

Argo Community High School

English Department

Honors English 2 – EN910

Course Description: This course builds on the methods for **talking and writing about literature** introduced in Honors English 1. This course focuses on language and conventions of genre. This course provides students with additional ways to talk and write about imaginative writing. In addition, the course asks students to reflect and make connections to stories through talking and writing. This course asks students to continue to build word knowledge and grammar concepts that will benefit them in their goal of meeting state standards.

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

Course Overview:

Unit Name	Essential Questions	Enduring Understanding / Skills	Key Terms	Common Assessments	Readings	Length
Unit 1 – Poetry & Figurative Language	How does an author’s choice of words shape meaning and tone? How can figurative language communicate ideas that literal language cannot? How does a reader determine meaning when a poem does not state its message directly? How can different readers develop different interpretations of the same poem?	• I can analyze how an author's diction and figurative language contribute to meaning and tone in a poem. • Understand that words have connotative meanings • Interpret the connotative meaning of words • Interpret the figurative meaning of words • Analyze how word choice shapes meaning or tone • cite textual evidence to support inferential conclusions • use valid reasoning to support the claims of an argument • use relevant and sufficient evidence to support the claims of an argument	• Diction, allusion, analogy, imagery, symbolism, repetition, metaphor, simile, personification, irony, alliteration, cacophony/euphony, assonance, consonance, form/structure, tone, rhyme scheme	• Small Group Discussions • Reflection Writing • Poetry Explication • Research Writing • Presentations	• “Dulce et Decorum Est” • “Explaining Depression to my mother: A Conversation” • “Dragons” • “The Two-Headed Calf” • “Apology to the Wasps” • “In Flanders Fields”	3 weeks

Unit 2 - Conventions of Genre: Sci-Fi	How do you use conventions of a genre to talk or write about literature? When does technological progress negatively affect humanity? Why is individuality so important? When is it acceptable for the government to limit its citizens? How do science-fiction writers use the conventions of the genre to critique society and explore real-world concerns?	- I can use the conventions of the genre of Science Fiction to talk and/or write about stories. - I can identify conventions of science fiction stories. - I can explain how a story conforms to conventions or defies the reader's expectations. - I can describe some common big ideas (themes) of the science fiction genre. - I can describe some common conflicts found in science fiction stories. - I can describe some common structures to science fiction stories.	Dystopian, anachronism, speculative, social commentary	- Literature Portfolio - Small Group Discussions - Reflection Writing - Compare/Contrast literary Writing	"Harrison Bergeron" "The Pedestrian" "The Veldt" "Repent, Harlequin!" - Literary Criticism NOVEL: <i>1984</i>	7 weeks
Unit 3 – Tragic Hero	What makes a character a tragic hero? To what extent is a tragic hero responsible for his own downfall? How do fate and free will contribute to tragedy?	- I can explain the conventions of a Greek Tragedy. - I can apply my knowledge of the Conventions of tragedy to talk and write about Oedipus Rex.	Tragic hero, catharsis, tragic flaw, hubris, dramatic irony, situational irony	- Literature Portfolio - Small Group discussions - Reflection Writing - FRQ – Literary argument	<i>Oedipus Rex</i> by Sophocles	2 weeks

	Why do audiences find meaning in the suffering and downfall of others?					
Unit 4 – Novel – Tragedy Con’t	To what extent is Okonkwo responsible for his own downfall? How can society and culture contribute to an individual’s downfall? How does historical and cultural context affect our understanding of a character? How does Achebe use the conventions of tragedy differently from traditional Greek tragedy? Can a character be considered a tragic hero if forces beyond his control contribute to his downfall?	- I can use knowledge of Greek Tragedy to talk and/or write about <i>Things Fall Apart</i> and other stories. - I can use minor research on the environment and time period of the publication of <i>Things Fall Apart</i> to talk and/or write about <i>Things Fall Apart</i>.	Tragic hero, catharsis, tragic flaw, hubris, dramatic irony, situational irony	- Socratic Seminar - Small Group discussions - Reflection Writing - Comparative Analysis Literary argument	<i>Things Fall Apart</i> by Chinua Achebe “<i>Things Fall Apart: A Valuable Source of African Literature</i>” by Robert Bennet “Culture in Chinua Achebe's <i>Things Fall Apart</i>” by Diana Akers Rhodes “The Plight of a Hero in Achebe’s <i>Things Fall Apart</i>” by Ndiawar Sarr	6 weeks
VOCABULARY	How does vocabulary improve communication?	- I can use words in new context - I can define 80% or more of the 120 new words correctly	120 words from the list	- Bi-weekly Quizzes - Units 1-3 Review Exam - Units 1-6 Review Exam	Units 1-6	Throughout

	How can context help determine word meaning? How can I apply new vocabulary in my writing and speaking?					
ACT Language & Conventions	How can I use specific strategies to improve my performance on the ACT English and Reading sections?	- I can identify and apply strategies for answering ACT English and Reading questions. - I can explain why an answer is correct or incorrect. - I can use practice results to identify areas for improvement.	Subject, predicate, clause, modifier, antecedent, subject-verb agreement, verb tense, parallelism, conjunction, punctuation, sentence fragment, run-on sentence, transition, syntax	- Practice questions - Practice passages - Review and explanations - Progress monitoring: M1, M2, M3 assessments	- Bellinringer work - PPT - Teacher explanations and modeled examples	Throughout

Major Course Skills:

Critical Thinking	Textual Analysis	Claim / Evidence Argumentation	Reading
Writing	Debating	Analyzing	Synthesizing
Researching	Inquiry and Question formation	Annotating	Discussing
Rhetorical Situation	Presenting	Grammar & Language Conventions	Vocabulary Development

Grade Weights

Category	Types of assignments	Weight
Formative (Homework/Classwork)	Assignments in this category include assignments such as in class assignments, reading guides, discussion posts/assignments, and reading check quizzes	30
Summative (Tests/writing/presentations)	Assignments in this category include assignments such as formal quizzes or tests, formal writing assignments, and formal presentations or projects.	70

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. Honors English 2 fulfills .5 credit / one semester of this requirement.	Coursewide — All Units	• Writing about literature for multiple purposes and audiences • Develop clear claims supported by relevant and sufficient textual evidence • Use valid reasoning to explain and defend interpretations • Analyze how authors' language, genre, structure, and literary choices create meaning • Compare and synthesize ideas across texts • Incorporate research and contextual information when appropriate • Reflect on literature through writing • Apply grammar and language conventions in formal writing	• Poetry Explication • Research Writing • Reflection Writing • Compare/Contrast Literary Writing • Literature Portfolio • FRQ – Literary Argument • Comparative Analysis Literary Argument • Short analytical responses • Progressive Writing Assessment.