

## Honors English II

Mrs. Matheney

### Course Description

Honors English II emphasizes the four language arts - reading, writing, speaking, and listening. Exposure to various types of advanced literature and the emphasis of developing written expression are stressed. The course includes a review of the Tennessee Academic Standards. In Honors English, assignments will be given to prepare students for future AP/college courses. Honors English students will be given additional advanced literature and vocabulary in preparation for these exams. Students are expected to produce excellent and advanced compositions and essays for their grade level.

Independent reading assignments will be given over the following novels but the list is subject to change:

- *Unwind*
- *Lord of the Flies*
- *The Great Gatsby*
- *The Secret Life of Bees*
- Novel of choice

### Major Assignments

- Independent Reading tests
- Independent Reading essays
- Research paper
- Socratic discussions

### Grading Policy

Tests = 30%

Quizzes= 40%

Homework= 20%

Discussion/Participation = 10%

### Make-Up Work

If you must be absent for illness or emergency, you are responsible for arranging to make up the work. See me outside of class time for your assignments. You will have time equal to the number of days absent to complete your work. If you arrange to make up a test, you will need to appear as scheduled, for you will not have another opportunity to take the test. If you are absent on a test day, be prepared to take the test the day you return, and if you return to class on a test day, you are expected to take the test unless we have made other arrangements before class time.

## **Late Work**

All assignments are expected to be submitted on time. Submitting late assignments will result in the deduction of ten points for each day the assignment is late UNLESS the student has an excused absence as the reason for submitting the assignment late.

## **Class Rules**

1. Be on time and on task EACH day **#nofreedays**
2. Respect the teacher, the classroom, other students, and yourself **#benice**
3. Be responsible for your own learning **#beprepared #workhard #nocheating**
4. Clean up after yourself **#notyourmom**
5. Keep all personal electronics put away **#onlywithpermission**

## **Consequences for Breaking Rules**

1. Warning
2. Conference with student
3. Phone conference with parent/guardian
4. Referral to the office

## **Restroom Passes**

Students will receive three restroom passes per twelve weeks.

## **How Can I Get an A in this class?**

DON'T WAIT!!! To get an A in this class, you need to work hard, receive at least a 93 average on essays, class work/homework, quizzes, and tests. You should also participate fully in class. You need to start doing this from day one! Don't wait!

## **Contact Information**

Please feel free to contact me at any time concerning questions or suggestions. All material I use in class, including tests, is readily available for parent/guardians to review at any time. You can reach me by email at [Brianne.matheney@chestercountyschools.org](mailto:Brianne.matheney@chestercountyschools.org) or by phone at 731-989-8125. I am available to meet most days before and after school.

## Honors English II

### Trimester 1 – Established Goals and Overarching Ideas

In the first trimester of Honors English II, students will build on the reading, writing, communication, and grammar skills they acquired in Honors English I. In Honors English II, exposure to informational text and various types of advanced literature and the emphasis of developing written expression will be stressed. The selected literature will provide students the opportunity to enhance their critical thinking and analysis skills. Through the selected literature, students will explore how the author's use of literary elements impacts the text as a whole and how the text correlates to our current society. Writing assignments for this trimester will focus on literary analysis and narratives and will be scaffolded through the use of graphic organizers. Students will be expected to use textual evidence to support the analysis of text. Student communication skills will improve through the utilization of the Socratic discussion as students learn to appropriately and respectfully participate in an educated discussion. Grammar will be taught through both great starts and isolated units.

#### Enduring Understandings

Students will understand...

- how literature enhances their knowledge about human nature and the world we live in
- how literary devices impact text
- that organization and structure are key components of the writing process
- the characteristics of a literary analysis and narrative essay
- that including textual evidence is an integral component when writing about literature or discussing literature
- that to participate in an educated discussion, they must approach the discussion in a respectful manner
- determine an author's purpose in a non-fiction text
- how to make inferences based on textual evidence
- how to compare/contrast points of view
- that correct grammar usage is essential in writing and communication

#### Essential Questions

- How does the novel or short story relate to today's society?
- How does the author's use of literary elements help develop the theme of the novel or short story?
- How do organization and structure aid in effective writing?
- What are the characteristics of a literary analysis?
- What are the characteristics of a narrative essay?
- How should textual evidence be incorporated in writing?
- How does one respectfully engage in an educated discussion?
- What is the author's purpose
- What can be inferred after reading the text?
- How are the authors' points of view similar? How are they different?
- Why is grammar important in writing and communication?

