



## Utica High School

### Advanced English 11

Mrs. Stalling – Room 110

Planning Period: 8:38 - 9:18

Phone: 740-892-2855 Ext. 2110

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### Course Description

Advanced English 11 is a yearlong course that will expose students to selections that correspond with the history of America. Each week will present students with the opportunity to experience a different period of American history by partaking in the literature illustrating the time. Intensive reading will include various genres including fiction, nonfiction, poetry, drama, and autobiography. This course will also focus on writing skills that will enable the student to succeed at college or in the work force. Grammar will be studied as needed, with an emphasis on improving writing skills through the use of advanced grammatical techniques, and the course will include preparation for the ACT, which all juniors will take in the spring.

### Grading Policy

As a college prep class, students should expect that 40 - 50% of grades will come from essays and assessments. Roughly 40% will come from homework assignments, with the remainder from participation and willingness to contribute to the class.

### Required Materials:

Writing Utensils

Folder and paper

Medium-sized post-it notes

iPADS – must be brought to class and CHARGED every day.

Assigned Text

### Grading Scale:

90 – 100 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

0 – 59 = F

### Class Rules:

Be Respectful

Be Prepared

Be on Time

Be Attentive

\* School policy is followed in Room 110

### Consequences

1. Verbal Warning
2. Lunch Detention
3. Wednesday Detention and/or parent contact
4. Office referral and parent contact

### Class Procedures

1. Make sure your name, the date, and the class period are on all assignments.
2. Focus during class discussion, take notes, and work on assignments when time is given.
3. Assignments for grading should be placed in your class tray.
4. Check for make-up assignments under your class tray.
5. Your graded work should be collected from your class tray weekly.
6. I do not offer retakes for quizzes and tests, but I do allow and encourage rewrites for major writing assignments.
7. **Cell phone usage is not permitted in the classroom.**

## Attendance

Four absences are permitted each nine weeks but not encouraged. Student will begin to receive zeros for any work missed due to an absence beyond the fourth day, with the count resetting at the beginning of each nine weeks.

**Tardiness:** Students are expected to arrive on time for class. A student who has been tardy to class for a third time in a grading period will receive a lunch detention and will be reported to the office. The fourth tardy receives a Wednesday detention. A fifth tardy in a grading period receives a referral to the office for a Saturday School, In-School Suspension, or Suspension.

**Absences:** Make up work due to an excused absence must be made up promptly. The time allotted for makeup work shall not exceed one day more than the period of absence. **It is the responsibility of the pupil to arrange for and to complete the necessary work.**

## Late Work

Late work will only be worth ½ credit. No late work after 1 week.

## Cheating

- \* Cheating includes: plagiarism, copying someone else's work or allowing someone to copy your work.
- \* First offense receives a zero on the assignment, quiz or test.
- \* Second Offense will be reported to the office and disciplinary action will take place.

<b>Week 1</b> <b>8/17-19(3 days)</b>	Class Syllabus – The Plan and The Expectations Introduction to The ACT and spring testing- English Diagnostic Test
<b>Week 2</b> <b>8/22-26</b>	Introduction to <i><b>Killers of the Flower Moon</b></i> by David Grann Begin Chronicle One: The Marked Woman – Chapters 1-3 Discuss Weekly Lessons in <i>Voices in the Stones</i> by Kent Nerburn: <i>The Ways of the Native Americans</i> <b>Extra Credit: American Author Trivia (Progress Book)</b>
<b>Week 3</b> <b>8/29-9/2</b>	Go over ACT Pretest Results: College Expectations - How far are you from your goal? <i>In Harmony with Nature</i> – Native American Literature Assimilation, Folk Tales, Myth, and Creationism <i><b>The World on the Turtle's Back</b></i> Continue Chronicle One: The Marked Woman – Chapters 4-5 <i>Voices in the Stones: Welcome Home; The Feast; Stones for the Sweat; and The Elder's Smile</i>
<b>Week 4</b> <b>9/5-9 (4 days)</b>	ACT – Review Questions 1-5 (Sentence Structure) <b>The Trickster Tales – Coyote Stories</b> Final discussion/review over Chronicle One: The Marked Woman – Chapters 6-7 <i>Voices in the Stones: Welcome Home; The Feast; Stones for the Sweat; and The Elder's Smile</i>
<b>Week 5</b> <b>9/12-16</b>	ACT – Review Questions 6-10 (Verbs and Verb Phrases) Rhetorical Analysis: <i>Trail of Tears Seminal Texts</i> <i><b>The Great Mohican Pow Wow</b></i> Begin Chronicle Two: The Evidence Man – Chapters 8-11 <i>Voices in the Stones: Old Man in the Café; Stopping the Blood</i>
<b>Week 6</b> <b>9/19-23 (4 days)</b>	ACT – Review Questions 11-15 (Indefinite Pronouns) <i><b>The Man to Send Rain Clouds</b></i> Assimilation: <i>Into the West clip</i> Continue Chronicle Two: The Evidence Man – Chapters 12-16 <i>Voices in the Stones: Old Man in the Café; Stopping the Blood</i>
<b>Week 7</b> <b>9/26-30</b>	ACT – Review Questions 16-20 (Collective Nouns) <b>Indigenous Film Festival</b> Finish Chronicle Two: The Evidence Man – Chapters 17-21 <i>Voices in the Stones: Grief's Embrace; The Legacy of the Father; Donna's Gift</i>
<b>Week 8</b> <b>10/3-7</b>	ACT – Review Questions 21-25 (Relative Clauses) Modern Native American Author Study – Louise Erdrich and Tommy Orange Begin Chronicle Three: The Reporter – Chapters 22-24 <i>Voices in the Stones: Grief's Embrace; The Legacy of the Father; Donna's Gift</i>

