary: Human behavior is often dictated and influenced by emotion, and one of the most powerful emotions is love. Love and trust are often inextricably interwoven and are reliant upon each other. Stephen Chbosky states, "We accept the love we think we deserve." Love exists in many forms and on many levels, and can lead to ultimate success or utter failure. The power love wields over our lives often controls our thoughts and actions. Using literature, non-fiction, film, and drama, we will examine the paradox between love and trust. Through close reading, analysis, and performance, we will study various aspects of love within the texts and closely analyze the impact love and trust have on individual happiness.

Essential questions:
What is love?
What are the different types of love?
What is the relationship between love and trust?
How do the many different kinds of love influence our actions?
How does love impair human judgement and rationality?
How does one's sense of self worth influence his/her ability to love and be loved?

Enduring Understandings:
Characters in text become a vehicle of different understandings of love and trust.
Reading various types of literary works allows students to gain a deeper understanding of diverse perspectives in life.
The reading of literature offers valuable insights into how love influences personal behaviors and cultural norms.
Love is a universal need which exerts tremendous power over human behavior.
Love often creates a paradox in which one struggles to understand and make decisions.

TRHS 10 Advanced Honors English Curriculum

Unit Objectives:
Students will read a variety of core texts from world literature in order to examine the author's structure and order of events.
Students will be able to evaluate the similarities and differences between various accounts of a subject in multiple different mediums.
Students will be able to use time as the deep structure of narrative writing.
Students will be able use strong textual support to analyze when an author draws on and then transforms source material (such as a theme or topic) from another text.
Students will critically examine how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by particular sentences, paragraphs, or longer portions of a text.
Students will be able to identify and utilize the technique of allusion to comprehend complex characters, plots, and themes.
Students will analyze poetry for author's use of poetic devices like allusion, symbolism, and imagery in order to connect to the theme of the search for freedom.
Students will apply acquired skills to produce a personal narrative that incorporates dialogue, description, and plot in order to develop experiences, events, and characters.
Students will review numerous works of poetry using important literary devices (comparisons, point of view, rhyme, etc.) as it relates to the topic of love.

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*
❏ Minimum of 45 minutes per week of independent reading in class and a minimum of 5 hours per week outside of school ❏ Reader's response notebook: 35 minutes per week combined ❏ Writer's notebook: 35 minutes per week combined ❏ Development of themes in relationship to author's craft ❏ Research differing forms of love and its struggles ❏ Development of analysis through the use of: theme, mood, dialogue, character, and sequencing ❏ Writing with a focus on strengthening author's voice ❏ Implement emotional appeals when writing	Publish a collection of narrative(s) and poems that demonstrate: ❏ An understanding of love and its complexities ❏ Experience empathy for the various struggles for love ❏ Integrate multiple facts from reading and research ❏ Incorporates dialogue, description, and plot in order to develop experiences, events, and characters ❏ Use art to add meaning to their narratives and poems

District/School Texts	District/School Supplementary Resources
Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts. ***Text*** *The Taming of the Shrew/ Othello (core)* *Pride and Prejudice or Emma or The Picture of Dorian Gray (Core)* *The Glass Menagerie/ A Streetcar Named Desire* *The Great Gatsby* *Our Town* ***Short Stories*** *Like The Sun* *Shoofly Pie* ***Poetry*** *Sonnet 18 - William Shakespeare* *Sonnet 130 - William Shakespeare* *Song of a Second April - Edna St. Vincent Millay* *What My Lips Have Kissed, and Where and Why - Edna St. Vincent Millay* *Dirge Without Millay - Edna St. Vincent Millay* *How Do I Love Thee - Elizabeth Barrett Browning* *To You - Walt Whitman* *The Bridal Veil - Alice Cary* *Modern Love I - George Meredith* *Meeting at Night - Robert Browning* *Modern Love I - George Meredith* How Falling in Love is like Owning a Dog - Taylor Mali *Non-Fiction* *Young Love - Tiffany Sharples* *If You Had One Day with Someone Who's Gone - Mitch Albom* *The Last Lecture* *Randy Pausch, 47, Dies; His 'Last Lecture' Inspired Many to Live With Wonder*	*Districts or schools choose supplementary resources that are not considered "texts."* *Lin Manuel Miranda Love Sonnet* *Shakespeare Hip Hop*: *Ted: Shakespearean insults* *Shakespeare Summarized: Taming of the Shrew* *Royal Shakespeare Company: The Othello Rap* *Taylor Mali: How Falling in Love is Like Owning a Dog* *A Better Way To Talk About Love (TED)* *The Last Lecture (TED)* *power of self love and self esteem (TED)* *Self Acceptance (TED)* *Inspirational Quotes/Visuals* *To Thine Own Self Be True - psychology today* *Jane Austen literary connections all text* *A Streetcar Named Desire Analysis--Katie Bickham* *My So Called Life--Our Town final scene with Claire Danes*

