

English 10 B (Master)

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St. Michael-Albertville High School

CEQ:

- **WHAT IS THE PROCESS FOR WRITING A RESEARCH PAPER?**
- **WHAT ARE THE ELEMENTS OF PERSUASION?**
- **WHAT ARE THE ELEMENTS OF LITERATURE?**
- **HOW DO THE RULES OF GRAMMAR AND MECHANICS APPLY TO WRITING?**
- **HOW CAN KNOWLEDGE OF ROOT WORDS HELP IN DECODING UNKNOWN WORDS?**

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
UEQ Persuasive Unit <ul style="list-style-type: none"> ● <i>What effective appeals do writers use in persuasive writing?</i> ● <i>How do writers utilize ethos, logos, and pathos to persuade an audience?</i> ● <i>What dictates a good topic for persuasive writing?</i> ● <i>How do readers recognize credible sources?</i> 	Persuasive Unit <ol style="list-style-type: none"> 1. Write a persuasive essay to convince an audience. 2. Use a writing process to plan, draft, revise, edit, and rewrite. 3. Write a clear argumentative, thesis statement. 4. Gather support for arguments using varieties of electronic and print sources. 5. Evaluate credibility of sources/research. 6. Acknowledge and successfully 	Persuasive Unit <p>LT1. I can write a persuasive essay that contains a strong thesis; utilizes ethos, logos, and pathos; and acknowledges and refutes a counterargument.</p> <p>LT2. I can use a writing process, including planning, drafting, revising, editing, and rewriting to write a persuasive essay.</p> <p>LT3. I can gather information from credible sources, evaluating their authority and assessing their use in my argument.</p>	Persuasive Unit <p>LT1-9.7.1.1 LT2-9.7.5.5 LT3-9.7.7.8 LT4- 9.7.7.7 LT5-9.7.7.8 LT6-9.11.1.1 LT7-9.11.2.2 LT8-9.9.3.3. LT9-9.9.2.2. LT10-9.7.4.4. LT11-9.7.5.5.</p>	Persuasive Unit <p>CFA=Article analysis grid</p> <p>CFA=Mini research essay</p> <p>CFA=Works Cited draft</p> <p>CFA=Topic selection proposal</p> <p>CFA=Ethos, logos, pathos quiz</p> <p>CFA= <i>Schooled</i> viewing guide</p> <p>CSA=Persuasive essay</p>	Persuasive Unit <p>Reading Nonfiction Articles:</p> <ul style="list-style-type: none"> ● "Invasion of Drones" ● "Drugs" by Gore Vidal ● "The Trouble With Legalizing Drugs" Clarence Page ● "The Drug that Pretends It Isn't" ● "Keep Drunks off the Road" ● "Lighten up on Marijuana" ● Various social media articles ● "Dear Compulsive Texters: Your Voice is the Next

