

English 11 Class Syllabus

Nov. 24-Dec.1, 2025

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LA.12.RP.1-Evaluate the development of two or more implied or explicit themes over the course of a literary text or texts. LA.12.RP.2-Analyze the development and interaction of literary elements such as characterization, setting, and plot, and how they contribute to the meaning of the work as a whole. LA.12.RP.3-Evaluate an author's use of point of view and how it contributes to the meaning, significance, or aesthetic of a literary text. LA.12.RP.4-Evaluate how an author develops structure in a literary text to contribute to its overall meaning and aesthetic impact. LA.12.RP.5-Apply knowledge of 18th, 19th, and 20th century foundational words of literature, including how two or more texts from the same period treat similar themes or topics. LA.12.RP.6-Evaluate themes within and across literary texts to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry. LA.12.RP.7-Analyze and evaluate multiple perspectives within and across a wide range of literary texts. LA.12.RP.8-Read and comprehend a wide range of literary texts in the 12 CCR grade band independently and proficiently. LA.12.RI.1-Evaluate the development of central ideas over the course of an informational text or texts. LA.12.RI.2-Synthesize and evaluate how the interaction of individual, important events, and key ideas contribute to the meaning of the work as a whole. LA.12.RI.3-Evaluate an author's perspective or purpose and how it contributes to the meaning, significance, or aesthetic of an informational text. LA.12.RI.5-Analyze 17th, 18th, 19th, or 20th century works of historical or literary significance for their central ideas, purposes, and rhetorical style. LA.12.RI.7-Analyze and evaluate multiple perspectives within and across a wide range of informational texts. LA.12.RI.8-Read and comprehend a wide range of informational texts in the 12 CCR grade band independently and proficiently. LA.12.V.1-Integrate grade level academic vocabulary appropriately for a variety of tasks and purposes. LA.12.V.2-Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. LA.12.W.1-Compose grammatically correct multi-paragraph compositions to convey meaning and to add variety, interest, and fluency to written and spoken language. LA.12.W.5-Write informative/explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience. LA.12.SL.1-Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audience to express ideas, share knowledge, and generate new understandings. LA.12.SL.2-Present information, findings, and supporting evidence effectively and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.

Monday, 24 Nov. (FKC One Act-dismiss at 8:25 a.m.) Agenda: Review comma rules. Practice using commas in various sentence scenarios.

Learning Targets: I can learn/review and apply English grammar rules for solving English conventions problems.

BR on the Doc: Revisit Nov. 18, and review the notes about commas.

Assignment: Do items 1-12 of Module 13, Exercise 5, "Commas with Nonessential Elements," and items 1-12 of Module 13, Exercise 6, "Commas with Introductory Elements." *Tip: Login to the "Commas" tutorial to review examples. **Submit the completed assignment by arrival in class on Tuesday, Dec. 2.** (A hard copy will be distributed in class and a document is available in the "Grammar Materials" file in Google Classroom)

Closure: What do you now understand better about commas that you did not realize before doing these exercises?

Tuesday, 25 Nov. Comma Exercises 3 and 4 are due now. Vocabulary sentences are due for peer review. If you will be absent on Monday, Dec. 1, preview the agenda to

know your responsibilities for class. [Daily First Five Secondary- November 21st, 2025 - Edtomorrow](#)

Agenda: Review comma rules. Practice using commas in various sentence scenarios. Vocabulary. Peer review.

Learning Targets: I can learn/review and apply English grammar rules for solving English conventions problems. I can apply the strategies of content revision for peer review. I can use constructive feedback from peer review to improve my writing.

BR on the Doc: Revisit Nov. 18, and review the notes about commas.

- **On the Ex. 3 & Ex 4 worksheets, review rules 13f-j.**

Activity: Check the comma exercises and discuss items missed.

- Summarize the comma rules from Ex. 3 & 4 with your classmate.

2) Vocabulary: READ through the vocabulary word list 9 and quiz your neighbor over the words.

- **Revision:** What is it and why do it? Login to Google Classroom and go to the "Vocabulary" file. Read the document called "Writing Sentences & Revision."
- **Peer Review:** Use the highlighters and make recommendations for content revision for your partner's sentences for vocabulary list 9.
- **Submit your own work with revisions of FOUR sentences by arrival in class on Tuesday, Dec. 2.**
- For any other remaining time, read independently.

