

English 2 Honors – Curriculum Pacing Guide

YEAR LONG PACING GUIDE				
Pacing	Instructional Day(s)	SC Standards/Indicators	Academic Focus: Major Topic or Concept	Supporting Resources/Strategies
3 days		<ul style="list-style-type: none"> ● C 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives. 	<p><u>Summer Reading</u></p>	Socratic Seminar to discuss novel and give test on novel. We gave an extra day here if teacher would like to do some type of project instead of or in addition to Socratic Seminar and test.
10 days	<p>1st semester: 2-11</p> <p>2nd semester: 94-103</p>	<ul style="list-style-type: none"> ● I 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated. ● I 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives. ● I 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis ● I 4: Synthesize information to share learning and/or take action. ● I 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively. ● RL/RI 1, 2, 3, 4: (Principles of Reading) understanding of organization, features, spoken word, syllables, sounds, phonics, and word analysis and read with sufficient accuracy and fluency to support comprehension ● RL 6: Summarize key details and ideas to support analysis of thematic development. ● RI 6: Summarize key details and ideas to support analysis of central ideas. ● RI 7: Research events, topics, ideas, or concepts through multiple media, formats, and visual, 	<p>Short Stories & Introduction to Informational Text</p> <ul style="list-style-type: none"> ● “The Masque of the Red Death” by Edgar Allan Poe (online) ● “There Will Come Soft Rains” by Ray Bradbury (textbook) ● “from <u>Collapase: How Societies Choose to Fail or Succeed</u>” by Jared Diamond (textbook) ● “Culture of Shock” (textbook) ● “Everyday Use” (online) ● “Rules of the Game” by Amy Tan (online) ● “The Case for Fitting In” by David Berreby (p. 156) ● “Women on the Breadlines” by Meridel LeSueur (p. 308) ● “The Talk” by Gary Soto (online) 	<p>Short story / informational text connection: Teach students about themes, characterization, mood, and tone and have them research in groups different real-life examples that have elements of the short stories that they read.</p> <p>Students create a mini-research project on an element of cultural difference shown in short stories or in real life. It could also include both.</p> <p>Plan a Community Project in conjunction with some charity or aid organization focused on Immigrants in America. A good possibility to encourage student buy-in would be to work with World Relief Upstate as “friendship partners” to new immigrants in online meetings to help them with conversational English as well as cultural assimilation. https://worldreliefupstatesc.org/volunteer-opportunities</p> <p>Students begin to explore the differences between cultural norms that are “American” and those that are not. This ties to theme so that students do not Americanize themes from other cultural texts.</p>