<ul style="list-style-type: none"> ● <i>How do writers construct thesis statements?</i> ● <i>How do you gather, organize, and cite information to write a research-based persuasion paper?</i> ● <i>What is the correct MLA format for writing a works cited page?</i> 	<p>refute a counter-argument</p> <ol style="list-style-type: none"> 7. Use proper MLA format for in-text citations and for a formal Works Cited page. 8. Analyze author's use of ethos, pathos, and logos and effectively use them in writing. 9. Identify propaganda and logical fallacies. 10. Use proper grammar, correct spelling, and strong word choice. 11. Vary sentence structure, utilizing introductory elements and combinations of simple, complex, compound, and compound-complex sentences. 	<p>LT4. I can integrate my sources in my essay, giving credit in text and in a Works Cited page.</p> <p>LT5. I can demonstrate command of grammar, mechanics, and sentence structure when writing.</p> <p>LT6. I can paraphrase, summarize, and directly quote sources that support my ideas.</p> <p>LT7. I can identify credibility</p> <p>LT8. I can define, identify, and give examples of propaganda techniques and logical fallacies.</p> <p>LT9. I can determine the point of view in a form of media.</p>			<p>Best Thing to Being There”</p> <p>Video:</p> <ul style="list-style-type: none"> ● <i>Schooled: The Price of College Athletics</i> ● <i>60 Minutes: Big Game Hunting</i> <p>Online Resources:</p> <ul style="list-style-type: none"> ● MLA Formatting Guide ● STMA Student Resource Page: SIRS, ERIC, Infotrac, ProQuest ● Turnitin.com <p>Key Vocabulary:</p> <ul style="list-style-type: none"> ● ethos ● logos ● pathos ● MLA format ● thesis ● in-text citation ● counterargument ● persuasion ● bias ● propaganda ● logical fallacies
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<p>UEQ Short Story Unit</p> <ul style="list-style-type: none"> • <i>What are the elements of fiction?</i> • <i>How does an author construct plot and make choices about setting, characterization, and POV?</i> • <i>How do I use dialogue in a short story to develop characters?</i> 	<p>Short Story Unit</p> <ol style="list-style-type: none"> 1. Analyze and identify the elements of literature in short stories. 2. Use pictures as inspiration for fictional stories. 3. Write a short story with an engaging plot, effective dialogue, and believable resolution. 4. Use feedback to edit and revise my writing. 	<p>Short Story Unit</p> <p>LT1. I can identify and analyze elements of literature, such as plot, characterization, setting, and theme, in short stories.</p> <p>LT2. I can write a short story to develop imagined experiences and use well-chosen detail, event sequencing, dialogue, and a conclusion.</p> <p>LT3. I can edit and revise my short story, focusing on punctuation, grammar, and capitalization.</p>	<p>Short Story Unit</p> <p>LT1-9.4.5.5 LT1-9.4.1.1 LT1-9.4.3.3 LT2-9.7.3.3 LT3-9.11.1.1 LT3-9.11.2.2</p>	<p>Short Story Unit</p> <p>CFA=Van Allsburg “Under the Rug” handout</p> <p>CFA= “The Lottery” guide</p> <p>CFA=Short story planning sheet</p> <p>CFA=Peer review of short story</p> <p>CSA=Short story</p>	<p>Short Story Unit</p> <p>Fiction Texts:</p> <ul style="list-style-type: none"> • “The Lottery” by Shirley Jackson • “The Necklace” by Guy DeMaupassant <p>Materials</p> <ul style="list-style-type: none"> • Elements of Literature packet • Various intro lines for short story
<p>UEQ Independent Reading</p> <ul style="list-style-type: none"> • <i>How do I identify the elements of literature in my novel?</i> • <i>What are the essential qualities of effective visual presentation?</i> 	<p>Independent Reading</p> <ol style="list-style-type: none"> 1. Read a novel independently in and out of class. 2. Create an informative visual aid/presentation that follows book selection. 	<p>Independent Reading</p> <p>LT1. I can independently select a work of fiction appropriate for my enjoyment and my reading level.</p> <p>LT2. I can identify the elements of literature in a novel.</p>	<p>Independent Reading</p> <p>LT1-9.4.10.10 LT2-9.4.5.5 LT3-9.9.4.4 LT3-9.9.5.5 LT3-9.9.7.7</p>	<p>Independent Reading</p> <p>CFA=Book Selection Journals</p> <p>CSA=Book Selection Presentation</p>	<p>Independent Reading</p> <p>Materials:</p> <ul style="list-style-type: none"> • Elements of Literature packet • Student-selected novels <p>Presentations:</p> <ul style="list-style-type: none"> • Conflict PowerPoint • Tone and Mood Google Slides

<ul style="list-style-type: none"> • <i>How do I select a book for personal enjoyment?</i> 	<p>3. Present analysis with visual aid to an audience.</p>	<p>LT3. I can clearly present my findings to an audience of my peers.</p> <p>LT4. I can create a clean, organized electronic presentation.</p>			<ul style="list-style-type: none"> • Characterization Google Slides
<p>UEQ Grammar</p> <ul style="list-style-type: none"> • <i>What are the correct rules for grammar and usage?</i> • <i>How can I administer proper use of confused pairs?</i> • <i>How can I determine meaning and purpose of root words?</i> 	<p>Grammar</p> <ol style="list-style-type: none"> 1. Analyze grammar and usage rules. 2. Practice grammar and usage rules. 3. Decode and utilize forms of root words. 	<p>Grammar/Language</p> <p>LT1. I can understand the fundamentals of grammar usage in sentences.</p> <p>LT2. I can determine root word meanings.</p>	<p>Grammar</p> <p>LT1-9.11.1.1 LT2-9.11.2.2 LT3-9.11.3.3</p>	<p>Grammar</p> <p>CFA=Mini pre-tests on grammar, usage and confused usage pairs</p> <p>CFA=Root Word quizzes</p> <p>CSA=Final Test on grammar, usage, and confused pairs</p> <p>CSA=Root Word Pre- and Post-tests</p>	<p>Grammar</p> <p>Aids:</p> <ul style="list-style-type: none"> • 10B Grammar Packet • 10B Grammar PowerPoint • Various grammar practice worksheets and quizzes • Grammar Grabbers • ACTStudent.org • Kaplan ACT study book • OWL Purdue <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • verb tense • subject-verb agreement • pronoun use • adjectives vs. adverbs • comparative vs. superlative

					<ul style="list-style-type: none"> ● idiomatic language ● double negatives ● confused pairs ● misplaced modifiers ● faulty comparison ● wordiness ● parallelism ● root words
<p>UEQ Read-Aloud</p> <ul style="list-style-type: none"> ● <i>How do I make predictions based on inferences?</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>Read-Aloud</p> <p>9.4.10.10</p>	<p>Read-Aloud</p> <p>CFA=Discussion of characterization and storyline</p>	<p>Read-Aloud</p> <p>Text:</p> <ul style="list-style-type: none"> ● <i>The Absolutely True Diary of a Part-Time Indian</i> by Sherman Alexie