Closure: What is an abstract noun? What is a concrete noun? What parts of speech are represented in this lesson's vocabulary list?

Wednesday- Friday, 26-28 Nov.: Thanksgiving holiday break.

FOR FUN: Do you watch the Macy's Thanksgiving Day Parade on TV? Visit this article for details about the parade. [Macy's Thanksgiving Day Parade 2025 – Celebrate With Us!](#)

ON your own, play a Thanksgiving Kahoot

Looking ahead: District One Act will occur on Monday, Dec. 1.

Monday, 1 Dec.: Agenda: IXL. Main Idea of a passage. Vocabulary via antonyms in context. Dependent and independent clauses.

Learning Targets: I can develop skill in identifying the main idea of a passage. I can broaden my vocabulary through attention to antonyms and context. I can define and classify dependent and independent clauses.

BR on the Doc: Create a new heading on the Doc. Call this “Main idea and Context Clues.” Copy and paste these notes. READ the notes to prepare for IXL practice.

- A main, or central, idea is the most important idea or claim that a text conveys. (IXL Level 11, Skill A.1 Determine the main idea of a passage)
- The supporting details provide information that develops the main idea. Each detail in a text plays a specific role in supporting or refining readers' understanding of the main idea. For example, a writer might use supporting details to provide a description, explain a process, offer an example, emphasize the significance of a point, define a term, or make a comparison. (IXL Level 11, Skill A.1 Determine the main idea of a passage)
- When you encounter unfamiliar words, you can often use **antonyms** as context clues to help determine the words' meanings. Antonyms are words with opposite meanings. (IXL Level 11 Skill V.2 Determine the meaning of words using antonyms in context)
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Activity: Login to IXL to practice ELA Level 11 skills to achieve a Smart Score of 85. Complete these skills by arrival in class on Monday, Dec. 8. (You will find these skills assigned to you in “From Your Teacher.”) For challenges with the skills, refer to “Learn with an Example.”

1. [A.1 Determine the main idea of a passage](#)
2. [V.2 Determine the meaning of words using antonyms in context](#)
3. [Y.4 Identify dependent and independent clauses](#)

Closure: Q and A

English 11 Class Syllabus

Nov. 17-21, 2025

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Monday, 17 Nov. If you will be absent on Tuesday, preview that agenda to know your responsibilities for class and request the worksheet. The “Kinds of Clauses” homework is due now. Turn to p. 79 of the textbook.

Agenda: Grammar: Kinds of Clauses.

Learning Targets: I can learn/review and apply English grammar rules for solving English conventions problems. I can use close reading skills to identify dependent clauses in a reading passage.

BR on the Doc: Revisit Nov. 14 on your Master Doc to review the “Clauses” notes.

Make a new heading. Call this “Identify clauses.”

What is a clause? Explain. Then, identify these constructions of words as independent or subordinate / dependent clauses.

1. because of the pleasant weather forecast.
2. The students walked to school.

Activity

- 1) Participate in checking the “Kinds of Clauses” homework.
- 2) Read “Watch Your Language! Dependent Clauses,” p. 79 of Into Literature.
With a group, analyze a passage to complete “Practice and Apply.”
- 3) Share findings in the large group. Everyone takes notes.

Closure: Recap the concepts you learned throughout this lesson.

Tuesday, Nov. 18 : Refresh the syllabus. (One Act. Choir clinic absent today)

Agenda: Grammar and Punctuation: Commas

Learning Targets: I can learn/review and apply English grammar rules for solving English conventions problems.

BR on the doc.: Make a new heading on the Doc. Call it “Commas.” Copy paste the sentence on your doc. Supply the punctuation:

Ellie is the name of my daughter’s friendly energetic loyal canine friend.

Assignment: Grammar and Notes on the Doc: What is a comma’s purpose? Read the following information about commas. Then, make a new heading on your Master Doc. Call this “Commas.” Copy and paste the information onto the doc for reference.