## Key Knowledge and Skills

<p>Students will know...</p> <ul style="list-style-type: none"> <li>• domain-specific and academic vocabulary terms</li> <li>• the definition of specific literary devices and how to analyze the use of those devices in literature</li> <li>• the characteristics of a literary analysis</li> <li>• the characteristics of a narrative essay</li> <li>• pre-writing strategies</li> <li>• how to appropriately and respectfully engage in an educated discussion</li> <li>• basic grammar skills</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• explain how a piece of literature relates to our current society</li> <li>• Identify literary devices within a selected text</li> <li>• use textual evidence to explain how literary devices contribute to the overall theme of a text</li> <li>• use pre-writing strategies (graphic organizers) to develop an effective essay</li> <li>• cite textual evidence within an essay to support analysis</li> <li>• participate in a meaningful class discussion in an appropriate manner</li> <li>• correctly use commas, semicolons, colons, subject-verb agreement and pronoun-antecedent agreement</li> </ul>
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### Vocabulary Skills

### Novels and Short Stories

Alliteration Allusion Allegory Ambiguity Antagonist Annotation Assonance Connotation Consonance Details Dialogue Dynamic character Figures of speech Flashback Foreshadowing Hyperbole Idiom	Imagery Irony Metaphor Mood Motivation Narration Onomatopoeia Oxymoron Parody Personification Plot Point of view Protagonist Pun Repetition Rhetoric Satire	Setting Simile Static character Structure Style Suspense Symbol Theme Tone	<ul style="list-style-type: none"> <li>• <i>Unwind</i></li> <li>• <i>Lord of the Flies</i></li> <li>• “Contents of the Dead Man’s Pocket”</li> <li>• “Everyday Use”</li> <li>• “And of Clay Are We Created”</li> <li>• “The Lottery”</li> <li>• “Lamb to the Slaughter”</li> <li>• <i>The Great Gatsby</i> (continued into trimester 2)</li> </ul>
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### TN Academic Standards for Trimester 1

9-10.RL.KID.1	9-10.RI.KID.1	9-10.W.TTP.2	9-10.L.CSE.1
9-10.RL.KID.2	9-10.RI.KID.2	9-10.W.TTP.3	9-10.L.CSE.2
9-10.RL.KID.3	9-10.RI.KID.3	9-10.W.PDW.4	9-10.L.KL.3
9-10.RL.CS.4	9-10.RI.CS.4	9-10.W.PDW.5	9-10.L.VAU.4
9-10.RL.CS.5	9-10.RI.CS.5		9-10.L.VAU.5
9-10.RL.CS.6	9-10.RI.CS.6		9-10.L.VAU.6
9-10.RL.IKI.9	9-10.RI.IKI.8		

## Honors English II

### Trimester 2 – Established Goals and Overarching Ideas

In the second trimester of Honors English II, students will continue to build on their reading, writing, communication, and grammar skills. F. Scott Fitzgerald’s novel *The Great Gatsby* and Susan Glaspell’s play “Trifles” will be the literary focus for this trimester. While reading these texts, students will explore how the author’s use of literary elements impacts the text as a whole and how the text correlates to our current society. Writing assignments for this trimester will focus on literary analysis and will be scaffolded through the use of graphic organizers. Students will be expected to use textual evidence to support the analysis of text. Student communication skills will improve through the utilization of the Socratic discussion as students learn to appropriately and respectfully participate in an educated discussion. Students will also read more informational texts this trimester and focus on learning how to incorporate close reading strategies to help them determine the central idea of a non-fiction text. Grammar will be taught through great starts.

#### Enduring Understandings

Students will understand...

- how literature enhances their knowledge about human nature and the world we live in
- how literary devices impact text
- that organization and structure are key components of the writing process
- that including textual evidence is an integral component when writing about literature or discussing literature
- that to participate in an educated discussion, they must approach the discussion in a respectful manner
- how to determine an author’s purpose in a non-fiction text
- how to evaluate an author’s argument
- how to make inferences based on textual evidence
- how to compare/contrast points of view
- that correct grammar usage is essential in writing and communication

#### Essential Questions

- Why is *The Great Gatsby* still relevant today?
- How does the use of literary elements help develop the theme of the novel/play?
- How do organization and structure aid in effective writing?
- How should textual evidence be incorporated in writing?
- How does one respectfully engage in an educated discussion?
- What is the author’s purpose
- What can be inferred after reading the text?
- How are the authors’ viewpoints similar? How are they different?
- Is the author’s argument valid? Why or why not? Explain using evidence from the text.
- Why is grammar important in writing and communication?