District/School Writing Tasks		
Primary Focus *This is connected to the types of writing as indicated in the standards. Informational or Literary.* ❏ Reading numerous perspectives of love and the understanding of self-perception. ❏ Writing in response to reading particularly in the context of the skills learned in this unit. ❏ Construct response writings and critical analysis. ❏ Construct a literary analysis and/or research simulation and synthesis task.	**Secondary Focus** *This may be to develop a skill or connect to writing from resources or research writing.* ❏ Read widely across genres and other medias ❏ Using evidence to support analysis of readings ❏ Development of student's skills in constructing informative writing ❏ Effectively communicates ideas with peers ❏ Using transitions to create the smooth progression of ideas	**Routine Writing** *This is daily writing or writing that is done several times over a week.* ❏ Reader's and writer's notebooks should be used near daily. Students should be journaling in class approximately 35 minutes per week ❏ Mini assignments writing in first person point of view ❏ Mini writing assignments using historical sources ❏ Mini writing assignment using emotional appeals (ethos, pathos, logos)
Instructional Best Practices and Exemplars		
This is a place to capture examples of standards integration and instructional best practices.		

Unit 4 Reading Standards		Unit 4 Reading Critical Knowledge and Skills
RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).	RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.	RL.9-10.9: Use strong textual support to analyze when an author draws on and then transforms source material (such as a theme or topic) from another text RI.9-10.9: ● Study and evaluate influential U.S. documents ● Evaluate the theme and significant concepts as these are relevant to the historical context and background knowledge
RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.	RI.9-10.10. By the end of grade 10, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above.	● Closely read various forms of literature independently and fluently, including stories, dramas, and poems ● Demonstrate comprehension of various forms of literary text ● Make connections among ideas and between texts ● Consider a wider range of textual evidence ● Become more sensitive to inconsistencies, ambiguities, and poor reasoning in texts ● Monitor comprehension ● Determine when comprehension is not occurring, and subsequently employ appropriate reading and note-taking strategies and/or ask for help in order to understand portions of a difficult text

Unit 4 Writing Standards	Unit 4 Writing Critical Knowledge and Skills
W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.9-10.2.A. 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. W.9-10.2.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. W.9-10.2.C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. W.9-10.2.D. Use precise language and domain-specific vocabulary to manage the complexity of the topic. W.9-10.2.E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. W.9-10.2.F. Provide a concluding paragraph or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	● Develop a strong formal style appropriate for the task ● Maintain a tone that is free of bias ● Integrate multimedia when appropriate and effective ● Use relevant and sufficient facts, definitions, details, and quotes ● Use sources that are appropriate to task, audience, and purpose ● Choose precise words and domain-specific vocabulary ● Introduce a topic arranging ideas, concepts, and information to show interrelationships ● Format effectively ● Develop a topic ● Organize graphics ● Provide multimedia when useful ● Use transitions to link together the major sections of the text ● Write a concluding paragraph or section that supports the information presented ● Choose a formal style and objective tone ● Decide what organization is most effective for purpose, audience, and task ● Determine how many facts, definitions, details, quotations and other information are needed
W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	● Determine writing task type and its appropriate organizational structure ● Identify and understand the writing purpose ● Determine and address the audience appropriately ● Understand and utilize appropriate style
W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	● Develop and use appropriate planning templates ● Understand and utilize revision techniques ● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience

W.9-10.6. Use technology, including the Internet, to produce, share, 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.	● Use technology proficiently for production, publication, and collaboration ● Choose and evaluate various platforms ● Link and cite multiple sources ● Use various technological platforms to create and evaluate shared writing products
W.9-10.7. (Choice) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	● Conduct short and more sustained research projects ● Conduct research drawing on multiple sources ● Understand steps of an investigation ● Develop an inquiry question ● Refocus inquiry/generate additional questions when appropriate ● Know how to broaden or narrow an inquiry ● Synthesize and summarize information
W.9-10.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).	● Gather print and digital information ● Assess credibility and accuracy of sources ● Assess whether information from reliable and authoritative sources is relevant ● Utilize quotes to further claims ● Paraphrase correctly ● Follow a standard format for citation (MLA, APA, etc.)
W.9-10.9. (Choice) Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. W.9-10.9.A. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare]"). W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction informational (e.g., "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").	● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research. ● Utilize evidence to support analysis, reflection, and research

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	- Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision - Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences - Synthesize research gathered over shorter time frames into a long-term research project - Manage a long-term research project that incorporates research, reflection, and revision

