

# English II Honors Pacing Guide

2024-2025

The pacing guide for this course is based on Pearson MyPerspectives curriculum and follows the Chester County [board policy](#) for honors courses.

## Introductory Unit: How to English

**Essential Question:** What are the essential skills & understandings for English 2?

Content	# of Days	Genre Lexile	Standards Addressed
<b><i>Unwind*</i></b> Neal Shusterman	4	<b>Dystopian Novel</b> 740L	RL.KID.1-2; RL.CS.4, 6; RL.IKI.9-10; SL.CC.1
<b>"Harrison Bergeron"</b> Kurt Vonnegut	2	<b>Short Story</b> 1050	RL.KID.1-3; RL.Cs.4-6; RL.IKI.9; L.VAU.4
<b>Grammar Bootcamp</b>	6	N/A	LCSE.1-2
<b>Performance Assessment</b> Timed Writing: Literary Analysis of Dystopian Literature	1	N/A	W.TTP.3; SL.CC.1-2; SL.PKI.4-6

## Unit 1: Inside the Nightmare

**Essential Question:** What is the allure of fear?

Content	# of Days	Genre Lexile	Standards Addressed
<b>"The Fall of the House of Usher"</b> Edgar Allan Poe	3	<b>Short Story</b> 1420L	RL.KID.1-3; RL.CS.4-5; RL.IKI.9-10; L.VAU.5; LCSE.1; SL.CC.1
<b>"The Feather Pillow"</b> Horacio Quiroga	3	<b>Short Story</b> 1200L	RL.KID.1-3; RL.IKI.9-10

\* Denotes independent reading

<b>"A Rose for Emily"</b> William Faulkner	2	<b>Short Story</b> 1120	RL.KID.1-3; RL.IKI.9-10
<b>"The Lottery"</b> Shirley Jackson	2	<b>Short Story</b> 1030L	RL.KID.1-3; RL.IKI.9-10
<b>Unit Test</b>	1	<i>All listed above</i>	<i>All listed above</i>
<b>Performance Assessment</b> Explanatory Essay with Research	5	N/A	W.TTP.2

## Unit 2: Outsiders & Outcasts

**Essential Question:** Do people need to belong?

Content	# of Days	Genre Lexile	Standards Addressed
<b><i>The Glass Castle*</i></b> Jeannette Walls  <b>-OR-</b> <b><i>Educated*</i></b> Tara Westover	5	<b>Autobiography</b> 1010L  <b>Autobiography</b> 870L	RI.KID.1-2; RI.CS.4, 6; RI.IKI.9; SL.CC.1
Excerpts from <b><i>Born a Crime</i></b> Trevor Noah	3	<b>Autobiography</b> 780L	RI.KID.1-3; RI.CS.4-6; RI.IKI.9; SL.CC.1
<b>"The Doll's House"</b> Katherine Mansfield	3	<b>Short Story</b> 1000L	RL.KID.1-3; RL.CS.4-5; RL.IKI.9-10
<b>"Richard Cory"</b> Edwin Arlington Robinson	1	<b>Poem</b> NP	RL.KID.1-3; RL.CS.4-6; RL.IKI.9
<b>"Mending Wall"</b> Robert Frost	1	<b>Poem</b> NP	RL.KID.1-3; RL.CS.4-6; RL.IKI.9

\* Denotes independent reading

<b>"The Road Not Taken"</b> Robert Frost	1	<b>Poem</b> NP	RL.KID.1-3; RL.CS.4-6; RL.IKI.9
<b>Unit Test</b>	1	<i>All listed above</i>	<i>All listed above</i>
<b>Performance Assessment</b> Argumentative Essay	5	N/A	W.TTP.1