<b>Week 9</b> <b>10/10-14</b>	ACT – Review Questions 26-30 ( <i>Which vs. That</i> ) <i>First Encounters: Exploration and Exploitation</i> Journal European vs. Native American Comparison Nonfiction Accounts - <b>Of Plymouth Plantation</b> Watch <i>Nightmare in Jamestown</i> Finish Chronicle Three: The Reporter – Chapters 25-26 <i>Voices in the Stones: The Hip Bone; Wind at the Bear's Paw</i>
<b>Week 10</b> <b>10/17-19</b> <b>(3 days)</b>	ACT – Review Questions 31-35 ( <i>Parallel Structure</i> ) The Slave Narrative <b><i>The Interesting Narrative of the Life of Olaudah Equiano</i></b> HBO Documentary – <i>Unchained Memories</i> <b>Paper Assigned: <i>Killers of the Flower Moon</i></b> <i>Voices in the Stones: The Hip Bone; Wind at the Bear's Paw</i>
<b>Week 1</b> <b>10/24-28</b>	ACT – Review Questions 36-40 ( <i>Correlative Conjunctions</i> ) <b>Paper Due: <i>Killers of the Flower Moon</i></b>
<b>Week 2</b> <b>10/31-11/4</b>	ACT – Review Questions 41-45 ( <i>Pronouns and Antecedents</i> ) <i>The Stamp of Puritanism</i> The Poetry of Anne Bradstreet Edwards– <b><i>In the Hands of an Angry God</i></b>
<b>Week 3</b> <b>11/7-11 (4 days)</b>	ACT – Review Questions 46-50 ( <i>Sentence Fragments</i> ) Film – <b><i>The Scarlet Letter</i></b> – Look for the Puritan belief in the treatment of Hester
<b>Week 4</b> <b>11/14-17</b> <b>(4 days)</b>	ACT – Review Questions 51-55 ( <i>Who vs. Whom</i> ) Arthur Miller reacts to circumstances in the 1950's by writing about 1693 <b><i>The Crucible</i></b> – Characters, background, setting The Loss of Community -Act 1
<b>Week 5</b> <b>11/21 and 22</b>	ACT – Review Questions 56-60 ( <i>Run-ons, Fused Sentences</i> ) <i>The Crucible</i> – A town gone mad - Act 2
<b>Week 6</b> <b>11/29-12/2</b> <b>(4 days)</b>	ACT – Review Questions 61-65 ( <i>Modifiers</i> ) <i>The Crucible</i> – A tragic hero emerges Acts 3-4
<b>Week 7</b> <b>12/5-9</b>	ACT – Review Questions 66-70 ( <i>Subject-Verb Agreement</i> ) <i>The Crucible</i> - Film
<b>Week 8</b> <b>12/12-15</b>	<b>Exam – <i>Killers of the Flower Moon</i>/<i>The Scarlet Letter</i>/ <i>The Crucible</i></b>
<b>Week 1</b> <b>1/3 -6 (4 days)</b>	ACT – Review Questions 71-75 ( <i>Punctuation</i> ) ACT Vocab #1 – Words from Proper Names Celebration of Self: Transcendentalism and Romanticism <b>A Psalm of Life</b> by Longfellow Aphorisms in <b><i>Self-Reliance</i></b> by Emerson
<b>Week 2</b> <b>1/9-13</b>	ACT – Practice Test 2 ( <i>More Punctuation</i> ) A Good Citizen must... <b><i>Civil Disobedience</i></b> by Thoreau ACT Vocab #2 – Appearances and Attitudes
<b>Week 3</b> <b>1/18-20 (3 days)</b>	ACT –Reading Passage 1 ( <i>Key Ideas and Details</i> ) Poetry by Walt Whitman
<b>Week 4</b> <b>1/23-27</b>	ACT –Reading Passage 2 ( <i>Craft and Structure</i> ) Irving's <i>The Devil and Tom Walker</i> ACT Vocab #3 – Words about Groups
<b>Week 5</b> <b>1/30-2/3</b>	ACT –Reading Passage 3 ( <i>Integration of Knowledge</i> ) American Gothic – The Dark Side of Individuality Stream of Consciousness Style: <b><i>A Rose for Emily</i></b> by Faulkner Gothic Allegory: <b><i>The Masque of the Red Death</i></b> by Poe ACT Vocab #4 – Sounds Italian

