

Advanced English 11 B

Teachers: Jeremy Hoffman, Matt Amundson

St. Michael-Albertville High School

CEQ

- **WHAT ARE KEY COMPONENTS OF ARGUMENTATIVE WRITING?**
- **HOW DO THE RULES OF GRAMMAR AND MECHANICS APPLY TO WRITING?**
- **HOW DO AUTHORS UTILIZE LITERARY ELEMENTS TO CONVEY OR ENHANCE THEIR MESSAGE?**
- **WHAT ARE THE QUALITIES AND CHARACTERISTICS THAT DISTINGUISH AMERICAN LITERATURE?**
- **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
<p>UEQ Book/Movie Comparison Essay</p> <ul style="list-style-type: none"> ● <i>What are the characteristics of effective writing?</i> ● <i>What qualities of a thesis statement make it effective and supportable?</i> ● <i>How do you organize an essay?</i> ● <i>How do you support an essay effectively?</i> 	<p>Book/Movie Comparison Essay</p> <ol style="list-style-type: none"> 1. Generate ideas for writing topics and content 2. Formulate clear thesis statement 3. Support thesis statement with relevant and specific details 4. Organize ideas and content 5. Demonstrate command of word choice 6. Compose clear and fluent sentences 7. Demonstrate 	<p>Book/Movie Comparison Essay</p> <p>LT1. I can write a text for a specific purpose.</p> <p>LT2. I can produce clear and coherent writing that strengthens my skills and communicates clearly with readers.</p> <p>LT3. I can formulate a thesis statement that clearly communicates the focus of a longer work.</p> <p>LT4. I can support a thesis statement with specific evidence, examples, and/or</p>	<p>Book/Movie Comparison Essay</p> <p>11.4.1.1 11.4.3.3 11.4.5.5 11.7.1.1 11.7.2.2 11.7.4.4 11.7.5.5 11.7.6.6 11.7.10.10 11.11.1.1 11.11.2.2</p>	<p>Book/Movie Comparison Essay</p> <p>CSA=3-5 page Book/Movie Comparison Essay</p> <p>CFA=Thesis Creation</p>	<p>Book/Movie Comparison Essay</p> <ul style="list-style-type: none"> ● Fiction (student choice novel) ● Movie (must be an adaptation of student choice novel selection) ● DVD: <i>The Scarlet Letter</i> (1995) ● DVD: <i>The Adventures of Huck Finn</i> (1993) ● Website: OWL @ Purdue ● TurnItIn.com

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	<p>command of conventions</p> <p>8. Revise Writing</p> <p>9. Edit Writing</p> <p>10. Format using MLA Style</p>	<p>details that show the reader my ideas.</p> <p>LT5. I can organize supporting details into paragraph structure with a definite introduction, body, and conclusion.</p> <p>LT6. I can enhance organization through the use of topic sentences, transitions, and concluding sentences.</p> <p>LT7. I can improve my work by revising content and editing writing so it is free of punctuation, capitalization, and usage errors.</p>			
<p>UEQ <i>The Great Gatsby</i></p> <ul style="list-style-type: none"> ● <i>How can an author's personal experiences shape a text?</i> ● <i>How do literary elements enhance the writing in a novel?</i> ● <i>How does cultural context from whence a novel came influence the effectiveness of a</i> 	<p><i>The Great Gatsby</i></p> <ol style="list-style-type: none"> 1. Analyze how motifs contribute to a novel's themes. 2. Analyze the author's influences. 3. Apply knowledge of historical background to text. 4. Demonstrate command of effective writing 	<p><i>The Great Gatsby</i></p> <p>LT1. I can independently comprehend literature.</p> <p>LT2. I can identify and explain the use of figurative language in a literary work.</p> <p>LT3. I can understand the visual elements and style of the author's work.</p>	<p><i>The Great Gatsby</i></p> <p>11.4.1.1</p> <p>11.4.2.2</p> <p>11.4.3.3</p> <p>11.4.4.4</p> <p>11.4.5.5</p> <p>11.4.6.6</p> <p>11.4.7.7</p> <p>11.7.1.1</p> <p>11.7.2.2</p> <p>11.7.3.3</p>	<p><i>The Great Gatsby</i></p> <p>CSA=Analytical Essay</p> <p>CFA=Various objective quizzes</p> <p>CFA=Character POV</p>	<p><i>The Great Gatsby</i></p> <p>Fiction</p> <ul style="list-style-type: none"> ● <i>The Great Gatsby</i> by F. Scott Fitzgerald <p>DVD's</p> <ul style="list-style-type: none"> ● <i>The Great Gatsby</i> (1974, 2000, 2013) <p>Articles</p> <ul style="list-style-type: none"> ● "F. Scott Fitzgerald and the Jazz Age"

