

English 11A

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EQ & CONTENT	SKILLS	LEARNING TARGETS	STANDARDS	ASSESSMENT	RESOURCES & TECHNOLOGY
<p>CEQ:</p> <ul style="list-style-type: none"> WHAT ARE THE CHARACTERISTICS OF SURVIVAL AND/OR A SURVIVOR? WHAT ARE THE NECESSARY STEPS IN WRITING A RESEARCH PAPER? HOW DO THE RULES OF USAGE AND GRAMMAR APPLY TO WRITING? 	<p><u>Survival Non-Fiction Literature</u></p> <ol style="list-style-type: none"> Identify vocabulary words necessary to understand the text Summarize plot Define the conflict and motivation for resolution of individual book selections Connect to real-world experiences. Discuss literature with a peer group. 	<p><u>Survival Non-Fiction Literature</u></p> <p>LT1. I can independently comprehend nonfiction literature.</p> <p>LT2. I can determine theme, author’s purpose, or main idea in a literary work.</p> <p>LT3. I can analyze how the literature is influenced by the culture, context, or era in which it was written.</p> <p>LT4. I can effectively communicate critical thinking through literary-based writings, discussions, and presentations.</p>	<p><u>Survival Non-Fiction Literature</u></p> <p>11.4.1</p> <p>11.4.4</p> <p>11.4.10</p> <p>11.5.3</p> <p>11.5.5</p> <p>11.5.6</p> <p>11.5.9</p> <p>11.5.10</p>	<p><u>Survival Non-Fiction Literature</u></p> <p>1-8 Literature Circle notecards</p> <p>1-3 Quizzes on Literature Circle choices</p> <p>CSA= LIT. CIRCLE FINAL EXAM</p> <p>CFA= READING CHECKS</p>	<p><u>Survival Non-Fiction Literature</u></p> <p><i>Miracle in the Andes</i></p> <p><i>The Perfect Storm</i></p> <p><i>Zeitoun</i></p> <p><i>Into Thin Air</i></p> <p><i>Coming Back Alive</i></p> <p><i>The Glass Castle</i></p> <p><i>Unbroken</i></p> <p><i>First They Killed My Father</i></p> <p>Various articles on survival stories including “Search and Rescue”, “Man in the Water”, etc.</p> <p>Various documentaries</p>

