

## Advanced English 11A

Teachers: Jeremy Hoffman, Matt Amundson  
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St. Michael-Albertville High School

### CEQ

- **WHAT ARE KEY COMPONENTS OF ARGUMENTATIVE WRITING?**
- **WHAT ARE KEY COMPONENTS OF NARRATIVE WRITING?**
- **HOW DO THE RULES OF GRAMMAR AND MECHANICS APPLY TO WRITING?**
- **WHAT ARE THE ELEMENTS OF LITERATURE?**
- **WHAT ARE THE QUALITIES AND CHARACTERISTICS THAT DISTINGUISH AMERICAN LITERATURE?**
- **WHAT CONSTITUTES A LITERARY WORK BEING CONSIDERED GREAT, OR A CLASSIC?**
- **HOW DOES CULTURE INFLUENCE A WRITER’S STYLE?**
- **HOW DO THE CHOICES AN AUTHOR MAKES AFFECT AN OVERALL WORK?**
- **HOW CAN A LITERARY ANALYSIS BE SUPPORTED WITH EVIDENCE FROM A TEXT OR TEXTS?**

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<b>UEQ Definition Essay</b>  <ul style="list-style-type: none"> <li>● <i>What are the characteristics of effective essay writing?</i></li> </ul>	<b>Definition Essay</b>  1. Formulate clear thesis statement 2. Support thesis with specific and relevant content 3. Organize content into logical progression 4. Compose using fluent, smooth sentence structure 5. Articulate ideas using strong analytical voice	<b>Definition Essay</b>  LT1. I can formulate a thesis statement that clearly communicates the focus of a longer work.  LT2. I can support a thesis statement with specific evidence, examples, and/or details that show the reader my ideas.  LT3. I can organize supporting details into paragraph structure with a definite introduction, body, and conclusion.  LT4. I can enhance organization through the use of	<b>Definition Essay</b>  <b>11.5.1.1</b> <b>11.5.4.4</b> <b>11.5.5.5</b> <b>11.5.6.6</b> <b>11.7.1.1</b> <b>11.7.2.2</b> <b>11.7.4.4</b> <b>11.7.5.5</b> <b>11.7.6.6</b> <b>11.7.10.10</b> <b>LT2-11.11.1.1</b> <b>LT2-11.11.2.2</b> <b>LT2-11.11.6.6</b>	<b>Definition Essay</b>  <b>CSA=3-5 page Definition Essay</b>  <b>CFA=Working thesis statement</b>  <b>CFA=Thesis statement revisions/analysis</b>  <b>CFA=Analysis of example essays (professional and student versions)</b>	<b>Definition Essay</b>  Essay <ul style="list-style-type: none"> <li>● “In Bed” by Joan Didion</li> <li>● “Cystic Fibrosis” by Frank DeFord</li> <li>● “Psychopath” by Dave Cullen</li> <li>● “On Christianity” by C.S. Lewis</li> <li>● Various past student examples</li> </ul> Handout <ul style="list-style-type: none"> <li>● “The Thesis” from Cliffnotes</li> </ul>

		<p>topic sentences, transitions, and concluding sentences.</p> <p>LT5. I can improve my work by revising content and editing writing so it is free of punctuation, capitalization, and usage errors.</p> <p>LT6. I can extend the appeal of my work so it goes beyond functional writing (basic execution of the assignment) and entertains, provokes thought, and/or connects with a variety of target audiences.</p>			
<p><b>UEQ <i>The Scarlet Letter</i></b></p> <ul style="list-style-type: none"> <li>• <i>What are the elements of literature?</i></li> <li>• <i>How do authors utilize literary elements to convey or enhance their message?</i></li> <li>• <i>What are the qualities and characteristics</i></li> </ul>	<p><b><i>The Scarlet Letter</i></b></p> <ol style="list-style-type: none"> <li>1. Identify literary elements</li> <li>2. Analyze author's influences</li> <li>3. Apply knowledge of historical background to text</li> <li>4. Define and identify conventions and themes of fiction</li> <li>5. Formulate clear thesis statement</li> </ol>	<p><b><i>The Scarlet Letter</i></b></p> <p>LT1. I can independently comprehend literature.</p> <p>LT2. I can identify and explain how authors use literary elements to enhance a work of fiction.</p> <p>LT3. I can determine theme, author's purpose, author's style, or main idea in a literary work.</p>	<p><b><i>The Scarlet Letter</i></b></p> <p><b>11.4.1.1</b>  <b>11.4.2.2</b>  <b>11.4.3.3</b>  <b>11.4.4.4</b>  <b>11.4.5.5</b>  <b>11.4.6.6</b>  <b>11.4.10.10</b>  <b>11.7.1.1</b>  <b>11.7.2.2</b>  <b>11.7.3.3</b>  <b>11.7.4.4</b>  <b>11.7.5.5</b>  <b>11.7.6.6</b></p>	<p><b><i>The Scarlet Letter</i></b></p> <p><b>CFA=Various Quizzes</b></p> <p><b>CSA=Objective Test</b></p> <p><b>CSA=Timed Essay</b></p> <p><b>CSA=Puritan Research Project</b></p>	<p><b><i>The Scarlet Letter</i></b></p> <p>Fiction</p> <ul style="list-style-type: none"> <li>• <i>The Scarlet Letter</i> by Nathaniel Hawthorne</li> </ul> <p>Essay</p> <ul style="list-style-type: none"> <li>• "Sinners in the Hands of an Angry God" by Jonathan Edwards</li> </ul> <p>Digital Presentation</p> <ul style="list-style-type: none"> <li>• Hawthorne Background</li> </ul>

