









Advanced English 10 B

Teacher: Kelly Bovee

Month	Content	Skills	Assessment	Resources & Technology
December 2020	<p><b>CEQ:</b>  <b>What are the elements of persuasion?</b>  <b>What are the elements of literature?</b>  <b>What is the process for writing a research paper?</b>  <b>What are the correct rules for grammar and usage?</b></p> <p><b>UEQ:</b>  <b>What effective appeals do writers use in persuasive writing?</b>  <b>What dictates a good choice of topic for persuasive writing?</b>  <b>How do readers recognize author credibility?</b></p> <p><b>Reading</b>                      nonfiction</p> <ul style="list-style-type: none"> <li>• Elements of Persuasion</li> <li>• Author's Intent</li> <li>• Fact and Opinion</li> <li>• Making Inferences</li> <li>• Evaluating Sources</li> <li>• Persuasion appeals (Ethos, Pathos, Logos)</li> </ul> <p><b>UEQ:</b>  <b>What constitutes credible research when there is so much information to choose from?</b>  <b>How do you gather, organize, and cite information to write a research-based persuasion paper?</b>  <b>What is the correct MLA format for writing a works cited page?</b></p>	<p><b>Reading</b>                       nonfiction</p> <ol style="list-style-type: none"> <li>1. Recognizing author's intention for writing a piece.</li> <li>2. Identify and understand the difference between fact and opinion</li> <li>3. Make inferences based on information in text</li> <li>4. Evaluate credibility of sources/research</li> <li>5. Analyze author's use of ethos, pathos, and logos</li> </ol> <p><b>Writing</b> </p> <ol style="list-style-type: none"> <li>1. Determine appropriate and supportable topic</li> <li>2. Construct clear and supportable thesis</li> <li>3. Gather support for thesis using varieties of electronic and print media, as well as surveys and interviews.</li> <li>4. Analyze source credibility</li> <li>5. Create formal outline to organize information/sources.</li> <li>6. Acknowledge strength in opposing argument, making strategic and appropriate concessions</li> </ol>	<p><b>Reading</b>                      nonfiction</p> <p>1-5 Content Area Readings: Persuasive Pieces                      1-5 Various content area reading quizzes and worksheets</p> <p><b>Writing</b>                      1-11 Persuasive Research Paper 3-5 pages, MLA Format including works cited page, Double Spaced, Times New Roman Font , Turnitin.com submission (CA = Persuasive Rubric)</p> <p><b>Grammar:</b>                      1-2. Pre-test on grammar, usage and confused usage pairs (CA=10B grammar pre-test in teacher shared folder)</p>	<p><b>Reading</b>                      nonfiction</p> <p>Content Area Reading Articles ("Drugs" by Gore Vidal, "The Trouble With Legalizing Drugs" by Clarence Page, "The Drug that Pretends It Isn't," "Keep Drunks off the Road," Paul Harvey commentary on Columbine, etc.)</p> <p><b>Writing</b>                      -MLA Formatting Guide                      -Student Resource Page (STMA Web-Site): SIRS, E-Library, Infotrac, ProQuest                      Turnitin.com</p> <p><b>Grammar:</b>                      10B Grammar Powerpoint (in shared folder)                      Grammar worksheets and quizzes (in shared folder)  <i>Grammar Grabbers</i>  <i>Writer's Inc.</i>                      Blue English Grammar Textbook</p>