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<p><i>text?</i></p> <ul style="list-style-type: none"> ● <i>What are effective writing strategies for analyzing a text?</i> ● <i>What qualities of a thesis statement make it effective and supportable?</i> ● <i>How do you organize an essay?</i> ● <i>How do you support an essay effectively?</i> 	<p>strategies in a specific time frame.</p>	<p>LT4. I can determine theme, author’s purpose, or main idea in a literary work.</p> <p>LT5. I can independently identify literary elements.</p> <p>LT6. I can analyze how authors use literary elements to enhance works.</p> <p>LT7. I can analyze how the literature is influenced by the culture, context, or era in which it was written.</p> <p>LT8. I can effectively communicate critical thinking through literary-based writings, discussions, and presentations.</p> <p>LT9. I can formulate a thesis statement that clearly communicates the focus of a longer work.</p> <p>LT10. I can support a thesis statement with specific evidence, examples, and/or details that show the reader my ideas.</p>	<p>11.7.9.9 11.7.10.10 11.11.1.1 11.11.2.2 11.11.3.3</p>		<ul style="list-style-type: none"> ● “A Gatsby for Today” by Sven Birkerts <p>Audio</p> <ul style="list-style-type: none"> ● <i>The Big Read</i> audio guide for <i>The Great Gatsby</i> by Josephine Reed
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		<p>LT11. I can organize supporting details into paragraph structure with a definite introduction, body, and conclusion.</p> <p>LT12. I can enhance organization through the use of topic sentences, transitions, and concluding sentences.</p> <p>LT13. I can improve my work by revising content and editing writing wo it is free of punctuation, capitalization, and usage errors.</p>			
<p>UEQ Poetry</p> <ul style="list-style-type: none"> ● <i>What benefits are there to reading, appreciating, and interpreting poetry?</i> ● <i>TBD</i> 	<p>Poetry</p> <p>1. TBD</p>	<p>Poetry</p> <p>LT1. I can independently comprehend literature.</p> <p>LT2. I can identify and explain the use of figurative language in poetry.</p> <p>LT3. I can understand the visual elements and style of the author’s work.</p> <p>LT4. I can determine theme, author’s purpose, or main idea</p>	<p>Poetry</p> <p>11.4.1.1 11.4.2.2 11.4.4.4 11.4.5.5 11.4.6.6 11.4.7.7 11.7.1.1 11.7.2.2 11.7.3.3 11.7.4.4 11.7.5.5 11.7.6.6 11.7.7.7</p>	<p>Poetry</p> <p>CSA=Objective Test</p> <p>CSA=Timed Essay</p> <p>CSA=Song Presentation</p>	<p>Poetry</p> <p>Poems</p> <ul style="list-style-type: none"> ● “Preludes” by T. S. Eliot ● “I Hear America Singing” by Walt Whitman” ● “l(a” by e.e. cummings ● “Messy Room” by Shel Silverstein ● “How to Eat a Poem” by Eve Merriam

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		<p>in a literary work.</p> <p>LT5. I can independently identify literary elements.</p> <p>LT6. I can analyze how authors use literary elements to enhance works.</p> <p>LT7. I can analyze how the literature is influenced by the culture, context, or era in which it was written.</p> <p>LT8. I can effectively communicate critical thinking through literary-based writings, discussions, and presentations.</p> <p>LT9. I can formulate a thesis statement that clearly communicates the focus of a longer work.</p> <p>LT10. I can support a thesis statement with specific evidence, examples, and/or details that show the reader my ideas.</p> <p>LT11. I can organize</p>	<p>11.7.8.8 11.7.9.9 11.7.10.10 11.9.3.3 11.9.4.4 11.9.5.5 11.9.6.6 11.9.8.8</p>		<ul style="list-style-type: none"> ● “Stopping by Woods on a Snowy Evening” by Robert Frost ● “Thanatopsis” by William Cullen Bryant ● “The Tide Rises” by Henry Wadsworth Longfellow ● “The Chimney Sweeper” by William Blake ● “Because I Could Not Stop for Death” by Emily Dickinson ● “Silver” by Walter de la Mare ● “Sorrow” by D.H. Lawrence ● “There Will Come Soft Rains” by Sara Teasdale ● “The Second Coming” by William Butler Yeats ● “Mirror” by Sylvia Plath ● “March 1st” by
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		<p>supporting details into paragraph structure with a definite introduction, body, and conclusion.</p> <p>LT12. I can enhance organization through the use of topic sentences, transitions, and concluding sentences.</p>			<p style="text-align: right;">Kathleen Spivack</p> <p>Handouts</p> <ul style="list-style-type: none"> ● How to Explicate a Poem <p>Videos</p> <ul style="list-style-type: none"> ● “What is the World’s Shortest Poem?” by VSauce ● “Connotation and Denotation” by Erin Slifer ● “Words” by Radiolab and NPR
<p>UEQ Grammar</p> <ul style="list-style-type: none"> ● <i>How does understanding sentence structure improve writing?</i> ● <i>How can punctuating sentences effectively improve writing?</i> 	<p>Grammar</p> <ol style="list-style-type: none"> 1. Interpret and apply rules for the following elements of grammar: <ol style="list-style-type: none"> a. S/V agreement b. Consistent Verb Tense c. Noun Agreement d. Pronoun/Antecedent Agreement e. Pronoun Case and Number f. Adjective/Adverb 	<p>Grammar</p> <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>Grammar</p> <p>11.11.1.1 11.11.2.2</p>	<p>Grammar</p> <p>CSA=Objective Test</p> <p>CFA=Various grammar practice worksheets</p>	<p>Grammar</p> <p>Digital Presentation</p> <ul style="list-style-type: none"> ● Grammar notes Smart Notebook/Google Slides files <p>Worksheets</p> <ul style="list-style-type: none"> ● Various grammar practice worksheets

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	<ul style="list-style-type: none"> g. Parallel Structure h. Misplaced Modifiers i. Idiomatic language 				
<p>UEQ Read-Aloud</p> <ul style="list-style-type: none"> • <i>What benefits does reading literature provide?</i> 	<p>Read-Aloud</p> <ol style="list-style-type: none"> 1. Engage in literature. 2. Make connections to other pieces of literature and to students' own lives. 	<p>Read-Aloud</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>Read-Aloud</p> <p>11.4.1.1 11.4.2.2 11.4.3.3 11.4.5.5</p>	<p>Read-Aloud</p> <p>CFA=Discussions of elements of literature</p> <p>CFA=Discussions of intertextuality</p>	<p>Read-Aloud</p> <p>Fiction</p> <ul style="list-style-type: none"> • <i>Z for Zachariah</i> by Robert C. O'Brien