<p><i>that distinguish literature?</i></p> <ul style="list-style-type: none"> <li>• <i>What constitutes a literary work being considered great, or a classic?</i></li> <li>• <i>What are the characteristics of effective essay writing?</i></li> </ul>	<ol style="list-style-type: none"> <li>6. Support thesis with specific and relevant content</li> <li>7. Organize content into logical progression</li> <li>8. Compose using fluent, smooth sentence structure</li> <li>9. Articulate ideas using strong analytical voice</li> </ol>	<p>LT4. I can analyze how the literature is influenced by the culture, context, or era in which it was written.</p> <p>LT5. I can effectively communicate critical thinking through literary-based writings, discussions, and presentations.</p> <p>LT6. I can evaluate the quality of literature (i.e. what makes a work a classic versus popular).</p> <p>LT7. I can formulate a thesis statement that clearly communicates the focus of a longer work.</p> <p>LT8. I can support a thesis statement with specific evidence, examples, and/or details that show the reader my ideas.</p> <p>LT9. I can organize supporting details into paragraph structure with a definite introduction, body, and conclusion.</p> <p>LT10. I can enhance organization through the use of</p>	<p><b>11.7.7.7</b>  <b>11.7.8.8</b>  <b>11.7.9.9</b>  <b>11.9.1.1</b>  <b>11.9.2.2</b>  <b>11.9.3.3</b>  <b>11.9.4.4</b>  <b>11.9.5.5</b>  <b>11.9.7.7</b>  <b>11.11.4.4</b>  <b>11.11.5.5</b></p>		<ul style="list-style-type: none"> <li>• Calvinism/Puritanism</li> </ul> <p>Handout</p> <ul style="list-style-type: none"> <li>• “Tips for Writing a Timed Essay”</li> </ul>
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		<p>topic sentences, transitions, and concluding sentences.</p> <p>LT11. I can improve my work by revising content and editing writing so it is free of punctuation, capitalization, and usage errors.</p> <p>LT12. I can select material including quotations that is relevant to my main ideas and smoothly integrate it into my writing.</p> <p>LT13. I can paraphrase, summarize, and directly quote sources that support my ideas.</p>			
<p><b>UEQ American Literature</b></p> <ul style="list-style-type: none"> <li>• <i>How are primary sources essential to shaping literature?</i></li> <li>• <i>How do primary sources reflect values and ideals of the periods in which they are written?</i></li> </ul>	<p><b>American Literature</b></p> <ol style="list-style-type: none"> <li>1. Identify literary elements</li> <li>2. Analyze author's influences</li> <li>3. Apply knowledge of historical background to text</li> </ol>	<p><b>American Literature</b></p> <p>LT1. I can independently comprehend literature.</p> <p>LT2. I can identify and explain how authors use literary elements, such as persuasion, to enhance literature.</p> <p>LT3. I can determine theme, author's purpose, author's</p>	<p><b>American Literature</b></p> <p><b>11.4.9.9</b> <b>11.5.8.8</b></p>	<p><b>American Literature</b></p> <p><b>CFA=Discussions of texts</b></p> <p><b>CFA=Various worksheets analyzing texts</b></p> <p><b>CSA=Quiz</b></p>	<p><b>American Literature</b></p> <p>Primary Source</p> <ul style="list-style-type: none"> <li>• Excerpt from Benjamin Franklin's autobiography (on virtues)</li> <li>• "The Declaration of Independence" by Thomas Jefferson</li> <li>• Robert E. Lee's letter to his son</li> </ul>