- A comma is a versatile punctuation mark that can be used in several ways.
- Commas help to create and clarify the meanings of sentences. Use a comma and a coordinating conjunction to join two independent clauses into a compound sentence.
- Commas should be used to set off certain introductory words, phrases, and clauses. You can also use commas to set off nonessential phrases, such as parenthetical expressions and some appositives.
- Use a comma after every item in a series except the last. If two or more adjectives modify the same noun, use a comma to separate them.
- When two or more adjectives modify the same noun, place a comma between adjectives of equal rank. Do not use a comma if one adjective in a series modifies another.*

Next, login to your assignments on Ed. Follow the instructions to complete the Level up Tutorial called “Commas.” Follow up by completing items 1-12 of Module 13 Exercise 3, “Commas in a Series,” and items 1-12 of Exercise 4, “Commas with Independent Clauses.” (A hard copy will be distributed in class and the documents are available in the “Grammar Materials” file in Google Classroom)

These assignments are due upon arrival in class on Tuesday, Nov. 25.

Closure: Review the notes about commas on your master doc.

Wednesday, 19 Nov.: (FFA CDE) You will need your gold literature textbook. Turn to p. 66, “Coming of Age in the Dawnland.” Revisit Tuesday’s notes on the doc. Add the fifth bullet; it is marked by an asterisk. This comma rule pertains to Tuesday’s BR.

Agenda: Analyze a secondary source to verbalize main ideas and supporting details.

Learning Targets: I can use my prior knowledge of history to strengthen my comprehension of a text. I can define a primary source and a secondary source and give an example of each. I can read and use provided prompts to analyze a text.

BR on the Doc: Call this “Dawnland Review.” Copy, paste, and respond:

- What is “Dawnland”?
- What does “coming of age” mean?
- What does the previous phrase mean in reference to the reading selection?
- When analyzing a culture, scholars consider *parallels* and *contrasts* with other cultures. What does the phrase *parallels and contrasts* mean?

Activity: Skim the selection. Recap. “Analyze the text, p. 76 as needed. Recap p. 79 via groups—share the sentence you located and analyzed.

Assignment:

- 1) Login to the assignments in Ed to watch the Peer Coach Video: “Identify Main Idea”
- 2) Read p. 64, “Determine Central Idea” and “Analyze Language.”
- 3) Login to Google Classroom. Follow the instructions for the application of concepts called “Main Idea in Dawnland.”

Closure: (This is in the assignment in Google Classroom.) What impressed you most about Indigenous life in Patuxet? Why? Explain with examples and references to the text.

Thursday, 20 Nov. The assignment called “Main Idea in Dawnland” is due by the end of the school day via Google Classroom. You will need both of the American literature textbooks daily.

Agenda: World View—Immigrants/Colonists Prereading strategies to prepare to read a primary source. Vocabulary for a reading selection. Identify a primary source. Differentiate between primary and secondary sources.

- [What are primary, secondary, and tertiary sources? - LibAnswers](#)

Learning Targets: Through a survey of an array of literature selections, I can read and become informed to analyze world views/perspectives of life that shaped early America. I can explain the difference between a primary source and a secondary source. I can do prereading activities to acquire new knowledge by first activating my prior knowledge.

BR on the Doc: Call this “New England Settlement.” Copy, paste and respond to the questions.

1. Where is New England and what states are included?
2. What name did Europeans call this region in the early days of its settlement?(See p. 67, “Coming of Age in the Dawnland,” for this.)
3. Next, view the timeline on p. 4 of the gold textbook.
4. What were the first English settlements to be established in North America and when were they founded? (Use the timeline.)

Use Google Earth to visit New England, Boston, Cape Cod, Plymouth, and Patuxet.