<p><i>UEQ SURVIVAL FICTION LITERATURE - FICTION AND NONFICTION:</i></p> <ul style="list-style-type: none"> • <i>How is survival exemplified in a nonfiction book?</i> • <i>How does a literature circle discussion enhance understanding from the traditional learning method?</i> • <i>How does a fiction novel exemplify survival characteristics?</i> • <i>What connections can be made between survival in a fiction novel and human behavior?</i> • <i>How do various elements of literature play out in a work of fiction?</i> 	<p><u>Survival Fiction Literature</u></p> <ol style="list-style-type: none"> 1. Identify theme & author's purpose in work of fiction 2. Define the conflict and characters' motivation 3. Find & identify examples of literary elements 	<p>LT5. I can evaluate the quality of literature (i.e. what makes a work a classic versus popular). <u>Survival Fiction Literature</u> LT1. I can independently comprehend literature. LT2. I can identify and explain the use of figurative language in a literary work. LT3. I can understand the visual elements and style of the author's work. LT4. I can determine theme, author's purpose, or main idea in a literary work. LT5. I can independently identify literary elements. LT6. I can analyze how authors use literary elements to enhance works. LT7. I can analyze how the literature is influenced by the culture, context, or era in which it was written. LT8. I can effectively communicate critical thinking through literary-based writings, discussions, and presentations. LT9. I can evaluate the quality of literature (i.e. what makes a work a classic versus popular).</p>	<p>11.9.2</p> <p><u>Survival Fiction Literature</u></p> <p>11.4.1</p> <p>11.4.3</p> <p>11.4.4</p> <p>11.4.10</p> <p>11.5.10</p>	<p><u>Survival Fiction Literature</u></p> <p>1-3 quiz on fiction selection</p> <p>1-6 quiz on <i>Lord of the Flies</i></p> <p>CSA=LORD OF THE FLIES TEST</p>	<p>from United Streaming <i>I am Alive</i></p> <p><i>I Shouldn't Be Alive Volume 3</i></p> <p><i>Unbroken</i></p> <p>Episodes of Dateline</p> <p><i>The Glass Castle</i></p> <p><u>Survival Fiction Literature</u> "To Build a Fire" by Jack London</p> <p><i>Lord of the Flies</i></p>
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<p>UEQ WRITING/RESEARCH PAPER:</p> <ul style="list-style-type: none"> • <i>What are the key components to writing a research paper in MLA style?</i> • <i>How is grammar and usage used to improve student writing?</i> 	<p><u>Writing / Research Paper</u></p> <ol style="list-style-type: none"> 1. Evaluate credibility of sources. 2. Determine a thesis statement. 3. Paraphrase, summarize and cite sources. 4. Write, proofread and revise a research paper. 5. Identify grammar rules. 6. Understand the elements of a properly formatted works cited page. 	<p><u>Writing / Research Paper</u></p> <p>LT1.I can formulate a thesis statement that clearly communicates the focus of a longer work.</p> <p>LT2.I can support a thesis statement with specific evidence, examples, and/or details that show the reader my ideas.</p> <p>LT3.I can organize supporting details into paragraph structure with a definite introduction, body, and conclusion.</p> <p>LT4.I can enhance organization through the use of 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><u>Writing / Research Paper</u></p> <p>11.5.7</p> <p>11.5.8</p> <p>11.7.1</p> <p>11.7.2</p> <p>11.7.4</p> <p>11.7.5</p> <p>11.7.6</p> <p>11.7.8</p> <p>11.7.9</p> <p>11.7.10</p> <p>11.9.7</p> <p>11.9.8</p>	<p><u>Writing / Research Paper</u> CFA= OUTLINE CHECKOFF, SOURCE CHECKOFF</p> <p>Peer editing</p> <p>Final Research Paper</p> <p>CSA = RESEARCH PAPER CONTRACT IN THE SHARED FOLDER</p>	<p><u>Writing / Research Paper</u> <i>The Worst-Case Scenario Almanac</i></p> <p>Educational Data Bases (SIRS, EBSCO) <i>Writers Inc.</i> or <i>MLA Handbook</i></p> <p>Grammar and Usage Powerpoint (in teacher Grammar 11A shared folder)</p> <p>STMA Writing Manual online (for research papers)</p> <p>Journals</p> <p>PowerPoint</p>
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<p><i>UEQ GRAMMAR & USAGE:</i></p> <ul style="list-style-type: none"> <i>How does a student incorporate correct grammar, usage, and punctuation to write clearly?</i> 	<p><u>Grammar & Usage</u></p> <ol style="list-style-type: none"> Demonstrate command of the conventions of Standard English grammar and usage when writing and speaking. 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. Determine or clarify the meaning of unknown and multiple-meaning words and phrases. 	<p>citations, and page setup in proper MLA format.</p> <p><u>Grammar & Usage</u></p> <p>LT1. With confused pairs, I can correctly identify what word belongs in a sentence.</p> <p>LT2. I can identify the correct subject/verb agreement in a sentence.</p> <p>LT3. I can demonstrate the correct usage of pronouns and antecedents in my writing and in an assessment.</p> <p>LT4. I can determine the meaning of an unknown word or phrase.</p>	<p><u>Grammar & Usage</u></p> <p>11.11.1</p> <p>11.11.2</p> <p>11.11.3</p> <p>11.11.5</p>	<p><u>Grammar & Usage</u></p> <p>Various grammar quizzes ACT grammar pretest</p> <p>CSA=11A GRAMMAR POST-TEST</p>	<p><u>Grammar & Usage</u></p> <p>Grammar PowerPoint ACT grammar pretest</p> <p>Practice worksheets</p> <p>PowerPoint slides and notes</p>
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