<ul style="list-style-type: none"> <li>• <i>What are the qualities and characteristics that distinguish American literature?</i></li> </ul>		<p>style, or main idea in a literary work.</p> <p>LT4. I can analyze how the literature is influenced by the culture, context, or era in which it was written.</p> <p>LT5. I can effectively communicate critical thinking through literary-based writings, and discussions.</p> <p>LT6. I can evaluate the quality of literature.</p>			<ul style="list-style-type: none"> <li>• “The Gettysburg Address” by Abraham Lincoln</li> </ul>
<p><b>UEQ <i>The Adventures of Huckleberry Finn</i></b></p> <ul style="list-style-type: none"> <li>• <i>What are the elements of literature?</i></li> <li>• <i>How do authors utilize literary elements to convey or enhance their message?</i></li> <li>• <i>What are the qualities and characteristics</i></li> </ul>	<p><b><i>The Adventures of Huckleberry Finn</i></b></p> <ol style="list-style-type: none"> <li>1. Identify literary elements</li> <li>2. Analyze author's influences</li> <li>3. Apply knowledge of historical background to text</li> <li>4. Define and identify conventions and themes of fiction</li> <li>5. Formulate clear thesis statement</li> </ol>	<p><b><i>The Adventures of Huckleberry Finn</i></b></p> <p>LT1. I can independently comprehend literature.</p> <p>LT2. I can identify and explain how authors use literary elements to enhance a work of fiction.</p> <p>LT3. I can determine theme, author’s purpose, author’s style, or main idea in a literary work.</p>	<p><b><i>The Adventures of Huckleberry Finn</i></b></p> <p><b>11.4.1.1</b>  <b>11.4.2.2</b>  <b>11.4.3.3</b>  <b>11.4.4.4</b>  <b>11.4.5.5</b>  <b>11.4.6.6</b>  <b>11.4.7.7</b>  <b>11.5.1.1</b>  <b>11.5.3.3</b>  <b>11.5.5.5</b>  <b>11.5.6.6</b>  <b>11.5.7.7</b></p>	<p><b><i>The Adventures of Huckleberry Finn</i></b></p> <p><b>CFA=Various quizzes on the novel</b></p> <p><b>CSA=Objective test</b></p> <p><b>CSA=Literary Criticism presentation</b></p> <p><b>CSA=Timed essay</b></p>	<p><b><i>The Adventures of Huckleberry Finn</i></b></p> <p>Fiction</p> <ul style="list-style-type: none"> <li>• <i>The Adventures of Huckleberry Finn</i> by Mark Twain</li> <li>• <i>Hamlet</i> by William Shakespeare (excerpt)</li> <li>• Various articles from <i>The Onion</i></li> </ul> <p>Primary Source</p> <ul style="list-style-type: none"> <li>• Excerpt from <i>My Bondage and My</i></li> </ul>