<b>Week 6</b> <b>2/6-10</b>	ACT –Reading Passage 4 (Passage Types) <i>Gothic Elements Paper: <b>We Have Always Lived in the Castle</b> by Shirley Jackson</i> ACT Vocab #5 – Jobs and Professions
<b>Week 7</b> <b>2/13-16 (4 days)</b>	ACT – Last Minute Advice <b>Jackson Paper Due</b> ACT Vocab #6 - Mythology
<b>Week 8</b> <b>2/22-24 (3 days)</b>	<b>ACT for Juniors</b> How war leads to the Age of Realism - A House Divided: Slavery and the Civil War <i><b>The Narrative of the Life of Frederick Douglass</b></i> A deceiving structure - <i><b>An Occurrence at Owl Creek Bridge</b></i>
<b>Week 9</b> <b>2/27-3/3</b>	Women's Voices/Women's Lives Poetry by Emily Dickinson Mad Woman in the Attic <i>Troupe</i> <i><b>The Yellow Wallpaper</b></i> and Rest Cures <i>The Story of an Hour</i> – The reality of a woman's existence
<b>Week 10</b> <b>3/6-8 (3 days)</b>	Begin <i><b>Their Eyes were Watching God</b></i> by Zora Neale Hurston Meeting Janie Paired Text: <i>How it Feels to be Colored Me</i>
<b>Week 1</b> <b>3/13-17</b>	<i><b>Their Eyes were Watching God</b></i> by Zora Neale Hurston An Image Shattered and Mr. and Mrs. Mayor Paired Text: <i>The Real Eatonville</i>
<b>Week 2</b> <b>3/20-24</b>	<i><b>Their Eyes were Watching God</b></i> by Zora Neale Hurston The Everglades <b>Research Paper Topics and Outlines Due</b>
<b>Week 3</b> <b>3/27-31</b>	<i><b>Their Eyes were Watching God</b></i> by Zora Neale Hurston Surviving the Storm Practice Free Write from Ch. 16 or 19
<b>Week 4</b> <b>4/10-14</b>	Finish <i><b>Their Eyes were Watching God</b></i> The Crisis
<b>Week 5</b> <b>4/17-21</b>	<i><b>Their Eyes were Watching God</b></i> Film Test
<b>Week 6</b> <b>4/24-28</b>	Writing Workshop: Review MLA formatting, Thesis Statements, Parentheticals and Works Cited <b>Research Paper Rough Draft Due</b>
<b>Week 7</b> <b>5/1-5</b>	<i>A Streetcar Named Desire</i> : The Main Characters and Themes Scenes 1-3 Writing Workshop/Conferences for Research Paper
<b>Week 8</b> <b>5/8-12</b>	<i>A Streetcar Named Desire</i> : Stanley's Mission Scenes 4-7 Writing Workshop/Conferences for Research Paper
<b>Week 9</b> <b>5/15-19</b>	<i>A Streetcar Named Desire</i> : Blanche's Demise Scenes 8-11 Writing Workshop/Conferences for Research Paper
<b>Week 10</b> <b>5/22-24</b>	<b>EXAM</b> <b>Final Research Paper Due</b>

*This syllabus is subject to change and/or fluctuates to meet the needs of the students. It is an overview of the pacing, expectations, and material covered during the year.*