

Argenta-Oreana High School
English Honors I
Textbook: *The Language of Literature, Ninth Grade Edition*
McDougal Littell

**** This class is similar to English I, but includes more in-depth analysis, more vocabulary, and additional readings. ****

Date Semester	IL Learning Standards	Unit and/or Essential Question Content and/or Skills	Assessments and/or Products
August-September	3.A.4 3.B.4a 3.B.4c 3.C.4a 3.C.4b	Beginning Writing Assignment (Narrative/Creative—topic varies) <ul style="list-style-type: none"> · Freewriting/Prewriting · Introductions and Conclusions · Elaboration/Support · Organization · Editing and Revising Skills: <ul style="list-style-type: none"> · Writing Process · Proofreading · Word Processing 	Students will complete a correctly formatted two-three page paper on the topic.
Semester 1	3.A.4	Daily Oral Language (<i>The Language of Literature</i> Grammar Transparencies and other grammar sources) <ul style="list-style-type: none"> • Fragments, Run-ons • Spelling of frequently misspelled words • Mechanics (Capitalization, Numbers, Italics) 	Corrected activities collected in binder.
Semester 1	3.B.4a 3.C.4a	Response Journals (Many sources) <ul style="list-style-type: none"> • Various topics and choices which vary according to the reading or current events. • Creative, persuasive, expository, and narrative topics used. 	Students will have a full range of journals to be added to their four year writing portfolio.
September-December	1.A.4a-b 3.A.4	Vocabulary Units 1-8 (<i>Sadlier-Oxford Vocabulary Workshop, Level D</i>) <ul style="list-style-type: none"> · Definitions, Parts of Speech, Pronunciation 	Each twenty word unit will result in a completed packet, plus original

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		<ul style="list-style-type: none"> · Using the word in a sentence · Synonyms/Antonyms · Vocabulary in Context/Shades of Meaning 	sentences. Each unit ends with a test (matching, complete sentences, synonyms/antonyms, writing definitions).
September-October	1.A.4b 1.B.4a 1.B.4b 1.B.4c 1.C.4a-f 2.A.4a-c 2.B.4a-c 4. A.4a-b	Short Story Unit (Unit 1, Part 1:Crisis and Conflict from textbook) <ul style="list-style-type: none"> • Plot (Exposition, Rising Action, Climax, Falling Action, Resolution) • Conflict (Internal and External) • Setting • Theme • Main/Minor Characters • Note taking Skills: <ul style="list-style-type: none"> • Literary Analysis and Evaluating Fiction • Reading Fiction and Critical Thinking 	Unit 1 Test (multiple choice, matching, fill in the blank, essay); short reading quizzes; End of unit creative writing assignment
November-December	1.A 1.B.4a-c 1.C.4a-b, d-e 2.A.4a 2.B.4a-c 3.C.4a 4. A.4a-b	Poetry Unit (Pieces of Unit 1, Part 2 and Unit 2, Part 1) <ul style="list-style-type: none"> • Form (Lines, Stanzas) • Sound (Rhyme – Internal/External, Rhyme Scheme, Rhythm, Meter, Alliteration, Assonance, Consonance, Onomatopoeia) • Speaker • Imagery/Sensory Detail 	Daily homework practice evaluating poems; group work to analyze literary elements; final test over unit included on Semester one exam (matching, fill in the blank, examples, short

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		<ul style="list-style-type: none"> • Figurative Language (Personification, Simile, Metaphor) • Free Verse • Theme/Meaning • Note taking <p>Skills:</p> <ul style="list-style-type: none"> • Literary Analysis and Evaluating Poetry • Understanding and Visualizing Poetry 	answer)
November-December	1.A 1.B.4a-c 1.C.4a-b, d-e 2.A.4a 2.B.4a-c 3.C.4a 4. A.4a-b	<p>Suspense and Surprise (Unit 1, Part 2 from textbook)</p> <ul style="list-style-type: none"> • Suspense • Irony (Verbal, Situational, Dramatic) • Surprise Ending • Characterization (Four methods) • Mood <p>Skills:</p> <ul style="list-style-type: none"> • Interpreting and Predicting Literature • Analyzing Style and Mood • Making Inferences 	Written analysis of characterization; Daily homework practice with interpretation; short comprehension check reading quizzes; group activity analyzing irony; information tested on Semester One Exam (matching, fill in blank, short answer)
December	1.A.4a 1.B.4a-c 1.C.4a-e 2.A.4a-d 2.B.4a-c	<p>Edgar Allan Poe Author Study (Unit 1, Part 2 in textbook)</p> <ul style="list-style-type: none"> • Reading Non-fiction biographical material • Reading/Analyzing Author's poems • Reading/Analyzing Author's story • Connecting life with art 	Biographical worksheet; poetry analysis worksheet; reading quiz over story; information tested on Semester One Exam (fill