	<p><b>How does a writer incorporate the three persuasive appeals?</b></p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● Topic Selection</li> <li>● Thesis Statement</li> <li>● Gathering Research</li> <li>● Source Credibility</li> <li>● Organizing Information</li> <li>● Ethos, Pathos, and Logos</li> <li>● Concessions</li> <li>● Internal Documentation of Sources</li> <li>● Works Cited</li> <li>● MLA Format</li> <li>● Grammar, Spelling, Word Choice</li> <li>● Sentence Variety</li> </ul> <p><b>UEQ: What are the correct rules for grammar and usage?</b></p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>● <b>subject-verb agreement</b></li> <li>● <b>pronoun-antecedent agreement</b></li> <li>● <b>pronoun case</b></li> <li>● <b>indefinite pronouns</b></li> <li>● <b>idiomatic language</b></li> <li>● <b>double negatives</b></li> <li>● <b>confused usage pairs</b></li> <li>● <b>etc.</b></li> </ul>	<ol style="list-style-type: none"> <li>7. Credit sources using internal documentation</li> <li>8. Create formal works cited page</li> <li>9. Format written work using MLA formatting guide.</li> <li>10. Use proper grammar, correct spelling, and strong word choice.</li> <li>11. Vary sentence structure utilizing introductory elements and combinations of simple, complex, compound, and compound-complex sentences.</li> </ol> <p><b>Grammar:</b> </p> <ol style="list-style-type: none"> <li>1. Take notes on grammar and usage rules</li> <li>2. Practice grammar and usage rules</li> </ol>		
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<p><b>January</b></p>	<p><b>UEQ</b>  <b>What are the elements of non-fiction and fiction literature?</b>  <b>How does an author incorporate the elements of literature when writing a novel?</b>  <b>How does the historical background influence literature, whether fiction or non-fiction?</b></p> <p>Non-fiction:</p> <ul style="list-style-type: none"> <li>• Plot (Exposition, rising action, climax, falling action, resolution)</li> <li>• Theme, Character Analysis, Symbolism, Point of View, Conflict, Setting, etc.</li> </ul> <p>Fiction:</p> <ul style="list-style-type: none"> <li>• Elements of Literature (Theme, plot, setting, character, symbolism, motif, point of view, conflict, etc)</li> <li>• Correct MLA citation of quotations</li> </ul> <p><b>UEQ</b>  <b>What are the correct rules for grammar and usage?</b></p> <p><b>Grammar:</b></p>	<p>Reading: </p> <p>Non-fiction</p> <ol style="list-style-type: none"> <li>1. Summarize the plot structure</li> <li>2. Identify the literary elements in non-fiction literature</li> <li>3. Analyze and discuss relevance of historical background to the understanding of the novel</li> <li>4. Explain the different style of writing between non-fiction and fiction.</li> </ol> <p>Fiction</p> <ol style="list-style-type: none"> <li>1. Identify elements of literature</li> <li>2. Demonstrate understanding of all facets of fiction writing</li> </ol> <p>Grammar: </p> <ol style="list-style-type: none"> <li>1. Take notes on grammar and usage rules</li> <li>2. Practice grammar and usage rules</li> </ol>	<p>Reading:</p> <p>Non-fiction</p> <ol style="list-style-type: none"> <li>1-3. Journal entries</li> <li>1-3. Quizzes</li> <li>1-3. Final test</li> <li>4. Timed essay (CA = rubric)</li> </ol> <p>Fiction</p> <ol style="list-style-type: none"> <li>1-2. Individual book choice report</li> </ol> <p>Grammar:</p> <ol style="list-style-type: none"> <li>1-2. Grammar quizzes and worksheets</li> </ol>	<p>Reading:</p> <p><i>In Cold Blood</i>  Media Center  Lexile Score  Independent book choice</p> <p>Grammar:</p> <p>10B Grammar Powerpoint (in shared folder)  Grammar worksheets (in shared folder)  <i>Writer's Inc.</i>  <i>Grammar Grabbers</i>  Blue grammar textbooks</p>

	<ul style="list-style-type: none"> <li>● subject-verb agreement</li> <li>● pronoun-antecedent agreement</li> <li>● pronoun case</li> <li>● indefinite pronouns</li> <li>● idiomatic language</li> <li>● double negatives</li> <li>● confused usage pairs</li> <li>● etc.</li> </ul>			
<p><b>February</b></p>	<p><b>Reading (Short Story Unit - fiction):</b></p> <ul style="list-style-type: none"> <li>● Plot structure (exposition, rising action, climax, falling action, resolution)</li> <li>● Theme, Character Analysis, Symbolism, Conflict, Setting, Point of View, etc.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>● pronoun-antecedent agreement</li> <li>● subject-verb agreement</li> <li>● indefinite pronouns</li> <li>● pronoun case</li> <li>● idiomatic language</li> <li>● confused usage pairs</li> <li>● etc.</li> </ul> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>● <b>What are the parts of a word necessary to understanding its meaning?</b></li> </ul>	<p><b>Reading (fiction)</b> </p> <ol style="list-style-type: none"> <li>1. Read a variety of short stories</li> <li>2. Identify various elements of literature</li> <li>3. Analyze plot structure</li> </ol> <p><b>Grammar:</b> </p> <ol style="list-style-type: none"> <li>1. Take notes on grammar and usage rules</li> <li>2. Practice grammar and usage rules</li> </ol> <p><b>Writing/vocabulary</b> </p> <ol style="list-style-type: none"> <li>1. Define origins of common prefixes and suffixes</li> <li>2. Identify meanings of common roots in words.</li> <li>3. Demonstrate effective strategies for figuring out unknown words by dissecting prefixes, roots, and suffixes.</li> </ol>	<p><b>Reading (fiction)</b></p> <p>1-3. Worksheets and quizzes on the assigned short stories</p> <p>1-3. Final test on Short Story unit</p> <p><b>Grammar:</b></p> <p>1-2. 10B Grammar Post-test (CA=10B Grammar Post-test in shared folder)</p> <p><b>Writing/vocabulary</b></p> <p>1-3. Vocabulary quizzes</p>	<p><b>Reading (fiction):</b></p> <p>"A Worn Path"</p> <p>"The Lottery"</p> <p>"The Scarlet Ibis"</p> <p>"Contents of the Dead Man's Pocket"</p> <p>"The Monkey's Paw"</p> <p>"Heart of the Fields"</p> <p>"A Rose for Emily"</p> <p>"Where Are You Going, Where Have You Been?"</p> <p><b>Grammar:</b></p> <p>10B Grammar Powerpoint (in shared folder)</p> <p>Quizzes, worksheets and test (in shared folder)</p> <p><i>Writer's Inc.</i></p> <p><i>Grammar Grabbers</i></p> <p>Blue grammar textbooks</p> <p><b>Writing/Vocabulary</b></p> <p>handout of common prefixes, suffixes, and root words</p> <p><i>Writer's Inc.</i></p>

	<b>Writing/Vocabulary</b> <ul style="list-style-type: none"><li>• prefixes, root words, suffixes</li><li>• origins and meanings of prefixes, roots, and suffixes</li></ul>			
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