

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

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, Punctuation) 	Correcting of daily exercises collected in binder and tested on semester exam.
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-October	1.A.4b 1.B.4a 1.B.4b 1.B.4c 1.C.4a-f 2.A.4a-c	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 	End of Unit creative writing assignment; Unit 1 Test (multiple choice, matching, fill in the blank, essay); short reading quizzes

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	2.B.4a-c 4. A.4a-b	<ul style="list-style-type: none"> • Theme • Vocabulary for each story • Main/Minor Characters • Note taking <p>Skills:</p> <ul style="list-style-type: none"> • Literary Analysis and Evaluating Fiction • Reading Fiction and Critical Thinking 	
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>Poetry Unit (Pieces of Unit 1, Part 2 and Unit 2, Part 1)</p> <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 • Figurative Language (Personification, Simile, Metaphor) • Free Verse • Theme/Meaning • Vocabulary • Note taking <p>Skills:</p> <ul style="list-style-type: none"> • Literary Analysis and Evaluating Poetry • Understanding and Visualizing Poetry 	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 answer)
November-December	1.A 1.B.4a-c 1.C.4a-b, d-e	<p>Suspense and Surprise (Unit 1, Part 2 from textbook)</p> <ul style="list-style-type: none"> • Suspense 	Written analysis of characterization; Daily homework practice with

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	2.A.4a 2.B.4a-c 3.C.4a 4. A.4a-b	<ul style="list-style-type: none"> • 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 	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 4.A.4a-b,d 4.B.4b	<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 • Vocabulary <p>Skills:</p> <ul style="list-style-type: none"> • Active Reading and Literary Analysis • Understanding and Interpreting Irony • Analyzing Poetry and Sound Devices 	Biographical worksheet; poetry analysis worksheet; reading quiz over story; information tested on Semester One Exam (fill in the blank, short answer)
December	3.A.4 3.B.4a	<p>Grammar Mini-Unit</p> <ul style="list-style-type: none"> • Subject-Verb Agreement • Singular/Plural Review • Collective Nouns, Compound Subjects, Indefinite Pronouns and correct verb usage 	Daily homework practice sheets; information tested on Semester One Exam

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		Skills: <ul style="list-style-type: none"> • Review of grammatical concepts • Understanding and retention of agreement rules 	
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)
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	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 	Shakespeare "Quest" (written assessment) including fill in the blank, matching, short answer;

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	4.A.4b 5.B.4a	<ul style="list-style-type: none"> • 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) <p>Skills:</p> <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 • Using strategies for reading Shakespearean drama 	Application of ideas to the reading; Shakespeare's Dentist Activity
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	<p><i>Romeo and Juliet</i> (Unit 6, Part 2 in textbook)</p> <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 <p>Skills:</p> <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

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April/May	2.B.4a-c 4.A.4a-d 4.B.4b,d 5.B.4a	Viewing Video Representations of Romeo and Juliet <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)
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.