

# CURRICULUM UNIT MAP

COURSE TITLE: Honors English 2

GRADE: 10

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
<b>Unit: Reading Strategies</b>  <b>CONTINUOUS—OBJECTIVE</b> Apply pre-reading, during-reading, and post reading strategies to comprehend, interpret, analyze, and evaluate a variety of fiction and nonfiction and nonfiction	Use pre-reading strategies to help me begin to understand a text	This objective is taught as part of the continuous reading process. Instruction and assessments will be varied and repeated throughout the year.	This objective is taught as part of the continuous reading process. Instruction and assessments will be varied and repeated throughout the year.
	Use during reading strategies to help me understand and comprehend a text		
	Use post reading strategies to reflect on my reading and understanding of a text		
<b>Unit: C.E.I.</b>  <b>CONTINUOUS—OBJECTIVE</b> Compose responses using a strong controlling idea (claim), relevant specific details and complex ideas (evidence), and freshness of thought (interpretation)	Write a claim that restates the question and expresses a clear and accurate idea	Students complete various CR questions using the C.E.I. format  Students will label their C.E.I. responses during their writing	Performance Assessment Use C.E.I. on all CR questions
	Write specific evidence using text-based, relevant, and specific details and examples to PROVE my claim		
	Write an interpretation that includes a reasonable opinion, inference, conclusion, connection or prediction		
<b>Unit: MUG</b>  <b>CONTINUOUS—OBJECTIVE</b> Use correct capitalization, punctuation, spelling, and usage	Apply MUG skills to revise a daily language activity	After practicing five (5) MUG sentences, students will take quiz	Performance Assessment (A part of the grade on student's essay will address MUG)
	Identify the appropriate rule for the daily language activity		
	Apply the rules to compose my own original sentences		
<b>Unit: Context Clues</b>  <b>CONTINUOUS—OBJECTIVE</b> Develop vocabulary using context clues	Determine the part of speech	Students will complete short context clue quizzes	End-of-unit Benchmark (Students will have at least one question on context clues on EVERY end-of-unit benchmark exam)
	Recall other forms of the word that are familiar		
	Identify pre-fixes, suffixes, and root words		
	Consider the text surrounding the word		
<b>Unit: Literary Techniques</b>  <b>CONTINUOUS—OBJECTIVE</b> Identify and explain literary techniques in fiction, nonfiction, and/or poetry	Define previously introduced literary techniques (alliteration, hyperbole, imagery, irony, jargon, metaphor, personification, onomatopoeia, and simile)	Students create original examples of each literary techniques	End-of-unit Benchmark Exam
	Identify examples of literary techniques		
	Explain effectiveness of literary techniques		

**CURRICULUM UNIT MAP**  
**1<sup>ST</sup> QUARTER**

**COURSE TITLE:** Honors English 2

**GRADE:** 10

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
<b>Unit: Main Idea</b>  <b>WEEKS 1-3 —OBJECTIVE</b> Differentiate between main ideas and supporting details to compose effective summaries	Define main idea as the author’s stated or implied message or what the text is “mostly about”	Students read a nonfiction passage and answer a selected response question to identify the main idea	End-of-Unit Benchmark Exam
	Identify the main idea of each paragraph	Students complete a short quiz to identify the main idea and the supporting details on a nonfiction passage	
	Identify the details that support the main idea		
	Differentiate between the main idea and the supporting details		
	Use the main idea of each paragraph to identify the author’s central main idea of the passage	Students compose a summary on the article “Taking a Closer Look at Homework”	
	Use the individual main ideas to write a paragraph to summarize the passage		
<b>Unit: Tone</b>  <b>WEEKS 4-6 —OBJECTIVE</b> Identify and explain tone in poetry and nonfiction texts	Define tone as the author’s attitude	Students complete a quiz to define tone and list the three clues that are used to identify tone	End-of-Unit Benchmark Exam
	Use the clues to identify and explain the tone (word choice, punctuation, sentence structure)	Students read a passage and identify and explain the tone  Students complete a CR to identify and explain the tone of a passage	
	Identify tone changes within a passage		
<b>Unit: Patterns in Reading</b>  <b>WEEKS 7-8—OBJECTIVE</b> Identify and analyze patterns in reading comparison/contrast and cause/effect	Recognize significant connections or relationships in texts	Students read a selection and create a graphic organizer to identify the similarities and differences; students complete the CR question	
	Recognize significant differences in texts		
	Identify clue words that signal comparison (all, each, both, similar, likewise, same, etc.)		
	Identify clues words that signal contrast (on the other hand, however, different, even though, etc.)		