## Key Knowledge and Skills

<p>Students will know...</p> <ul style="list-style-type: none"> <li>• domain-specific and academic vocabulary terms</li> <li>• the definition of specific literary devices and how to analyze the use of those devices in literature</li> <li>• the characteristics of a literary analysis</li> <li>• pre-writing strategies</li> <li>• how to appropriately and respectfully engage in an educated discussion</li> <li>• how to determine the author’s purpose</li> <li>• how to make inferences using context clues</li> <li>• how to determine if an author’s argument is valid</li> <li>• how to determine an author’s point of view</li> <li>• basic grammar skills</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• explain how <i>The Great Gatsby</i> relates to our current society</li> <li>• Identify literary devices within the novel</li> <li>• use textual evidence to explain how literary devices contribute to the overall theme of <i>The Great Gatsby</i></li> <li>• use pre-writing strategies (graphic organizers) to develop an effective essay</li> <li>• cite textual evidence within an essay to support analysis</li> <li>• participate in a meaningful class discussion in an appropriate manner</li> <li>• determine an author’s purpose</li> <li>• make educated inferences</li> <li>• evaluate an author’s argument</li> <li>• compare/contrast authors’ points of view</li> <li>• correctly use commas, semicolons, colons, and agreement</li> </ul>
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### Vocabulary Skills

### Selected Reading

Alliteration Allusion Allegory Ambiguity Antagonist Annotation Assonance Connotation Consonance Details Dialogue Dynamic character Figures of speech Flashback Foreshadowing Hyperbole Idiom	Imagery Irony Metaphor Mood Motivation Narration Onomatopoeia Oxymoron Parody Personification Plot Point of view Protagonist Pun Repetition Rhetoric Satire	Setting Simile Static character Structure Style Suspense Symbol Theme Tone Valid	<ul style="list-style-type: none"> <li>• <i>The Great Gatsby</i></li> <li>• “Historical Background: Dance Halls during the Roaring 20s”</li> <li>• “The Lines That Divide: Social Class in America”</li> <li>• “Trifles”</li> <li>• “The Hendersons Cancel Christmas”</li> <li>• “Defending Scrooge”</li> <li>• “Black Friday, Walmart, and Consumer Culture: The Scam That Stole Thanksgiving”</li> </ul>
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## TN Academic Standards for Trimester 2

9-10.RL.KID.1	9-10.RI.KID.1	9-10.W.TTP.2	9-10.L.CSE.1
9-10.RL.KID.2	9-10.RI.KID.2	9-10.W.PDW.4	9-10.L.CSE.2
9-10.RL.KID.3	9-10.RI.KID.3	9-10.W.PDW.5	9-10.L.KL.3
9-10.RL.CS.4	9-10.RI.CS.4	9-10.W.PDW.6	9-10.L.VAU.4
9-10.RL.CS.5	9-10.RI.CS.5	9-10.W.RBPK.9	9-10.L.VAU.5
9-10.RL.CS.6	9-10.RI.CS.6		9-10.L.VAU.6
9-10.RL.IKI.7	9-10.RI.IKI.7		
9-10.RL.IKI.9	9-10.RI.IKI.8		
9-10.RL.RRTC.10	9-10.RI.IKI.9		
	9-10.RI.RRTC.10		

## Honors English II

### Trimester 3 – Established Goals and Overarching Ideas

Students will continue to improve and add to their writing skills by writing a mini research paper that uses correct MLA format. Students will also be assigned to read *The Secret Life of Bees*, which will be an independent reading assignment. Students will be tested over the novel. However, the primary focus for the third trimester will be preparing students for the upcoming writing assessment and TN Ready test, which will include a review of all tested standards. Students will write several essays this trimester, including narrative, expository and argumentative. Grammar will primarily be taught through great starts and writing. After testing, students will analyze and critique the movie *Gone with the Wind*. After viewing the movie, students will also compare/contrast America before, during, and after the Civil War.