TRHS 10 Advanced Honors English Curriculum

Unit 4 Speaking and Listening Standards	Unit 4 Speaking and Listening Critical Knowledge and Skills
SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 　　SL.9-10.1.A. 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. 　　SL.9-10.1.B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. 　　SL.9-10.1.C. 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. 　　SL.9-10.1.D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.	● Prepare for discussions ● Read and research materials beforehand ● Refer to evidence from texts and other research ● Draw from and build on the ideas of others in a discussion ● Collaborate with peers ● Set guidelines for class discussions ● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity ● Establish goals and roles for group members and adhere to assigned roles ● Participate in friendly discussions and decision-making activities ● Reflect upon, evaluate and respond to comments made by peers during discussion ● Respect and promote diverse perspectives in a discussion or collaborative activity ● Encourage others to participate in a discussion or collaborative activity ● Summarize where others agree and disagree with ideas and perspectives ● Continue to propel conversations by posing and responding to questions that connect to broader ideas
SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally), evaluating the credibility and accuracy of each source.	● Listen to and evaluate multiple sources of information in diverse formats and media ● Evaluate the credibility and accuracy of each source
SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.	● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant ● Identify false statements or evidence, judging if any of the speaker's reasoning is misleading ● Move from passive listener to active participant ● Use text/source to show fallibility in speaker's reasoning

SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	● Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective ● Draw information from primary and secondary sources, and provide a conclusion ● Organize, develop, and produce a presentation in a style appropriate to my purpose and audience ● Present information clearly, concisely, and logically ● Use correct eye contact ● Adapt volume and tone to audience and purpose ● Speak with clear pronunciation
SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	● Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements.
SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.)	● Adapt speech delivery to audience and purpose ● Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary

TRHS 10 Advanced Honors English Curriculum

Unit 4 Language Standards	Unit 4 Language Critical Knowledge and Skills

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 	
    L.9-10.1.A. Use parallel structure.
    L.9-10.1.B. 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.
	● Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively
	● Understand the differences between a phrase and a clause and how to effectively use
	● Identify and use various types of phrases and clauses
	● Vary sentence structure to convey specific meaning and interest in writing and presentation

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 	
    L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
    L.9-10.2.B. Use a colon to introduce a list or quotation.
    L.9-10.2.C.Spell correctly.
	● Use a semicolon or conjunctive adverb to link two or more closely related independent clauses
	● Use a colon to introduce a list or quotation
	● Know and use standard English spelling conventions

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.	● Apply knowledge of language to understand how language functions in different situations ● Apply knowledge of language to make effective choices to shape the meaning and style ● Apply knowledge of language to comprehend more fully when reading, listening, or speaking ● Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
 	
    L.9-10.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as clue to the meaning of a word or phrase.
    L.9-10.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.
    L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual 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.
    L.9-10.4.D. 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).
	● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns
	● Consult reference materials to derive word meanings and correct pronunciation of words
	● Trace the etymology of words
	● Use context clues to derive word meaning (connotation, denotation, word position and function)

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 	
    L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
    L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.
	● Interpret and analyze the use of figurative language within a text
	● Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk)

L.9-10.6. Acquire and use accurately grade-appropriate 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.	● Acquire general academic words from content-specific written texts ● Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level

Unit 4 The Search for Identity
A *study of Self Awareness in the context of an Individual's Connection with Culture, Society, and Nature*
"Never forget what you are, for surely the world will not. Make it your strength. Then it can never be your weakness.
Armour yourself in it, and it will never be used to hurt you." ― George R.R. Martin, *A Game of Thrones*

Unit summary: Society influences how we perceive ourselves and others. There can be rewards or consequences for not adhering to societal expectations. Those who are trying to understand their identity look to society and their environmental surroundings to shape their beliefs. Others, however, truly find their identity through detaching themselves from society. Ralph Ellison states, "When I discover who I am, I'll be free." Is it better to allow society to influence our identity, or are there other ways in which we can find ourselves on the periphery? If so, what strategies can be used and how is the individual valued in different cultures? Through the reading of texts, we will examine the various dynamics of identity and development of self. In addition, through the discovery of different cultural and global perspectives, the individual develops through interactions in the environment, and through internal and external conflicts within society. In this unit we will examine the connections between man and nature, discover the influences of nature vs. nurture, as well as the impact man's identity has on the world in which we live.

Essential questions:
What is identity?
How is identity influenced by our environment?
What are the rewards or consequences for differing from the societal expectations?
How obligated are we to conform to society's ideals when defining ourselves?
Are rule breakers more valuable to society?
How does the individual impact the world in which we live?
How can we develop individuality within the confines of cultural expectations?

Enduring understandings:
It is human nature to want to "fit in" and be accepted by society/our peers.
Social expectations dictate human behavior.
Those who do not conform to society's rules, do so at their own peril; they may achieve great success or immense failure.
It is deeply controversial and difficult to deviate from what is expected in your culture.