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		<p>auditory, and kinesthetic modalities.</p> <ul style="list-style-type: none"> ● RL/RI 9: Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. ● RI 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. ● RI/RL 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time. ● RL 8: Analyze characters, setting, events, and ideas ● RI 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. ● RL 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader ● W 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. ● W 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ● W 4, W 5: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking ● RL 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary. 		<p>Talk about cultural bias and how it can cause misunderstandings that lead to negative interactions between diverse populations in America.</p> <p>Students can write a narrative (short story or memoir) that incorporates the elements of a story discussed in this unit.</p> <ul style="list-style-type: none"> ● Mini-Lessons ● Memoir Prompts/Questions
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15 days	<p>1st semester: 12-27</p> <p>2nd semester: 103-118</p>	<ul style="list-style-type: none"> ● I 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated. ● RL 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader ● I 3: (Examine historical contexts) ● (Info Texts) RI 3: (synthesize ideas to find new understanding) ● RL 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. ● RI 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style. ● RL 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time ● RI 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations. ● RI 10: (author point of view and rhetoric) ● RI 11: Analyze how the author’s ideas or claims are supported through the use of text features and structures. Evaluate whether reasoning is valid and sufficient, and identify false statements and fallacious reasoning. ● RI 6: (central idea) ● RI 7: Research events, topics, ideas, or concepts through multiple media, formats, and visual, auditory, and kinesthetic modalities. ● RI 8: (meaning of words, text features) 	<p>Choice Text:</p> <ul style="list-style-type: none"> ● <i>Antigone</i> ● <i>Anthem</i> ● <i>A Gathering of Old Men</i> ● <i>House on Mango Street</i> ● <i>Kindred</i> ● <i>Kite Runner</i> ● <i>Les Miserable</i> ● <i>Life of Pi</i> ● <i>Midsummer Night’s Dream</i> ● <i>A Separate Peace</i> ● <i>Night</i> 	<p>(<i>Anthem</i>) Students discuss the extremes of Ayn Rand’s philosophies and how they relate to the realities of today. Have students watch Ayn Rand’s 1959 interview with Mike Wallace and talk about her definitions of “selfishness” and “selflessness” to gain a better understanding of what she believes people should espouse in order to keep and control their own freedoms. Entire Interview: The Mike Wallace Interview with Ayn Rand on YouTube</p> <p>The culmination of the study of <u>Anthem</u> should be a Socratic Seminar based on research and logical reasoning. The differences between pathos, ethos, and logos should be taught first.</p> <p>Students either individually or in groups are each assigned a particular element of mythology or historical context for Ancient Greece in order to better understand “Antigone.” The combined presentations, which will be graded and will require visuals as well, will help create an “expert” grouping of informational pieces that students can refer to as they read the text. Students can produce their projects through slideshows or video presentations (Vlogs)</p> <p>(Argument Research Paper) The topic of loss of individuality or individual freedom is related to the themes of many pieces the students read in English II. Students develop a topic to pursue related to the struggle for autonomy. Examples could include articles that deal with the need for authority or the problems with authority.</p> <p>Students conduct their own research to develop at least one primary source and at least one secondary source to include in their papers or in</p>
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		<ul style="list-style-type: none"> ● W 4, W 5: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking ● W 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. ● W 1: Write arguments to support claims with clear reasons and relevant evidence. ● I 4: Synthesize information to share learning and/or take action. 		<p>a research-based Socratic seminar. Students also follow all steps in the process of writing a literary analysis paper or the process of creating talking points with direct textual references to the text..</p> <ul style="list-style-type: none"> ● Provide examples/excerpts of literary analysis for students to analyze the claims and reasoning. Give a strong example with valid reasoning and another with faulty reasoning to compare. <ul style="list-style-type: none"> ● Students may be required to present a speech in conjunction with submitting their paper. ● Scope of project can be differentiated for CP/Honors. ● Also include an exemplary example of a round-table discussion on a topic as well as one that didn't work well. <p>A good informational text to include would be the experiment by Stanley Milgram on how far individuals will go to follow authority: https://www.simplypsychology.org/milgram.html</p>
16 days	<p>1st semester: 28-44</p> <p>2nd semester: 119-134</p>	<ul style="list-style-type: none"> ● I 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated. ● RL 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader ● I 3: (Examine historical contexts) ● (Info Texts) RI 3: (synthesize ideas to find new understanding) ● RL 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. ● RL 13: Read independently and comprehend a 	<p><i>Joy Luck Club</i> <i>The Interpreter of Maladies</i></p>	<p>Socratic Seminar or Individual Speeches</p> <p>Literature Circles: Split students into groups and assign them a short story from <i>The Interpreter of Maladies</i>. Students can work together to read and analyze their assigned story, and then they can jigsaw to learn about the other stories from other groups.</p> <p>Resources for “Mr. Pirzada” and “A Temporary Matter” from <i>The Interpreter of Maladies</i> https://docs.google.com/presentation/d/1JpOcWksPCk579wqDEqddqhMUOB-5IDtRQC9BJh0RqxE/edit?usp=sharing</p>