#### Enduring Understandings

Students will understand...

- how to use textual evidence to support a claim
- how literary devices impact text
- how life was different for women in the early twentieth century
- how to determine text structure
- that organization and structure are key components of the writing process
- how to correctly use MLA format
- how to write a narrative essay
- how to write an expository essay
- how to make inferences based on textual evidence
- how to evaluate an author's argument
- how to write an argumentative essay
- how to compare/contrast time periods in history
- how to critique a film
- that correct grammar usage is essential in writing and communication

#### Essential Questions

- How does Glaspell's use of symbolism help develop the theme of the play?
- How was life different for women in the early twentieth century than it is today?
- How do organization and structure aid in effective writing?
- How should textual evidence be incorporated in writing?
- What is the author's purpose?
- What can be inferred after reading the text?
- How are the authors' viewpoints similar? How are they different?
- What is the difference between an argumentative and expository essay?
- Is the author's argument valid? Why or why not? Explain using evidence from the text.
- Why is grammar important in writing and communication?
- What were the similarities and differences in life in America before, during, and after the Civil War?

## Key Knowledge and Skills

<p>Students will know...</p> <ul style="list-style-type: none"> <li>• domain-specific and academic vocabulary terms</li> <li>• the definition of specific literary devices and how to analyze the use of those devices in literature</li> <li>• what life was like for the American woman in the early twentieth century</li> <li>• how to correctly use MLA format</li> <li>• pre-writing strategies</li> <li>• how to determine the author’s purpose</li> <li>• how to determine if an author’s argument is valid</li> <li>• how to determine an author’s point of view</li> <li>• the characteristics of an expository, argumentative, and narrative essay</li> <li>• basic grammar skills</li> <li>• what life was like in America before, during, and after the Civil War</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Compare/ contrast the life of American women today with the life of the American woman of the early twentieth century</li> <li>• Identify literary devices within the play</li> <li>• use textual evidence to explain how literary devices, especially symbolism, contribute to the overall theme of “Trifles”</li> <li>• use pre-writing strategies (graphic organizers) to develop an effective essay</li> <li>• cite textual evidence within an essay to support analysis</li> <li>• write a research paper using correct MLA format</li> <li>• determine an author’s purpose</li> <li>• evaluate an author’s argument</li> <li>• compare/contrast authors’ points of view</li> <li>• write an expository, argumentative, and narrative essay</li> <li>• correctly use commas, semicolons, colons, and agreement</li> <li>• compare/contrast life in America before, during, and after the Civil War</li> </ul>
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### Vocabulary Skills

### Novels and Informational Text

Alliteration Allusion Allegory Ambiguity Antagonist Annotation Assonance Connotation Consonance Details Dialogue Dynamic character Figures of speech Flashback Foreshadowing Hyperbole Idiom	Imagery Irony Metaphor Mood Motivation Narration Onomatopoeia Oxymoron Parody Personification Plot Point of view Protagonist Pun Repetition Rhetoric Satire	Setting Simile Static character Structure Style Suspense Symbol Theme Tone Valid	<ul style="list-style-type: none"> <li>• Various articles from TN ready resources</li> <li>• <i>Secret Life of Bees</i></li> </ul>
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### TN Academic Standards for Trimester 3

9-10.RL.KID.1	9-10.RI.KID.1	9-10.W.TTP.1	9-10.L.CSE.1
9-10.RL.KID.2	9-10.RI.KID.2	9-10.W.TTP.2	9-10.L.CSE.2
9-10.RL.KID.3	9-10.RI.KID.3	9-10.W.TTP.3	9-10.L.KL.3
9-10.RL.CS.4	9-10.RI.CS.4	9-10.W.PDW.4	9-10.L.VAU.4
9-10.RL.CS.5	9-10.RI.CS.5	9-10.W.PDW.5	9-10.L.VAU.5
9-10.RL.CS.6	9-10.RI.CS.6	9-10.W.PDW.6	9-10.L.VAU.6
9-10.RL.IKI.7	9-10.RI.IKI.7	9-10.W.RBPK.7	
9-10.RL.IKI.9	9-10.RI.IKI.8	9-10.W.RBPK.8	
9-10.RL.RRTC.10	9-10.RI.IKI.9	9-10.W.RBPK.9	
	9-10.RI.RRTC.10	9-10.W.RW.10	