Unit objectives:
Students will study and evaluate influential U.S. documents.
Students will study/analyze both fiction and non-fiction (documentary) examples of people who chose to avoid/spurn societal expectations.
Students will evaluate the theme and significant concepts as these are relevant to the historical context and background knowledge.
Students will annotate texts for literary elements like point of view conflict, setting, characterization, tone, and suspense.
Students will review the literature themes and apply these ideas to contemporary global issues through Socratic and literary circle discussions.
Students will analyze rhetorical devices that advance the plot such as Ethos, Pathos, and Logos through the variety of mediums offered in this unit's curriculum.
Students will become more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.
Students will participate in a PBL and be able to create a strong product of their choosing that demonstrates their knowledge of self identity.

TRHS 10 Advanced Honors English Curriculum

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standard. ❏ Minimum of 45 minutes per week of independent reading in class and a minimum of 5 hours per week outside of school ❏ Reader's response notebook: 35 minutes per week combined ❏ Writer's notebook: 35 minutes per week combined ❏ Students identifying and analyzing literary elements as they read ❏ Development of themes in relationship to author's craft ❏ Research the search for identity globally ❏ Development of analysis through the use of: theme, mood, dialogue, character, and sequencing ❏ Writing with a focus on strengthening student voice as an author ❏ Implement emotional appeals when writing	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.* Students will participate in a PBL (project based learning) and be able to create a strong product of their choosing that: ❏ Demonstrate an understanding of the search for identity and its complexities. ❏ Experience empathy and understanding. ❏ Integrate multiple facts from reading and research. Students will present their PBL in an authentic context.

TRHS 10 Advanced Honors English Curriculum

District/School Texts	District/School Supplementary Resources
Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.	*Districts or schools choose supplementary resources that are not considered "texts."*
Text	Purdue Owl
Into The Wild (core)	Poetry Foundation
Walden (excerpts) (core)	Global Oneness Project
Dawn	The Moth - The Art and Craft of Storytelling
A Farewell To Manzanar	*Maya Angelou reading of Still I Rise (youtube visual)*
A Separate Peace	*Still I Rise- Maya Angelou (Youtube)*
A Death of Salesman	*Arthur Miller's essay on Tragedy and the Common Man*
	3 Ways The Brain Creates Meaning (TED)
Documentary	*Create Your Own Identity (Inspirational)*
"Grizzly Man" Werner Herzog, Director	*Search and Development of Self (TED)*
	Article: What Makes Our Identity
Short Stories	*Pictures of Beautiful Things*
Babycakes by Neil Gaiman (Graphic novel format)	*Why I'm Done Trying to Be "Man Enough" -- Justin Baldoni (TED)*
Desiree's Baby by Kate Chopin	*Looks Aren't Everything. Believe Me. I'm a Model. -- Cameron Russell (TED)*
All Summer in a Day- Ray Bradbury	*To This Day-- Shane Koyczan (TED)*
A&P by John Updike	*Babycakes by Neil Gaiman (Video)*
A&P With Support Questions (John Updike)	*The Danger of a Single Story by Chimamanda Ngozi Adichie (TED)*
The Interlopers	*Do schools kill creativity? (TED)*
An Occurrence At Owl Creek Bridge	*Walden from Civil Disobedience by Henry David Thoreau*
The Devil and Tom Walker by Washington Irving	
Poetry	
The Name (Billy Collins)	
Song Of Myself (Walt Whitman)	
Invictus (W.E. Henley)	
Still I Rise (Maya Angelou)	
Piano (D.H. Lawrence	
Fifteen (William Stafford)	
Non-Fiction	
The Geeks Shall Inherit The Earth (core)	
Body Ritual Among the Nacirema- Horace Miner	
A View From The Bridge by Cherokee Paul McDonald	

TRHS 10 Advanced Honors English Curriculum

District/School Writing Tasks		
Primary Focus *This is connected to the types of writing as indicated in the standards. Informational or Literary.* ❏ Reading numerous perspectives in the search of identity and the understanding of self-perception. ❏ Writing in response to reading particularly in the context of the skills learned in this unit. ❏ Construct response writings and critical analysis. ❏ Construct a literary analysis and/or research simulation and synthesis task.	**Secondary Focus** *This may be to develop a skill or connect to writing from resources or research writing.* ❏ Read widely across genres and other medias ❏ Using evidence to support analysis of readings ❏ Development of student's skills in constructing informative writing ❏ Effectively communicates ideas with peers ❏ Using transitions to create the smooth progression of ideas	**Routine Writing** *This is daily writing or writing that is done several times over a week.* ❏ Reader's and writer's notebooks should be used near daily. Students should be journaling in class approximately 35 minutes per week. ❏ Mini assignments writing in first person point of view ❏ Mini writing assignments using historical sources ❏ Mini writing assignment using emotional appeals (ethos, pathos, logos)

Instructional Best Practices and Exemplars
This is a place to capture examples of standards integration and instructional best practices.   *FIN*