**CURRICULUM UNIT MAP**  
**1<sup>ST</sup> QUARTER CONTINUED**

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
<b>Unit: Patterns in Reading (CONTINUED)</b>  <b>WEEK 1—OBJECTIVE</b> Identify and analyze patterns in reading comparison/contrast and cause/effect	Analyze similarities and differences to discover and explain meaning	Students read a selection and complete the graphic organizer to identify three effects found in the passage	End-of-Unit Benchmark Exam
	Recognize a cause is an event or action that directly results in another event or action		
	Recognize an effect is the direct outcome of an event		
	Identify clue words that signal cause (because, since, therefore, if/then, etc.)		
	Identify clue words that signal effect (brought about, led to, as a result, consequently, etc)		
<b>Unit: Compare and Contrast Essay</b>  <b>WEEK 9—OBJECTIVE</b>  Analyze similarities and differences between two subjects and compose a comparison/contrast essay  Apply the writing process to compose a variety of texts	Recognize significant connections or relationships between two (2) people, places, things, or ideas	Students complete a graphic organizer to brainstorm ideas for pre-writing     Students conference with teacher throughout the writing process	Performance Assessment Compare/Contrast Essay
	Recognize significant differences between two (2) people, places, things, or ideas		
	Use clue words that signal comparison (all, each, both, similar, likewise, same, etc.)		
	Use clue words that signal contrast (on the other hand, however, different, even tough, etc.)		
	Follow the writing process to compose a comparison/contrast essay: pre-write, draft, peer respond, revise/edit, publish		
	Use effective transitions between paragraphs and between ideas within paragraphs to guide the reader through my comparison/contrast essay		
	Analyze similarities and differences to discover and explain meaning in my comparison/contrast essay		

**CURRICULUM UNIT MAP**  
**2<sup>nd</sup> QUARTER**

**COURSE TITLE:** Honors English 2

**GRADE:** 10

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
<b>Unit: PLOT, CONFLICT, &amp; SETTING</b>  <b>WEEKS 1-5—OBJECTIVE</b> Analyze plot in fiction	Identify the elements of plot, including character, setting exposition, conflict, rising action, climax, falling action, and resolution	After reading three short stories, students complete a quiz to identify the elements of plot	
	Explain how the climax resolves (or does not resolve) the conflict	After reading two more short stories, students complete a plot diagram	
	Recognize that a flashback is an event that happened before the beginning of the text	After reading the final short story, students identify the elements of plot on a plot diagram and complete the CR question	
	Use foreshadowing (hints or clues to indicate events that will occur later in the text) to make predictions		
<b>Unit: PLOT, CONFLICT, &amp; SETTING</b>  <b>WEEKS 1-5—OBJECTIVE</b> Identify and analyze conflicts and solutions in fiction texts	Explain the internal conflict (character vs. self)	After reading three short stories, students complete a quiz to identify and explain internal and external conflicts	
	Explain the external conflict (character vs. character; character vs. environment)		
	Identify characters' problems, decide if solutions are effective, and propose better solutions	After reading two more short stories, students a conflict graphic organizer  After reading the final short story, students complete problem and solution organizer	
<b>Unit: PLOT, CONFLICT, &amp; SETTING (CONTINUED)</b>  <b>WEEKS 1-5—OBJECTIVE</b> Analyze setting in fiction texts	Define setting as the time and place of the action of a text	After reading four short stories, students complete the setting graphic organizer	End-of-Unit Benchmark Exam
	Explain the importance (or role) of the setting in the text		
	Explain how the setting complicates (or creates) a conflict	After reading the final short story, students complete the setting CR question	

