

**Honors English II / Grade 10 Curriculum**  
**Course Anthology:** Houghton Mifflin Harcourt Grade 10 *Collections*

**Unit 1: Ourselves and Others**

**Essential Question:** Why is it important to build communities that show compassion?

**Enduring Understandings:** • Compassion allows ourselves and others to walk in someone else’s shoes. • Compassion requires an open mind and a level of kindness. • Compassion is often the means for growth and positive social change.

**Maryland College and Career Ready Frameworks, Grades 9-12**

- [Reading Literature Framework](#)
- [Reading Informational Texts Framework](#)
- [Writing Framework](#)
- [Speaking and Listening Framework](#)
- [Language Framework](#)

Text Title and Author	<a href="#">Maryland College and Career Ready Standards for English Grades 9-12</a>
Unit Introduction and Opener: Why is it important to build communities that show compassion?	RI.9-10.2, L.9-10.4c
<b>Anchor:</b> “What, of This Goldfish, Would You Wish?” (short story) by Etgar Keret	RL.9-10.3
<i>My So-Called Enemy</i> (documentary trailer) by Lisa Gossels	RI.9-10.3, RI.9-10.6
from <i>The Universal Declaration of Human Rights</i> (CL) (public document) by the United Nations Commission on Human Rights	RI.9-10.2, RI.9-10.4, RI.9-10.9
Short, focused research: Research compassion and tolerance around the world.	W.9-10.7
from <i>Hope for Animals and Their World</i> (argument) by Jane Goodall	RI.9-10.2, RI.9-10.4, RI.9-10.5, RI.9-10.6
“The Lottery” (CL) (short story) by Shirley Jackson	RL.9-10.3
from the Nobel Prize Acceptance Speech (CL) (speech) by Elie Wiesel	RI.9-10.2
“Do not weep, maiden, for war is kind” (poem) by Stephen Crane	RL.9-10.2, RL.9-10.4, RL.9-10.5
“look at this)” (poem) by E.E. Cummings	RL.9-10.2, RL.9-10.4, RL.9-10.5, RL.9-10.7
<b>Anchor:</b> from <i>Texas v. Johnson Majority Opinion</i> (court opinion) by William J. Brennan / “American Flag Stands for Tolerance” (newspaper editorial) by Ronald J. Allen	RI.9-10.2, RI.9-10.4, RI.9-10.5, RI.9-10.6
Novel study: Novels for consideration are listed below. Teachers may select a novel for class study or create book clubs of selected texts.	Teachers will determine the focus standard(s) for instruction.

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Full-process writing: Expository <ul style="list-style-type: none"> <li><a href="#">Informative/Explanatory Rubric, Grades 6-8 and 10</a></li> </ul>	W.9-10.2
<b>Unit 2: Absolute Power</b> <b>Essential Question:</b> What are the positive and negative attributes of ambition and the quest for power? <b>Enduring Understandings:</b> • Ambition is fickle, leading some to greatness and others to tragedy. • Complex characters change over time, and their interactions advance the plot, develop themes, or deepen other characters’ development. • Writers often draw from historical and literary sources to create new pieces in new ways. • Analyzing the character interactions in a text leads to new understandings about life. • Reading complex texts requires making and supporting inferences, which leads to a deeper understanding of purpose and themes. • There is beauty in language and word play; specific word choices impact the meaning and beauty of a text.	
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<b>Text Title and Author</b>	<a href="#">Maryland College and Career Ready Standards for English Grades 9-12</a>
Unit Introduction and Opener: What are the positive and negative attributes of ambition and the quest for power?	W.9-10.7
“Musee des Beaux Arts” (poem) by W. H. Auden	RL.9-10.3, RL.9-10.5, RL.9-10.7, W.9-10.4
from <i>Why Read Shakespeare?</i> (argument) by Michael Mack	RI.9-10.6, RI.9-10.7
Short, focused research: Using FYI, research topics related to <i>Macbeth</i> , the relevancy of Shakespeare, or the psychology of ambition.	W.9-10.7
from <i>Holinshed’s Chronicles</i> (history) by Raphael Holinshed	RI.9-10.6, RI.9-10.7
“The Macbeth Murder Mystery” (short story) by James Thurber / “Life After People” (science writing) by Dolores Vasquez	RL.9-10.4, RL.9-10.9
“Jade Flower Palace” (poem) by Tu Fu / “Ozymandias” (CL) (poem) by Percy Bysshe Shelley	RL.9-10.4, RL.9-10.6, W.9-10.2b

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“5 P.M., Tuesday, August 23, 2005” (poem) by Patricia Smith	RL.9-10.4, RL.9-10.9, SL.9-10.1
“To a Friend Whose Work Has Come to Triumph” (poem) by Anne Sexton / “To a Friend Whose Work Has Come to Nothing” (poem) by William Butler Yeats	RL.9-10.9
“Daedalus and Icarus” (CL) (myth) by Ovid	RL.9-10.2, RL.9-10.3
from <i>Macbeth on the Estate</i> (film) by Penny Woolcock	RL.9-10.2, RL.9-10.7
“Of Ambition” (argument) by Francis Bacon	RI.9-10.2, W.9-10.2a, W.9-10.2b, W.9-10.2c, W.9-10.2f
from “Tolerance” (essay) by E. M. Forster	RI.9-10.2, RI.9-10.4, RI.9-10.6, RI.9-10.8, W.9-10.1a
<b>Anchor:</b> <i>The Tragedy of Macbeth</i> or Novel Study: Novels for consideration are listed below. Teachers may select a novel for class study or create book clubs of selected texts.	Teachers will determine the focus standard(s) for instruction.
Full-process writing: Narrative <ul style="list-style-type: none"> <li>• <a href="#">Narrative Rubric, Grades 6-8 and 10</a></li> </ul>	W.9-10.3

**Unit 3: Hard-Won Liberty**

**Essential Question:** What is the essence and value of freedom?

**Enduring Understanding:** • Individual freedom is tied to collective freedom. • The role of the individual in social justice is critical to achieving social justice. • One’s ordinary measures can lead to extraordinary results for all.