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	4.A.4a-b,d 4.B.4b	Skills: <ul style="list-style-type: none"> • Active Reading and Literary Analysis • Understanding and Interpreting Irony • Analyzing Poetry and Sound Devices 	in the blank, short answer)
December	3.A.4 3.B.4a	Grammar Mini-Unit <ul style="list-style-type: none"> • Subject-Verb Agreement • Singular/Plural Review • Collective Nouns, Compound Subjects, Indefinite Pronouns and correct verb usage Skills: <ul style="list-style-type: none"> • Review of grammatical concepts • Understanding and retention of agreement rules 	Daily homework practice sheets; information tested on Semester One Exam
1 st Semester	1.B.4a-c 1.C.4b 2.A.4a-b 4.A.4a-b 4.B.4a,c 5.A.4b 5.C.4a-b	Brown Bag Book Report <ul style="list-style-type: none"> • Oral Book Report • Visual Aid Required • Based on student's book of choice read during the semester Skills: <ul style="list-style-type: none"> • Oral Presentation Skills (preparing, composing, editing) • Overcoming Communication Anxiety (i.e. stage fright) • Creating a visual aid • Analyzing and Understanding Literature 	Oral presentation, including brown bag visual aid (worth 100 points)

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Semester 2		Daily Oral Language and Response Journals <ul style="list-style-type: none"> • See Above; Same strategy as Semester 1 	
January	3.A.4 3.B.4a	Grammar Mini-Unit (Many Sources) <ul style="list-style-type: none"> • Comma rules • Note Taking Skills: <ul style="list-style-type: none"> • Review of grammatical concepts • Understanding and retention of comma rules 	Daily homework practice; Notes; Quizzes; Comma Test
January-February	1.B.4a 1.C. 4c,e, f 2.A.4a,c,d 2.B.4b-c 4.A.4b 5.B.4a	Shakespeare's Life and Times (Notes and Textbook sources) <ul style="list-style-type: none"> • The life of William Shakespeare (Anne Hathaway, Stratford, patronage, London) • The Elizabethan Period/Renaissance in England • Italy during the time of Romeo and Juliet • Understanding Shakespeare's Language (iambic pentameter; allusion; blank verse) • Introduction to theater of the time period (Globe Theater, foil, soliloquy, aside, thrust stage) Skills: <ul style="list-style-type: none"> • Note Taking • Understanding the life and times of Shakespeare • Analysis of how things are different/the same • Clarifying misunderstandings/stereotypes 	Shakespeare "Quest" (written assessment) including fill in the blank, matching, short answer; Application of ideas to the reading; Shakespeare's Dentist Activity

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February-March/April	1.A.4a 1.B.4a-c 1.C.4a-e 2.A.4a-d 2.B.4a-c 3.A.4 3.B.4a-c 3.C.4a 4.A.4a-c 4.B.4a,d 5.C.4a-b	<i>Romeo and Juliet</i> (Unit 6, Part 2 in textbook) <ul style="list-style-type: none"> • Reading the text of the entire play • Creating staging, blocking, and reactions to several key scenes • Working through language and irony • Fate vs. Free Will • Viewing different video versions of the play Skills: <ul style="list-style-type: none"> • Read, understand, and appreciate Shakespearean drama • Paraphrasing • Compare and Contrast video versions • Interpreting and analyzing Shakespearean drama • Recognizing and understanding soliloquy, aside, blank verse, iambic pentameter, allusion 	Opening scene compare/contrast essay; Queen Mab drawings; Masks; daily homework activities; Act 2 Prologue performance; Individual final project; Group final project (scene performance); Information tested on Semester Two Final Exam
April/May	2.B.4a-c 4.A.4a-d 4.B.4b,d 5.B.4a	Viewing Video Representations of <i>Romeo and Juliet</i> <ul style="list-style-type: none"> • Professional • Student Projects Skills: <ul style="list-style-type: none"> • Evaluating effectiveness of each interpretation • Group discussion 	Group discussion (in-class participation points awarded)
April-May	1.A.4a-b	Vocabulary Units 9-15 (Sadlier-Oxford Vocabulary)	Each twenty word unit will

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	3.A.4	Workshop, Level D) <ul style="list-style-type: none"> · Definitions, Parts of Speech, Pronunciation · Using the word in a sentence · Synonyms/Antonyms · Vocabulary in Context/Shades of Meaning 	result in a completed packet, plus original sentences. Each unit ends with a test (matching, complete sentences, synonyms/antonyms, writing definitions).
Semester 2	1.B.4a-c 1.C.4a-e 2.A.4a-d 2.B.4a-c 3.A.4 3.B.4a-c 3.C.4a-b 5.C.4b	Book Review <ul style="list-style-type: none"> • Written book report based on a student chosen book that was read during the semester. • Paper is typed according to specific instructions. Skills: <ul style="list-style-type: none"> • Analyzing and Understanding Literature • Interpreting Literature • Using correct grammar, spelling, and mechanics • Composing well-organized, coherent writing to communicate original ideas 	Students will complete a typed, correctly formatted two-three page book review.