### Unit 3: All That Glitters

**Essential Question:** What do our possessions reveal about us?

Content	# of Days	Genre Lexile	Standards Addressed
<b><i>The Great Gatsby</i>*</b> F. Scott Fitzgerald	5	<b>Novel</b> 1010L	RI.KID.1-2; RI.CS.4, 6; RI.IKI.9; SL.CC.1
<b>I Came, I Saw, I Shopped</b>	1	<b>Informative Text</b> 990L	RI.KID.1-2; RI.CS.4, L.VAU.4
<b>"The Necklace"</b> Guy de Maupassant	3	<b>Short Story</b> 1400L	RL.KID.1-3; RL.CS.4; RL.CS.5; L.VAU.4, 5
<b>"The Golden Touch"</b> Nathaniel Hawthorne	3	<b>Short Story</b> 1400L	RL.KID.1-3; RL.CS.4-5
<b>"Nothing Gold Can Stay"</b> Robert Frost	2	<b>Poem</b> NP	RL.KID.1-3; RL.CS.4-6; RL.IKI.9
<b>Unit Test</b>	1	<i>All listed above</i>	<i>All listed above</i>
<b>Performance Assessment</b> Narrative Essay	5	N/A	W.TTP.3

- End of Semester One -

\* Denotes independent reading

## Unit 4: Extending Freedom's Reach

**Essential Question:** What is the relationship between power and freedom?

Content	# of Days	Genre Lexile	Standards Addressed
<b><i>I Am Malala*</i></b> Malala Yousafzai	5	<b>Autobiography</b> 830L	RI.KID.1-2; RI.CS.4, 6; RI.IKI.9; SL.CC.1
<b><i>from The Four Freedoms Speech</i></b> Franklin D. Roosevelt	3	<b>Speech</b> 1300L	RI.KID.1-3; RI.CS.4-6; RI.IKI.7-9; SL.CC.3
<b><i>Inaugural Address</i></b> John F. Kennedy	3	<b>Speech</b> 1600L	RI.KID.1-3; RI.CS.4-6; RI.IKI.7-9; SL.CC.3
<b><i>Speech at the United Nations</i></b> Malala Yousafzai	3	<b>Speech</b> 1000L	RI.KID.1-3; RI.CS.4-6; RI.IKI.7-9; SL.CC.3
<b><i>Caged Bird</i></b> Maya Angelou	2	<b>Poem</b> NP	RL.KID.1-3; RL.CS.4-5; RL.IKI.7-9
<b>Unit Test</b>	1	<i>All listed above</i>	<i>All listed above</i>
<b>Performance Assessment</b> Timed Informative Essay	5	N/A	W.TTP.2

## Unit 5: Blindness & Sight

**Essential Question:** What does it mean to see?

Content	# of Days	Genre Lexile	Standards Addressed
<b><i>Oedipus the King</i></b> Sophocles	5	<b>Play</b> 1110L	RI.KID.1-3; RI.CS.4-6; RI.IKI.9; SL.CC.1
<b>Chapter on Blindness from HTRLLAP</b>	1	<b>Nonfiction</b>	RI.KID.1-2; RI.IKI.7,9

\* Denotes independent reading

Thomas Foster		1150L	
<b>Unit Test</b>	1	<i>All listed above</i>	<i>All listed above</i>

### Unit 6: Virtue & Vengeance

**Essential Question:** What motivates us to forgive?

Content	# of Days	Genre Lexile	Standards Addressed
<b>Hamlet</b> William Shakespeare	15	<b>Play</b> 1300L	RL.KID.1-3; RL.CS.4-6; RI.IKI.9; L.VAU.4; SL.CC.1
<b>Unit Test</b>	1	<i>All listed above</i>	<i>All listed above</i>
<b>Performance Assessment</b> Timed Argumentative Essay	5	N/A	W.TTP.1

- EOC TEST PREP -

### Unit 7: Passion Project

**Essential Question:** How can I present research effectively?

Content	# of Days	Standards Addressed
<b>Academic Research</b>	5	W.TTP.PDW.6-8
<b>Product Creation</b>	5	SL.PKI.5; W..PDW.6
<b>Product Display</b>	5	SL.PKI.4-6

- End of Semester Two -

**NOTE:** Grammar standards will be woven into daily instruction through great starts, text analysis, and writing practice.

\* Denotes independent reading