

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

<b>Date Semester</b>	<b>IL Learning Standards</b>	<b>Unit and/or Essential Question Content and/or Skills</b>	<b>Assessments and/or Products</b>
August-September	3.A.4 3.B.4a 3.B.4c 3.C.4a 3.C.4b	<b>Beginning Writing Assignment (Narrative/Creative—topic varies)</b> <ul style="list-style-type: none"> <li>· Freewriting/Prewriting</li> <li>· Introductions and Conclusions</li> <li>· Elaboration/Support</li> <li>· Organization</li> <li>· Editing and Revising</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>· Writing Process</li> <li>· Proofreading</li> <li>· Word Processing</li> </ul>	Students will complete a correctly formatted two-three page paper on the topic.
September-December	1.A.4a-b 3.A.4	<b>Vocabulary Units 1-8 (Sadlier-Oxford Vocabulary Workshop, Level E)</b> <ul style="list-style-type: none"> <li>· Definitions, Parts of Speech, Pronunciation</li> <li>· Using the word in a sentence</li> <li>· Synonyms/Antonyms</li> <li>· Vocabulary in Context</li> </ul>	Each twenty word unit will result in a completed packet, plus original sentences. Each unit ends with a test (matching, complete sentences, synonyms/antonyms, writing definitions).
Semester 1	3.A.4	<b>Daily Oral Language (<i>The Language of Literature</i> Grammar Transparencies and other grammar sources)</b> <ul style="list-style-type: none"> <li>• Fragments, Run-ons</li> <li>• Spelling of frequently misspelled words</li> <li>• Mechanics (Capitalization, Numbers, Italics)</li> <li>• Parallelism, Subject/Verb Agreement</li> <li>• Commas</li> </ul>	Corrected activities collected in binder.
Semester 1	3.B.4a	<b>Response Journals (Many sources)</b>	Students will have a full

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	3.C.4a	<ul style="list-style-type: none"> <li>• Various topics and choices which vary according to the reading or current events.</li> <li>• Creative, persuasive, expository, and narrative topics used.</li> </ul>	range of journals to be added to their four year writing portfolio.
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 4.B.4b and d	<p><b>Science Fiction Unit (Unit 1, Part 1: The Price of Progress in textbook)</b></p> <ul style="list-style-type: none"> <li>• Review of plot structure (Freytag Pyramid)</li> <li>• Dynamic/Static Characters</li> <li>• Point of View (omniscient vs. limited)</li> <li>• Theme</li> <li>• Style</li> <li>• Author Study of Ray Bradbury</li> <li>• Fantasy vs. Science Fiction</li> <li>• Note taking</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Understanding and Literary Analysis of Science Fiction and Fantasy Genres</li> <li>• Evaluating Fiction</li> <li>• Discussion Skills</li> </ul>	Short, comprehension based reading quizzes; Style writing; Information tested on Semester One Exam (matching, true/false, short answer, essay)
October-November	1.A.4b 1.B.4a 1.B.4b 1.B.4c 1.C.4a-f 2.A.4a-c 2.B.4a-c	<p><b>Nonfiction Unit (Unit 1, Part 1 and Part 2 from textbook; additional primary source reading materials; Rosa Parks Video)</b></p> <ul style="list-style-type: none"> <li>• Nonfiction</li> <li>• Auto vs. Biography</li> <li>• Memoir</li> <li>• Essay (formal, informal, persuasive, expository, personal)</li> </ul>	Daily Homework activities; Response Writing; Information tested on Semester One Exam

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	4. A.4a-b 4.B.4b and d 5.B.4a	<ul style="list-style-type: none"> <li>· Fact vs. Opinion; Honesty in Writing</li> <li>· Civil Rights mini-unit (Emmitt Till murder and response, Montgomery Bus Boycott/Rosa Parks, MLK and Coretta Scott King, etc.)</li> <li>· Note taking</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>· Understanding and Analyzing Nonfiction Writing</li> <li>· Evaluating Persuasive and Expository Essays</li> <li>· Clarifying and Understanding Historical Information</li> <li>· Group Discussion “Rules”</li> <li>· Reading and Understanding Primary Sources</li> </ul>	
December	3.A.4 3.B.4a	<p><b>Grammar Mini-Unit</b></p> <ul style="list-style-type: none"> <li>· Colons/Semi-colons</li> <li>· Comma Review</li> <li>· Note taking</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>· Understanding of Correct Usage of Colons and Semi-colons</li> <li>· Using Colons and Semi-colons properly in original sentences</li> </ul>	Notes; Daily homework practice; Quizzes; Test (including writing original sentences using colons and semi-colons)
1 <sup>st</sup> Semester	1.B.4a-c 1.C.4b 2.A.4a-b 4.A.4a-b 4.B.4a,c	<p><b>Brown Bag Book Report</b></p> <ul style="list-style-type: none"> <li>• Oral Book Report</li> <li>• Visual Aid Required</li> <li>• Based on student’s book of choice read during the semester</li> </ul>	Oral presentation, including brown bag visual aid (worth 100 points)