**CURRICULUM UNIT MAP**  
**2<sup>nd</sup> QUARTER CONTINUED**

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
<b>Unit: Narrative Essay</b>  <b>WEEKS 5-6—OBJECTIVES</b>  Apply the elements of plot and effective sequencing, and dialogue to compose narrative essays  Apply the writing process to compose a variety of texts	Follow the writing process to compose a narrative essay: pre-write, draft, peer respond, revise/edit, publish	Students complete a graphic organizer to brainstorm ideas for pre-writing	Performance Assessment Narrative Essay
	Apply the elements of plot (character, setting, exposition, conflict, rising action, climax, falling action, and resolution) and effective sequencing	Students complete a plot diagram to place their details in a correct sequence	
	Use vivid details to re-create people, places, and events	Students conference with teacher throughout the writing process	
	Use 1 <sup>st</sup> person point-of-view		
	Use dialogue correctly and effectively		
<b>Unit: <i>Fahrenheit 451</i> by Ray Bradbury</b>  <b>WEEKS 7-9—OBJECTIVE</b>  Analyze plot in fiction   Identify and analyze conflicts and solutions in fiction texts   Analyze setting in fiction texts   (The <i>Fahrenheit 451</i> unit will serve as a way to continue to practice previously introduced objectives)	Identify the elements of plot, including character, setting exposition, conflict, rising action, climax, falling action, and resolution	<b>NEW UNIT ADDED FOR 2011-12</b> <b>THIS UNIT IS STILL IN DEVELOPMENT</b>	<b>THIS UNIT IS STILL IN DEVELOPMENT</b>
	Explain how the climax resolves (or does not resolve) the conflict		
	Recognize that a flashback is an event that happened before the beginning of the text		
	Use foreshadowing (hints or clues to indicate events that will occur later in the text) to make predictions		
	Explain the internal conflict (character vs. self)		
	Explain the external conflict (character vs. character; character vs. environment)		
	Identify characters’ problems, decide if solutions are effective, and propose better solutions		
	Explain the importance (or role) of the setting in the text		
	Explain how the setting complicates (or creates) a conflict		

**CURRICULUM UNIT MAP**  
**3<sup>rd</sup> QUARTER**

**COURSE TITLE:** Honors English 2

**GRADE:** 10

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
<b>Unit: Opinion Essay</b>  <b>WEEKS 1-3—OBJECTIVE</b>  Access primary and secondary text and evaluate for relevance, credibility, and reliability	Define a primary source as a source written or created by people who observed or participated in an event	Students create 3+ source cards and 15+ notecards which include direct quotes and paraphrased information to be approved before they begin writing their essay	
	Define a secondary source as a source written after the event by nonparticipants		
	Determine if information is reliable and from credible sources		
	Use relevant (important and directly to my topic) information from quality sources		
<b>Unit: Opinion Essay</b>  <b>WEEKS 1-3—OBJECTIVE</b>  Apply research skills to produce a research paper	Select an appropriate topic to research	Students write topic on a 3x5 index card for approval	
	Access a variety of credible sources	Students conference with teacher while drafting	
	Use source cards and note cards to manage and organize information		
	Use MLA format to compose my research paper		
<b>Unit: Opinion Essay</b>  <b>WEEKS 1-3—OBJECTIVE</b>  Document sources of information with textual citation, works cited, and/or bibliography	Avoid plagiarism by correctly citing the words and ideas of others used in my research paper	Students create 3+ source cards and 15+ notecards which include direct quotes and paraphrased information to be approved before they begin writing their essay	Performance Assessment Opinion Research Essay
	Paraphrase information from research sources to use in my research paper		
	Document sources of all paraphrased information using textual citations		
	Use direct quotes from research sources in my research paper		
	Document sources of all direct quotes using textual citations		
	Create a works cited page to list all sources cited in my research paper		

**CURRICULUM UNIT MAP**  
**3<sup>rd</sup> QUARTER CONTINUED**

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
<b>Unit: Allusions</b>  <b>WEEK 4—OBJECTIVE</b>  Identify and explain allusion in fictions texts	Define allusion as indirect reference to a person, place, event, or literary work with which the author believes the reader will be familiar	Students will read a passage and complete a graphic organizer to identify and explain the effectiveness of allusions	End-of-Unit Benchmark Exam
	Identify and explain the effectiveness of allusions		
<b>Unit: Point-of-view</b>  <b>WEEKS 5-7—OBJECTIVE</b>  Analyze and evaluate point-of-view in fiction	Define 1 <sup>st</sup> person POV as one person telling the story through his/her eyes	Students complete a quiz to define each type of POV  After the third short story, students complete an exit slip to explain how the POV affects the information the reader receives  After the fifth short story, students complete a graphic organizer to identify and explain evidence of more than one character's thoughts, feelings, and actions	End-of-Unit Benchmark Exam
	Define 3 <sup>rd</sup> person omniscient POV as an all-knowing narrator that can see into the minds of more than one character		
	Define 3 <sup>rd</sup> person limited POV as a narrator who knows all thoughts, actions, and feelings of one character		
	Identify 1 <sup>st</sup> person POV, 3 <sup>rd</sup> person omniscient POV, and 3 <sup>rd</sup> person limited POV in the texts we read		
	Explain how the POV affects the information the reader receives		
	Explain how the text would be different if it were told in another POV or perspective		
<b>Unit: Understatement</b>  <b>WEEK 7—OBJECTIVE</b>  Identify and explain understatement in fiction and nonfiction texts	Define understatement as the technique writers use when they deliberately make a situation seem less important or serious than it is	Students will read a selection and identify two (2) examples of understatement in the text	End-of-Unit Benchmark Exam
	Recognize examples of understatement		
<b>Unit: Character</b>  <b>WEEKS 8-9—OBJECTIVE</b>  Analyze character in fiction	Identify a character as static, dynamic, round, or flat	After reading three stories, students complete a character analysis graphic organizer	
	Identify and explain the role of the protagonist and antagonist		
	List and explain the four basic methods of characterization	Students will complete various SR quizzes on drawing conclusions on characters	