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Text Title and Author	<a href="#">Maryland College and Career Ready Standards for English Grades 9-12</a>
Unit Introduction and Opener: What is the essence and value of freedom?	RI.9-10.2, RI.9-10.9, W.9-10.7
<b>Anchor:</b> “Letter from Birmingham Jail” (CL) (argument) by Martin Luther King Jr.	RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.6, RI.9-10.8
“Speech at the March on Washington” (speech) by Josephine Baker	RI.9-10.3, RI.9-10.5

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“Bile” (short story) by Christine Lee Zilka	RL.9-10.2, RL.9-10.3
“Magic Island” (poem) by Cathy Song/“Cloudy Day” (poem) by Jimmy Santiago Baca	RL.9-10.4
from “Letter to Viceroy, Lord Irwin” (argument) by Mohandas K. Gandhi / from <i>Gandhi: The Rise to Fame</i> (documentary film) by BBC	RI.9-10.4, RI.9-10.5, SL.9-10.4
from <i>Revolution 2.0</i> (memoir) by Wael Ghonim	RI.9-10.2
Short, focused research: Explore a freedom (political or personal) beyond its initial victory.	W.9-10.7
“The Briefcase” (short story) by Rebecca Makkai or “The Night Face Up” (short story) by Julio Cortázar	RL.9-10.3, RL.9-10.5
Novel study: Novels for consideration are listed below. Teachers may select a novel for class study or create book clubs of selected texts.	Teachers will determine the focus standard(s) for instruction.
Full-process writing: Argumentative <ul style="list-style-type: none"> <li>• <a href="#">Argumentative Rubric, Grades 6-8 and 10</a></li> </ul>	W.9-10.1

**Unit 4: Responses to Change**

**Essential Question:** How does perception or belief affect people’s ability to adapt to change?

**Enduring Understanding:** • Both measurable and immeasurable parts of an individual affect his or her ability to change.

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Text Title and Author	<a href="#">Maryland College and Career Ready Standards for English Grades 9-12</a>
Unit Introduction and Opener: How does perception or belief affect people’s ability to adapt to change?	RI.9-10.2, RI.9-10.9, W.9-10.7, W.9-10.8
<b>Anchor:</b> “We grow accustomed to the Dark” (CL) (poem) by Emily Dickinson / “Before I got my eye put out” (poem) by Emily Dickinson	RL.9-10.3, RL.9-10.4
<b>Anchor:</b> “Coming to Our Senses” (science essay) by Neil deGrasse Tyson or “My Life as a Bat” (short story) by Margaret Atwood	RI.9-10.3, RI.9-10.4, RI.9-10.5, SL.9-10.1a, RL.9-10.3, RL.9-10.5

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<i>The Starry Night</i> (painting) by Vincent Van Gogh / “The Starry Night” (poem) by Anne Sexton	RL.9-10, 4, RL.9-10.6, RL.9-10.7, W.9-10.9
“Every Second Counts” (book review) by Matilda Battersby	RI.9-10.3, SL.9-10.3
<b>Anchor:</b> from <i>Rivers and Tides</i> (documentary film) by Thomas Riedelsheimer	RI.9-10.4, RI.9-10.5
Short, focused research: Using FYI, research a change (global, national, local) and how the responses to it are influenced by perceptions.	W.9-10.7
from <i>Simplexity</i> (science writing) by Jeffrey Kluger	RI.9-10.2, RI.9-10.3, RI.9-10.5, W.9-10.2a
“Harrison Bergeron” (CL) (short story) by Kurt Vonnegut	RL.9-10.2, RL.9-10.3
“Without Title” (poem) by Diane Glancy	RL.9-10.2
Novel study: Novels for consideration are listed below. Teachers may select a novel for class study or create book clubs of selected texts.	Teachers will determine the focus standard(s) for instruction.
Full-process writing: Expository <ul style="list-style-type: none"> <li>• <a href="#">Informative/Explanatory Rubric, Grades 6-8 and 10</a></li> </ul>	W.9-10.2

Novels for consideration: *Night* (CL), *Farewell to Manzanar* (CL), *Lord of the Flies* (CL), *Antigone*, *A Separate Peace*, *A Thousand Splendid Suns*, *Fahrenheit 451* (CL), *Metamorphosis* (CL), *Medea*, *The Chosen*, *Darius the Great Is Not Okay*; *Spare Parts: Four Undocumented Teenagers*, *One Ugly Robot*, and *the Battle for the American Dream*, *Scythe\**, *Bitter\**

\* Indicates novel that requires parent letter to be sent home prior to instruction.

CL indicates that the text is available in [CommonLit](#).

For more information regarding the English II course content, curriculum, and pacing, please contact Kristine Scarry, Supervisor of Reading, English, Language Arts ([Kristine.scarry@hcps.org](mailto:Kristine.scarry@hcps.org)) or Annmarie Steltzer, Assistant Supervisor of Reading, English, Language Arts ([Annmarie.steltzer@hcps.org](mailto:Annmarie.steltzer@hcps.org)).