Honors English IV Calendar of Assignments and Readings
Cambridge-South Dorchester High School
Mrs. Heidi Cohoon, Instructor
Q1—Fall 2018

Please bring textbooks and novels of choice to each class.

Week	Date	Letter	Topics	Homework
1	9/5	A	Welcome and Introductions Color Personality Assessment Introduction to A Hero's Journey "What Makes a Hero?" Writing Prompt	
	9/6	B	No Class	
	9/7	C	Picture Day Introduction to Anglo Saxon Culture "What Makes a Hero?" Essay due no later than 11:59 pm, emailed to cohoonh@dcpsmd.org	
2	9/10	A	Introduction to the Anglo-Saxon and Medieval Periods pp. 23-35 Complete Anglo-Saxon Period Notes for HW	
	9/11	B	No Class	
	9/12	C	Introduction to the Anglo-Saxon and Medieval Periods pp. 23-35 Complete Medieval Period Notes for HW	
	9/13	A	Beowulf—"Grendel" pp. 42-45	
	9/14	B	No Class	
3	9/17	C	Beowulf—"Beowulf" pp. 46-49	
	9/18	A	Beowulf—"The Battle with Grendel" pp. 50-54	
	9/19	B	No Class	
	9/20	C	*Beowulf*—"Grendel's Mother" pp. 55-61	
	9/21	A	*Beowulf*—"Beowulf's Last Battle" pp. 62-65	
4	9/24	B	No Class	
	9/25	C	*Beowulf*—"The Death of Beowulf" pp. 66-70	
	9/26	A	*Beowulf* Objective Test	
	9/27	B	No Class	
	9/28	C	*Beowulf* In-Class Timed Writing	

			Interim Grades Finalized	
5	10/1	A	Introduction to Historical Writing and *A History of the English Church and People* pp. 96-97	
	10/2	B	No Class	
	10/3	C	*A History of the English Church and People* pp. 98-100	
	10/4	A	Assorted Shakespearean Sonnets pp. 324-329	
	10/5	B	No Class	
6	10/8	C	Assorted Petrarchan Sonnets pp. 334-338	
	10/9	A	Introduction to *Macbeth*	
	10/10	B	No Class	
	10/11	C	*Macbeth* Act I pp. 348-366 Mr. Reed Substitute	
	10/12	A	*Macbeth* Act I—continued	
7	10/15	B	No Class	
	10/16	C	*Macbeth* Act II pp. 368-380	
	10/17	A	*Macbeth* Act II—continued	
	10/18	B	No Class ½ Day for Students	
	10/19	---	**MSTA Conference Schools Closed**	
8	10/22	C	*Macbeth* Act III pp. 382-398	
	10/23	A	*Macbeth* Act III—continued	
	10/24	B	No Class	
	10/25	C	*Macbeth* Act IV pp. 400-416	
	10/26	A	*Macbeth* Act IV—continued	
9	10/29	B	No Class	
	10/30	C	*Macbeth* Act V pp. 418-431	
	10/31	A	*Macbeth* Act V—continued	
	11/1	B	No Class	
	11/2	C	Q1 Reading Assessment (online)	
10	11/5	A	Q1 In-Class Timed Writing	
	11/6		**PD—Schools Closed for Students**	
	11/7	B	No Class	
	11/8	C	**TBA**	

	11/9	A	TBA **Q1 Project Due no later than Sunday at 11:59 pm submitted to** cohoonh@dcpsmd.org	

Q1 Vocabulary—Study these for your quizzes!!!

1. Alliteration: A stylistic device in which a number of words have the same consonant sounds.

   - For example: Dunkin' Donuts, soul swooned

2. Author's Purpose: The reason an author writes something.

   - For example: to inform, to persuade, to entertain

3. Conflict: In literature, a conflict is a literary element that involves a struggle between two opposing forces usually a protagonist and an antagonist.

4. Connotative Meaning: In literature, a conflict is a literary element that involves a struggle between two opposing forces usually a protagonist and an antagonist.