**CURRICULUM UNIT MAP**  
**4<sup>th</sup> QUARTER**

**COURSE TITLE:** Honors English 2

**GRADE:** 10

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
<b>Unit: Character (continued)</b>  <b>WEEK 1—OBJECTIVE</b> Analyze character in fiction	Use the four methods of characterization to draw conclusions about characters Identify and evaluate a character's motivation	After reading the final story students will complete a CR question on character motivation	End-of-Unit Benchmark Exam
<b>Unit: Persuasive Essay</b>  <b>WEEK 2—OBJECTIVES</b> Apply persuasive techniques such as parallelism and rhetorical questions to compose a persuasive essay using appropriate tone for specific purpose and audience  Apply the writing process to compose a variety of texts	follow the writing process to compose a persuasive essay: pre-write, draft, peer respond, revise/edit, publish use persuasive techniques such as parallelism and rhetorical questions use an appropriate tone use effective transitions between paragraphs and between ideas within paragraphs to guide the reader through my persuasive essay	Students complete a graphic organizer to brainstorm ideas for pre-writing  Students conference with teacher throughout the writing process	Performance Assessment Persuasive Essay
<b>Unit: Theme</b>  <b>WEEKS 3-5—OBJECTIVES</b> Analyze theme in fiction	Define theme as the central idea about life or human nature that the writer shares with the reader Use the clues to identify how the theme is developed through the text (plot and conflict, character, title, setting) Compose a theme statement	After reading the third short story, students complete a graphic organizer to compose a theme statement and provide two (2) examples the support the theme statement  After reading the third poem, students complete a graphic organizer to compose a theme statement and provide two (2) examples the support the theme statement	End-of-Unit Benchmark Exam
<b>Unit: Analogy</b>  <b>WEEK 6—OBJECTIVES</b> Identify and explain analogy in fiction and nonfiction texts	Define an analogy as a point-by-point comparison between two things that are alike in some respect Recognize examples of analogies in nonfiction texts Explain the effect of the analogy	Students will complete the graphic organizer to identify an analogy and complete the CR question to explain the effectiveness of the analogy	End-of-Unit Benchmark Exam



**CURRICULUM UNIT MAP**  
**4<sup>th</sup> QUARTER CONTINUED**

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
<b>Unit: <i>And Then There Were None</i> by Agatha Christie</b>  <b>WEEKS 7-9—OBJECTIVES</b>  Analyze plot in fiction  Identify and analyze conflicts and solutions in fiction texts  Analyze and evaluate point-of-view in fiction  Analyze character in fiction  Analyze theme in fiction  (The <i>And Then There Were None</i> unit will serve as a way to continue to practice previously introduced objectives.)	Identify the elements of plot, including character, setting exposition, conflict, rising action, climax, falling action, and resolution	Students complete a plot diagram to identify examples of the elements of plot	End-of-unit Benchmark Exam
	Explain how the climax resolves (or does not resolve) the conflict	Students will complete a foreshadowing graphic organizer	
	Use foreshadowing (hints or clues to indicate events that will occur later in the text) to make predictions		
	Explain the internal conflict (character vs. self)		
	Explain the external conflict (character vs. character; character vs. environment)		
	Identify characters’ problems, decide if solutions are effective, and propose better solutions	Students complete a CR question to analyze POV	
	Identify 1 <sup>st</sup> person POV, 3 <sup>rd</sup> person omniscient POV, and 3 <sup>rd</sup> person limited POV in the texts we read		
	Explain how the POV affects the information the reader receives		
	Explain how the text would be different if it were told in another POV or perspective	Students complete a character analysis graphic organizer	
	Identify and explain the role of the protagonist and antagonist		
	List and explain the four basic methods of characterization		
	Use the four methods of characterization to draw conclusions about characters	Students complete a theme analysis graphic organizer	
	Identify and evaluate a character’s motivation		
	Define theme as the central idea about life or human nature that the writer shares with the reader		
	Use the clues to identify how the theme is developed through the text (plot and conflict, character, title, setting)		
	Compose a theme statement		