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	5.A.4b 5.C.4a-b	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Oral Presentation Skills (preparing, composing, editing)</li> <li>• Overcoming Communication Anxiety (i.e. stage fright)</li> <li>• Creating a visual aid</li> <li>• Analyzing and Understanding Literature</li> </ul>	
January-May	1.A.4a-b 3.A.4	<b>Vocabulary Units 9-15 (Sadlier-Oxford Vocabulary Workshop, Level E)</b> <ul style="list-style-type: none"> <li>• Definitions, Parts of Speech, Pronunciation</li> <li>• Using the word in a sentence</li> <li>• Synonyms/Antonyms</li> <li>• Vocabulary in Context</li> </ul>	Each twenty word unit will result in a completed packet, plus original sentences. Each unit ends with a test (matching, complete sentences, synonyms/antonyms, writing definitions).
Semester 2	3.A.4	<b>Daily Oral Language (<i>The Language of Literature</i> Grammar Transparencies and other grammar sources)</b> <ul style="list-style-type: none"> <li>• Same as Semester 1</li> </ul>	Corrected activities collected in binder.
Semester 2	3.B.4a 3.C.4a	<b>Response Journals (Many sources)</b> <ul style="list-style-type: none"> <li>• Same as Semester 1</li> </ul>	Students will have a full range of journals to be added to their four year writing portfolio.
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	<b>Book Review</b> <ul style="list-style-type: none"> <li>• Written book report based on a student chosen book that was read during the semester.</li> <li>• Paper is typed according to specific instructions.</li> </ul> <b>Skills:</b>	Students will complete a typed, correctly formatted two-three page book review.

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	3.C.4a-b 5.C.4b	<ul style="list-style-type: none"> <li>• Analyzing and Understanding Literature</li> <li>• Interpreting Literature</li> <li>• Using correct grammar, spelling, and mechanics</li> <li>• Composing well-organized, coherent writing to communicate original ideas</li> </ul>	
January-February	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 4.B.4b and d 5.B.4a	<p><b>Heroes Unit (Unit 6 in textbook, plus other Arthur materials)</b></p> <ul style="list-style-type: none"> <li>• Fiction and Nonfiction readings from textbook</li> <li>• Definition of heroes/villains</li> <li>• Style</li> <li>• Imagery</li> <li>• Myth vs. Legend</li> <li>• History of the Arthurian Legends</li> <li>• Medieval Period</li> <li>• Chivalry/Courtly Love</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Analyzing, Evaluating, and Interpreting Literature</li> <li>• Analyzing Style and Characters</li> <li>• Clarifying Historical Information and Applying it to Literature</li> </ul>	Daily homework activities; Heroes take home test essays; Arthur final project; Information tested on Semester Two Exam
February-March	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	<p><b>Poetry Unit (Unit Two, Part 1 in textbook, plus other materials)</b></p> <ul style="list-style-type: none"> <li>• Poetry and Fiction readings from the textbook</li> <li>• Poetry terms (form, stanzas, free verse, sound devices, figurative language, imagery)</li> <li>• Sonnets (Italian vs. Shakespearean)</li> </ul>	Daily Homework activities; "I Am..." Poetry assignment; short reading quizzes

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	4.B.4b	<ul style="list-style-type: none"> <li>• Characterization, flashback, dialect</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Analyzing, Evaluating, and Interpreting Literature</li> <li>• Paraphrasing</li> <li>• Analyzing and Understanding Poetry</li> <li>• Understanding and Recognizing the elements of sonnets</li> </ul>	
March	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 4.B.4b	<p><b>Drama Unit (Unit 2, Part 2 in textbook)</b></p> <ul style="list-style-type: none"> <li>• Drama (<i>The Bear</i>), Fiction, and Poetry selections from textbook</li> <li>• Drama terms (flat vs. dynamic characters; protagonist; antagonist; stage directions, farce)</li> <li>• Historical settings</li> <li>• Mysteries of the Heart</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Analyzing, Evaluating, and Interpreting Literature</li> <li>• Understand and Appreciate drama</li> <li>• Connecting stories/drama to a historical setting</li> <li>• Using Humor in Literature</li> </ul>	Daily homework activities; short reading quizzes; “The Bear” playwriting group activity
April-May	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	<p><b>Julius Caesar Unit (Unit 4, Part 3 in textbook)</b></p> <ul style="list-style-type: none"> <li>• Reading the text of the play</li> <li>• Note taking on the history and politics surrounding the story</li> <li>• Tragedy and tragic hero review</li> <li>• Iambic pentameter, blank verse, rhyming couplet, end-stopped vs. run-on line</li> </ul>	Journals; Questions for each act/scene; Final project; Analyzing quotes

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	4.B.4b	<ul style="list-style-type: none"> <li>• Rhetorical devices (repetition, parallelism, rhetorical questions)</li> <li>• Dramatic irony</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Interpret characters, setting, and stage directions and apply them to understanding Shakespearean drama</li> <li>• Analyze unusual language and grammatical structures to clarify meaning</li> </ul>	