

Argo Community High School

English Department

ENGLISH 1 – EN300

Course Description:

This course focuses on ways to **talk and write about literature**. The course teaches students ways to examine literature by looking at Character, Setting, and Plot structure. In addition, students are asked to make connections to literature and demonstrate those connections through reflection writing and small group discussions. The course asks students to continue build word knowledge and grammar concepts that will benefit them in their goal of meeting state standards. The course continues to encourage students to engage in the practice of writing and using mentor texts and modelling to develop their own writing about literature.

**This course satisfies .5 or 1 of the ISBE 2-year graduation requirement for “Intensive Writing”*

Course Overview:

Unit Name <i>Hold CNTRL to click links below</i>	Essential Questions	Enduring Understanding / Skills	Key Terms	Common Assessments	Readings	Length
Unit 1: Character Analysis	• How do details in a text reveal character, perspectives, and motives? • How do you find strong, relevant evidence to support your claim or response? • How do one’s decisions shape who that individual becomes?	• I can provide strong, relevant evidence to support a claim or response. • I can adhere to writing about literature conventions, such as author’s full name the first and last name thereafter and verb tense. • I can demonstrate the difference between summarizing and analyzing when writing or talking about literature. • I can locate short, concise, and specific passages in the story and explain how these words create the character in the reader’s mind. • I can write a properly formatted character	• Protagonist, antagonist, anti-hero, round character, Christ Figure, flat character, stereotypes, personality traits, epiphany, unreliable narrator, bias of the character, motives, perspectives, archetypes, expository characterization, dramatic characterization; The double	• Character Analysis / Literary Argument Paragraphs (AP Lit style). • Small Group discussions • Reflection Writing	• “The Necklace” • “Marigolds” • “Where Have You Gone, Charming Billy?”	2-3 weeks

		analysis essay on a short story. • I can initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • I can use STEAL to examine characters from stories. • I can examine a character and explain values, beliefs, assumptions, and cultural norms represented by a character. • I can identify and explain the significance of an archetypal character. • I can look for significance in a character's name. • I can explain and apply the concepts from <i>How to Read Literature like a professor</i>—"Yes She's a Christ Figure"; "He's blind for a reason"; and "Marked for Greatness."				
Unit 2: Setting Analysis	• What textual details reveal a story's setting?	• I can provide strong, relevant evidence to support a claim or response. • I can explain how geographic location, cultural backdrop, time period, social context, environment, and props	• Time, place, journey, quest, mood, atmosphere, psychological setting; social situation; cultural situation;	• Setting analysis Essay / Literary Argument paragraphs • Small Group discussions	• Excerpt from <i>Angela's Ashes</i> • "The Rights to the Streets of Memphis" from <i>Black Boy</i>	2-3 weeks

		work together to create setting. • I can explain the connections between the locations and the characters. • I can identify what conclusions the author wants the reader to reach as a result of the world of the story. • I can identify and describe textual details that convey or reveal a setting. • I can explain how the setting and the details associated with it convey values. • I can explain how setting functions to reveal a character's personality and values. • I can identify and explain archetypal settings, such as rivers, gardens, wastelands, mazes, castles, and wilderness. • I can explain how a setting has a symbolic function. • I can explain and apply the concepts from How to Read Literature like a professor—"Every Trip is a Quest"; "Geography Matters"; and "It's More than just Rain."	historical situation	• Reflection Writing		
Unit 3: Plot & structure	• How does the plot order the events of the narrative, and how does a	• I can explain what details in an exposition establishes the setting and creates mood.	• Fish-out-of-water; creation story; man in the hole; boy meets girl;	• Structure analysis Essay / Literary	• "A Sound of Thunder"	2-3 Weeks

	particular sequence of events in a plot function?	• I can explain the function of a significant event or related set of significant events in a plot. • I can explain the type of conflict that is revealed in the exposition. • I can identify basic plot convention. • I can identify basic archetypal plots. • I can explain how the author uses resolution to establish a message on the theme. • I can identify internal and external conflict. • I can describe how the plot is structured. • I can explain how flashbacks and/or foreshadows contribute to an interpretation of the story.	Cinderella; structural choices; sequence; Types of conflict; first-person narrator; all-knowing narrator, In media Res; flashback; foreshadowing; juxtaposition; suspense; frame tale; exposition; dramatic situation; cause and effect; internal conflicts; external conflicts	argument paragraphs • Small Group discussions • Reflection Writing		
Unit 4: Theme / Novel	• How do authors structure complex texts to produce greater meaning? • How do authors convey such things as theme and symbolism or develop conflicts or establish characters over	• I can identify literary terms in a course appropriate passage or text. • I can apply specific literary terminology to a course appropriate text. • I can write a properly formatted literary analysis essay about a course-appropriate text • I can use appropriate transitions in formal when writing. • I can select appropriate evidence when developing	•	• Literary Argument Essay • Small Group discussions • Reflection Writing	• <i>Of Mice and Men</i>	4-5 Weeks