   - For example: For instance, "Wall Street" literally means a street situated in Lower Manhattan but connotatively it refers to "wealth" and "power".

   - Metaphors are words that connote meanings that go beyond their literal meanings. Shakespeare in his "Sonnet 18" states:
   "Shall I Compare Thee to a Summer's Day"
   Here, the phrase "a Summer's Day" implies the fairness of his beloved.

5. Epic: An extended narrative poem in elevated or dignified language, celebrating the feats of a legendary or traditional hero.

   - For example: *Beowulf*

6. Kenning: A figurative, usually compound expression used in place of a name or noun, especially in Old English poetry.

   - For example, "*storm of swords"* is a kenning for *battle.*

7. Figurative Language: uses words deviating from their proper definitions in order to achieve a more complicated understanding or heightened effect. Figurative language is often achieved by presenting words in order for them to be equated, compared, or associated with other normally unrelated words or meanings. See the example of a metaphor above.

8. Historical Context: Historical context refers to the beliefs, conditions, knowledge, attitudes and moods that existed at a certain point in history - the "setting" for the event that occurred. Consider the Anglo-Saxon context in which *Beowulf* was written.

9. Hyperbole: A figure of speech, which involves an exaggeration of ideas for the sake of emphasis.

- For example: Late at night, it got so frigid that all spoken words froze solid before they could be heard.

10. Imagery: To use figurative language to represent objects, actions, and ideas in such a way that it appeals to our physical senses.

- For example: *It was dark and dim in the forest.* – The words "dark" and "dim" are visual images.
- *The children were screaming and shouting in the fields.* – "Screaming" and "shouting" appeal to our sense of hearing or auditory sense.

11. Inference: A literary device used commonly in literature and in daily life where logical deductions are made based on premises assumed to be true.

- For example:
  Sheldon Cooper: I took another look at the board, and I realized you were right.
  Raj Koothrappali: So you were wrong.
  Sheldon Cooper: I'm not saying that.
  Raj Koothrappali: That's the only logical inference.
  Sheldon Cooper: I'm still not saying it.

12. Shift: Introduces a change in the speaker's understanding of what he is narrating, signaling to readers that he has reached an insight.

13. Slant Rhyme: Also known as **near rhyme** (or half rhyme, weak rhyme, or imperfect rhyme), these rhymes aren't quite… rhymes. The words "dear" and "door" form a slant rhyme. The words sound similar, but they aren't close enough to make a full rhyme.

14. Tone: An attitude of a writer toward a subject or an audience.

For example: Robert Frost in the last stanza of his poem *The Road Not Taken* gives us an insight into the effect of tone:

"I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I,
I took the one less traveled by,
And that has made all the difference."

Frost tells us about his past with a "sigh," this gives the above lines an unhappy tone. This tone leads us into thinking that the speaker in the poem had to make a difficult choice.

Q1 Creative Projects
Menu of Options
Due: Sunday at 11:59 pm submitted to cohoonh@dcpsmd.org

1. Write a poem or rap entitled "The Beowulf in Me" or "The Grendel in Me." This poem should concentrate on the dualities in your own personality and actions. Be sure the poem is typed and illustrated.

2. Illustrate your favorite quote from *Beowulf* or *Macbeth*. The illustration should be completed on poster board and neatly colored. Include the title and specific quote on your poster.

3. Create a *Beowulf* children's book. Be sure to include colorful illustrations and bind the finished project in book form. Make sure your word choices and illustrations are appropriate for elementary children.

4. Create a poster to advertise a movie based on *Beowulf* or *Macbeth*. Be sure to include the title, pictures, a caption, a rating, and modern-day actors that will portray the characters. This must be colorful and be drawn on poster board.

5. Create a movie trailer for *Beowulf* or *Macbeth*. Be sure to depict crucial scenes.

6. Write an AP literary analysis essay on *Beowulf* or *Macbeth*. See Mrs. Cohoon for the prompt choices.

7. Create a TED Talks applying *Beowulf* to "A Hero's Journey"

8. Your choice—must be approved by Mrs. Cohoon in advance