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		<p>variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time</p> <ul style="list-style-type: none"> ● RI 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations. ● RI 10: (author point of view and rhetoric) ● RI 6: (central idea) ● RI 8: (meaning of words, text features) ● W 4, W 5: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking ● W 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. ● C 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information. 		<p>Amy Tan's The Joy Luck Club (NEA Big Read)</p> <p>Interview with Amy Chua by Ann Curry on <i>The Today Show</i>.</p> <p>Agree/Disagree with Amy Chua's Tiger Mom discipline style. Article in <i>NY Times</i>: Amy Chua: Retreat of the 'Tiger Mother'</p> <p>Spoken Word: "Point B"</p> <p>Students have the opportunity to practice writing and delivering spoken word (<i>The Joy Luck Club</i> strategy).</p> <p>Students write dialogue poetry using the voices of a mother/daughter pair (<i>The Joy Luck Club</i> strategy).</p> <p>Students write a found poem or blackout poem by using the allegories from each section of the novel (<i>The Joy Luck Club</i> strategy).</p> <p>Cultural Conflict and Clashing: Introduce students to the concept of culture and the reasons cultures clash: Mini-Unit: Conflict & Clashing</p> <p>Students write dialogue poetry using the voices of a mother/daughter pair (TJLC strategy)</p> <p>Students write a found poem or blackout poem by using the allegories from each section of the novel (TJLC strategy)</p> <p>Cultural Conflict and Clashing: Introduce students to the concept of culture and the reasons cultures clash: Mini-Unit: Conflict & Clashing</p>
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				<p>Have students research cultures that have a national focus on the group rather than the individual. There are many Asian societies that operate under that ideological system. That doesn't mean that those cultures are wrong in any way. Most American students take for granted their individuality and the American encouragement of that mindset, and need to be aware of the differences.</p> <p>Groups of students collaborate to research aspects of differing cultures (TJLC) and historical events (Eastern vs. Western philosophies)) to present a multimedia and interactive presentation to classmates. Creativity in presentation style and delivery is a priority.</p>
1 day	<p>1st semester: 45</p> <p>2nd semester: 135</p>	<h3><u>Benchmark Test</u></h3>		
15 days	<p>1st semester: 46-61</p> <p>2nd semester: 136-151</p>	<ul style="list-style-type: none"> ● I 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated. ● RL 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader ● I 3: (Examine historical contexts) ● (Info Texts) RI 3: (synthesize ideas to find new understanding) ● RL 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, 	<p>Choice Book:</p> <ul style="list-style-type: none"> ● <i>Antigone</i> ● <i>A Gathering of Old Men</i> ● <i>House on Mango Street</i> ● <i>Kindred</i> ● <i>Kite Runner</i> ● <i>Les Miserable</i> ● <i>Life of Pi</i> ● <i>Midsummer Night's Dream</i> ● <i>Night</i> ● <i>Anthem</i> 	<p>Students use dialogue journals to discuss ideas while reading.</p> <p>Students use <i>The House on Mango Street</i> as a mentor text to write memoirs with similar themes or using similar writing craft.</p> <p>Students approach the chosen piece from a particular critical stance after learning about the background of it and the basic driving philosophy behind it. This can be presented to the class at the end of the unit.</p>

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		<p>providing evidence, and investigating multiple interpretations.</p> <ul style="list-style-type: none"> ● RL 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time ● RI 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations. ● RI 10: (author point of view and rhetoric) ● RI 6: (central idea) ● RI 8: (meaning of words, text features) ● W 4, W 5: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking ● W 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames. 		
10 days	<p>1st semester: 62-72</p> <p>2nd semester: 152-162</p>	<ul style="list-style-type: none"> ● I 5: (Analysis of symbolism and tone) Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively. ● RL 4: Read with sufficient accuracy and fluency to support comprehension. ● RL 6: Summarize key details and ideas to support analysis of thematic development. ● RL 7: (Performance Poetry) Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities. ● RL 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain- 	<p>Optional poetry unit: If you are teaching poetry within other units, add 5 days to the previous unit and 5 days to the next.</p> <ul style="list-style-type: none"> ● “I Am Offering this Poem” by Jimmy Santiago Baca (347) <i>repetition, refrain, simile, personification, metaphor</i> ● “Do Not Go Gentle Into That Good Night” by Dylan Thomas (385) <i>rhyme scheme, stanza structure, personification, simile, repetition, symbolism</i> 	<p>Begin the unit by using modern music with lyrics that convey the meaning of the poem since most students relate well to modern music. After you model the idea of music as poetry, have students find their own songs with meaningful lyrics, then have them give a minute to minute and a half presentation on how their song fits the assignment.</p> <p>Model how to do a poetry explication, then work with students as a group to help them explicate a poem. Finally, let them choose one of the poems they have read to explicate. This assignment shows mastery of the critical thinking process.</p>