<p><i>that distinguish literature?</i></p> <ul style="list-style-type: none"> <li>• <i>What constitutes a literary work being considered great, or a classic?</i></li> <li>• <i>What are the characteristics of effective essay writing?</i></li> </ul>	<ol style="list-style-type: none"> <li>6. Support thesis with specific and relevant content</li> <li>7. Organize content into logical progression</li> <li>8. Compose using fluent, smooth sentence structure</li> <li>9. Articulate ideas using strong analytical voice</li> </ol>	<p>LT4. I can analyze how the literature is influenced by the culture, context, or era in which it was written, including various critical lenses.</p> <p>LT5. I can effectively communicate critical thinking through literary-based writings, discussions, and presentations.</p> <p>LT6. I can evaluate the quality of literature (i.e. what makes a work a classic versus popular).</p> <p>LT7. I can formulate a thesis statement that clearly communicates the focus of a longer work.</p> <p>LT8. I can support a thesis statement with specific evidence, examples, and/or details that show the reader my ideas.</p> <p>LT9. I can organize supporting details into paragraph structure with a definite introduction, body, and conclusion.</p> <p>LT10. I can enhance organization through the use of</p>	<p>11.7.1.1 11.7.2.2 11.7.4.4 11.7.6.6 11.7.7.7 11.7.8.8 11.7.9.9 11.9.1.1 11.9.2.2 11.9.3.3 11.9.4.4 11.9.5.5 11.9.6.6 11.9.7.7 11.9.8.8 11.11.1.1 11.11.2.2 11.11.3.3 11.11.4.4 11.11.5.5 11.11.6.6</p>		<p><i>Freedom</i> by Frederick Douglass</p> <p>Website</p> <ul style="list-style-type: none"> <li>• Project Implicit (<a href="https://implicit.harvard.edu/implicit/takeatest.html">https://implicit.harvard.edu/implicit/takeatest.html</a>)</li> <li>• “22 Maps That Show How Americans Speak English Totally Differently From One Another” by Walter Hickey from <i>BusinessInsider.com</i> (2013)</li> </ul> <p>Essay</p> <ul style="list-style-type: none"> <li>• “<i>Huckleberry Finn</i> is Racist Trash” by John H. Wallace</li> <li>• “Say It Aint’ So, Huck” by Jane Smiley</li> <li>• “The Use of the Word ‘Nigger’ in Mark Twain’s <i>The Adventures of Huckleberry Finn</i>” by Dayle B. DeLancey</li> </ul>
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		<p>topic sentences, transitions, and concluding sentences.</p> <p>LT11. I can improve my work by revising content and editing writing so it is free of punctuation, capitalization, and usage errors.</p> <p>LT12. I can select material including quotations that is relevant to my main ideas and smoothly integrate it into my writing.</p> <p>LT13. I can paraphrase, summarize, and directly quote sources that support my ideas.</p>			<ul style="list-style-type: none"> <li>● “A Beautifully Crafted Ending” by Richard Hill</li> </ul> <p>Handout</p> <ul style="list-style-type: none"> <li>● “Parlez vous frances?” (Socratic Method)</li> <li>● LSAT Logic Test</li> <li>● 1963 Louisiana Literacy Test</li> <li>● Various articles on critical theories</li> </ul> <p>Video</p> <ul style="list-style-type: none"> <li>● “<i>Huckleberry Finn</i> and the N-word” <i>60 Minutes</i> clip (2011)</li> <li>● “Mark Twain Controversy” <i>The Daily Show</i> clip (2011)</li> <li>● “A Class Divided” <i>Dateline</i> clip (1985)</li> <li>● <i>The Adventures of Huckleberry Finn</i> (1960)</li> <li>● <i>The Adventures of Huck Finn</i> (1993)</li> </ul>
<b>UEQ Grammar</b>	<b>Grammar</b>	<b>Grammar</b>	<b>Grammar</b>	<b>Grammar</b>	<b>Grammar</b>

<ul style="list-style-type: none"> <li>• <i>How does understanding sentence structure improve writing?</i></li> <li>• <i>How can punctuating sentences effectively improve writing?</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Interpret and apply usage rules for commas.</li> </ol>	<p>LT1. I can demonstrate command of mechanics when writing and speaking.</p> <p>LT2. I can apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>LT3. I can identify how a writer uses commas to enhance his or her writing.</p>	<p><b>11.11.1.1</b> <b>11.11.2.2</b></p>	<p><b>CSA=Pre-test on comma usage</b></p> <p><b>CSA=Post-test on comma usage</b></p> <p><b>CFA=Practice worksheets</b></p>	<p>Handout</p> <ul style="list-style-type: none"> <li>• Comma packet</li> </ul>
<p><b>UEQ Read-Aloud</b></p> <ul style="list-style-type: none"> <li>• <i>What benefits does reading literature provide?</i></li> </ul>	<p><b>Read-Aloud</b></p> <ol style="list-style-type: none"> <li>1. Engage in literature.</li> <li>2. Make connections to other pieces of literature and to students' own lives.</li> </ol>	<p><b>Read-Aloud</b></p> <p>LT1. I can comprehend literature proficiently for personal enjoyment.</p> <p>LT2. I can independently analyze and discuss the elements of literature.</p>	<p><b>Read-Aloud</b></p> <p><b>11.4.1.1</b> <b>11.4.2.2</b> <b>11.4.3.3</b> <b>11.4.5.5</b></p>	<p><b>Read-Aloud</b></p> <p><b>CFA=Discussions of elements of literature.</b></p> <p><b>CFA=Discussions of intertextuality.</b></p>	<p><b>Read-Aloud</b></p> <p>Fiction</p> <ul style="list-style-type: none"> <li>• <i>Stargirl</i> by Jerry Spinelli</li> </ul>