	the course of a lengthy text?	a literary analysis essay about a course-appropriate text.				
Shakespeare	• Why is Shakespeare still important to English language, literature, and culture? • What knowledge about Shakespeare, his theater, and his influence helps us understand references that still appear in literature and popular culture?	• I can describe Elizabethan England. • I can describe Shakespeare's life and career. • I can explain the conventions of a Shakespeare play. • I can describe Iambic Pentameter. • I can examine a scene from a Shakespeare play applying my knowledge of Character, Setting, and Plot structure. • I can identify prose and verse and explain why Shakespeare chooses prose in parts over verse. • I can define "comic relief" and identify specific examples. • I can identify and describe major themes and explain how they are developed throughout the play. • I can explain the character development of a character throughout the play. • I can describe how Shakespeare uses antithesis and couplets. • I can describe the correct way to perform an ecophonesis O in Shakespeare plays.	• Soliloquy, Iambic Pentameter, prose (18%) vs. verse (72%), couplet, Comic relief, Plot Structure, Globe Theater, allusion, pun, Elizabethan England, antithesis, Shakespeare Biography, groundlings, Bard, playwright, comedy vs. Tragedy vs. History, Ecophonesis O, shared lines, monosyllabic lines, Stratford-upon-Avon	• Small Group discussions • Reflection Writing	• Changes each year ◦ <i>Romeo & Juliet</i> ◦ <i>Midsummer Night's Dream</i> ◦ <i>Taming of the Shrew</i> ◦ <i>Macbeth</i> ◦ <i>Comedy of Errors</i>	2-3 Weeks

		• I can explain what a monosyllabic line communicates to actors of the play. • I can identify puns, similes, metaphors, and allusions and explain their function in a Shakespeare play.				
VOCABULARY	• How does a strong vocabulary improve our ability to read, write, think, and communicate effectively? • How can etymology, roots, prefixes, suffixes, and other word parts help us determine the meaning of unfamiliar words?	• I can use words in new contexts. • I can define 80% or more of the 120 new words correctly.	• N/A	• Units 7-12 Quizzes • Units 7-9 Review Test • Units 7-12 Review Test • Complete the Sentences – Practice • Practice Quizzes	• N/A	Throughout
ACT Grammar & Language	• How can understanding punctuation, sentence boundaries, agreement, and word choice improve performance on ACT English questions?	• Sentence boundaries • fragments, run-ons, comma splices • Comma usage: essential/nonessential information and other comma rules • Apostrophes & possessives • Subject-verb agreement • Verb tense & verb forms	•	• ACT-style bell ringers • Progress monitor • M1, M2, and M3 Grammar Assessments	• N/A	Throughout

		• Pronoun usage & agreement • Semicolons, colons & dashes • Transitions & logical relationships • Word choice, redundancy & concision • Commonly confused words				
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Major Course Skills:

Critical Thinking	Textual Analysis	Claim / Evidence Argumentation	Reading
Writing	Debating	Analyzing	Synthesizing
Researching	Inquiry and Question formation	Note-taking	Discussion / Collaboration

Grade Weights

Category	Types of assignments	Weight
Summative (Tests / Writing / Formal Discussions)	Assignments in this category include assignments such as formal quizzes or tests, formal writing assignments, formal presentations (rubric graded), scored group discussions, research	70
Formative (Homework / Classwork / Informal Discussions)	Assignments in this category include assignments such as in class assignments, video quizzes, reading guides, first drafts, class debates, practice quizzes, informal discussions, message board posts/assignments, reflection writing, and reading check quizzes (More completion-like grades)	30

State of Illinois Requirements / Mandates

STATE REQUIREMENT	UNITS that Cover REQUIREMENT	Enduring Understanding	Assessment / Activity
Writing-Intensive Coursework — 105 ILCS 5/27-22 Illinois requires two years of writing-intensive coursework; one year must be English. English 1 fulfills .5 credit / one semester of this requirement.	Coursewide — All Units	• Writing about literature for multiple purposes • Organization, clarity, and coherence • Claim/evidence reasoning • Literary analysis • Writing process: planning, drafting, revising, editing • Use and explanation of textual evidence • Grammar and language conventions • Feedback and revision	• Character Analysis / Literary Argument • Setting Analysis • Structure Analysis • Literary Argument Essay • Reflection Writing • Short constructed responses • Progressive Writing Assessment