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		<p>specific vocabulary.</p> <ul style="list-style-type: none"> ● RL 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style. ● W 5: (Poetry writing project) Incorporate craft techniques to engage and impact audience and convey messages. 	<ul style="list-style-type: none"> ● “Pride” by Dahlia Ravikovitch (395) <i>Extended metaphor, symbolism</i> ● “The Weary Blues” by Langston Hughes (411) <i>alliteration, assonance, consonance, colloquialisms, personification, imagery</i> ● “The Road Not Taken” by Robert Frost (not in book) <i>extended metaphor, rhyme scheme, narrative poetry, imagery</i> ● “Still I Rise” by Maya Angelou (not in book) <i>performance poetry, simile, allusion</i> ● “A Noiseless, Patient Spider” by Walt Whitman (not in book) <i>comparison, onomatopoeia, personification, imagery</i> ● “We Wear the Mask” by Paul Laurence Dunbar (not in book) <i>imagery, rhyme scheme, alliteration, symbolism, metaphor</i> 	<p>The culminating activity is a poetry portfolio by students. As you move through the study of poetry, students will be asked at different times along the way to write poems in various formats and on various topics. All of these poems will be collected into one project at the end of study.</p>
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			<ul style="list-style-type: none"> • “Hanging Fire” by Audre Lorde (not in book) <i>narrative, symbolism, refrain</i> • “I Heard a Fly Buzz When I Died” by Emily Dickinson (not in book) <i>onomatopoeia, simile, imagery</i> 	
18 days	<p>1st semester: 73-88</p> <p>2nd semester: 163-178</p>	<ul style="list-style-type: none"> • W 1 Write arguments to support claims with clear reasons and relevant evidence. • I 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated. • RL.9 (figurative and connotative meanings of words) • RL.12 (manipulate time to create different effects) • W4, W5: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking • RL 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities. • RL 11 Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style. • C1 Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives. • C 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources. • C 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and 	<p><i>Julius Caesar</i></p> <p>OR</p> <p><i>A Midsummer Night’s Dream</i></p>	<p>Introduce the “World of Shakespeare” through a webquest that sends students through his life and times as well as the highlights of the Elizabethan era.</p> <p>First teach sonnet structure. You can have the class as a whole write a sonnet. Because all of the students participate, the process is not as intimidating, and it helps students to understand the structure of Shakespearean language.</p> <p>Have students create a glossary of unfamiliar terms in the play you choose to teach. All students can then use it to help increase Reading Comprehension.</p> <p>Students watch the actors discuss their perceptions and translations of characters: Education Julius Caesar</p> <p>Students put Brutus on trial for the murder of Julius Caesar.</p> <p>Options:</p> <ul style="list-style-type: none"> • (He can be convicted of 1st Degree or Justifiable Homicide) The class is divided into prosecution and defense. Students can be lawyers (trial, opening/closing statements, special procedures/evidentiary) OR witnesses

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		<p>information.</p> <ul style="list-style-type: none"> ● C 4: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact the audience and convey messages. ● C 5: Incorporate craft techniques to engage and impact the audience and convey messages. 		<p>(4 key for each side + any additional the students choose--must be in the text).</p> <ul style="list-style-type: none"> ● I use a guest jury (teachers/other students/etc.) I am the judge in this version. <p>Additional resources: JULIUS CAESAR TEACHERS' PACK (Royal Shakespeare Company/BBC) Use with links below:</p> <ul style="list-style-type: none"> ● Class Clips Julius Caesar Unlocked (links to key scenes) ● Full-length play audio <p>A MIDSUMMER NIGHT'S DREAM</p> <ul style="list-style-type: none"> ● Full-length play audio <p>Reading the play</p>
1 day		<u>EOC TDA</u>		
1 day		<u>EOC Reading</u>		