Activity: We are transitioning to a new reading selection. Recall Tisquantum, the Wampanoag culture, and the description of life in New England as it was prior to the arrival of Europeans. Based on these descriptions, what can you say about the indigenous people’s society, values, and beliefs? As we approach a new selection, we

should ask the following question: **What might life in the New World have been like for European immigrants?**

- **First read and discuss back**ground information about William Bradford and the Pilgrims of the Mayflower, p. 62 of the blue Glencoe American Literature textbook. (To enhance comprehension, refer to the terms, *Protestant*, *Puritans*, and *Pilgrims* in the Early American Literature Notes)

 Early American Literature Notes Part 1-3, 202021

- Next, read and complete “Expand Your Vocabulary,” p. 82 of *Into Literature*.
- This will be spelling & vocabulary list **9**; the quiz date TBD. Submit 5 practice sentences* on paper, **Tuesday, Nov. 25** for peer analysis. Your work should exhibit each vocabulary word, the part of speech, a context-rich sentence of at least 8 words, and four sentence purposes. (**List 9= vocabulary for the selection, “from Plymouth Plantation,” p. 80 of *Into Literature* (gold).** (A hard copy will be distributed in class and a document is available in Google Classroom)

Closure: Puritans, Separatists, and Pilgrims. With support from the introductory reading, explain who they are.

Friday, 21 Nov.: You will need BOTH literature textbooks—the blue and the gold. If you will be absent on Monday, Nov. 24, preview the agenda and request the materials today.

Agenda: World View—Immigrants/Colonists Pre-reading activities for reading a primary source/historical narrative.

Learning Targets: Through a survey of an array of literature selections, I can read and become informed to analyze world views/perspectives of life that shaped early America. I can do prereading activities to acquire new knowledge by first activating my prior knowledge.

BR: (GOLD BOOK) Notice the Essential Question: What happens when cultures collide? (p. 80).

- Complete “First Impressions” of the “Engage Your Brain.” activities to connect with the subject matter of the upcoming reading selection.

Activity: This selection will describe the Pilgrims’ experiences and beginnings of their life in the New World, as reported in the **first-hand account** by William Bradford.

- Turn to p. 62 of the Glencoe *American Literature* textbook (**blue**). Refer to the biographical information and respond to questions of *who*, *what*, *when*, *where*, *why*, and *how*, to review William Bradford.

- What kind of reading selection is this? Read “Focus on Genre,” “Historical Narrative,” and “Background” of the author. (pp. 81-82, **gold** *Into Literature* textbook)
- Watch this video for background information about “from *Of Plymouth Plantation*.”
[Plymouth Plantation](#)

Closure writing on the Doc: Call this “mutual relationship.” List three characteristics of mutually beneficial relationships.

English 11 Class Syllabus

Nov. 10-14, 2025

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Monday, 10 Nov.: REFRESH THE SYLLABUS. You will need your gold *Into Literature Textbook* and your personal listening device. *The textbook is accessible online. Record your answers in the textbook or on a sheet of paper—not online. (One Act)

Agenda: Read and analyze a nonfiction, historical informational text.

Turn to p. 63, “Coming of Age in the Dawnland.”

BR: Skim through the opener activities that you did for this reading selection.

Reading Selection: "Coming of Age in the Dawnland." (p. 66)

- **Instructions:** Login to Ed and your assignments to use the audio function to listen to the article. Follow along in your textbook.
- Notice the photo, title, and subheading. **As you read, look for ways that the author draws parallels between the daily lives of the Native Americans and the European settlers.
- Read paragraphs 1-4 and then stop to do a **comprehension check:** WHO is the story about, so far? What is the setting of the story? What is the situation that is described?
- **Finish listening and reading the selection.** Along the way, stop to write answers to the questions given in the margins of your textbook.
- Look for details that help readers understand the lifestyle parallels and contrasts of the Native Americans and the European settlers.
- Answer the Assessment Practice questions, p. 75.

Closure: Do the "Collaborative Discussion, p. 74, with a classmate. What impressed you most about life in Patuxet, and why?

Tuesday 11 Nov.:

Agenda: Recap the Balboa test. When do cultures collide? Read a secondary source to analyze a culture's characteristics.

Learning Targets: I can use my prior knowledge of history to strengthen my comprehension of a text. I can define a primary source and a secondary source and give an example of each. I can read and use provided prompts to analyze a text.

BR: Oh my! I should have studied the vocabulary words in order to achieve a passing grade on this test!

Which phrase from the preceding sentence helps the reader understand the meaning of **hindsight**?

[30 Synonyms & Antonyms for HINDSIGHT | Thesaurus.com](#)

Recap the Balboa test before going on.

Activity:

- **You will need your literature textbook. Turn to p. 63, "Coming of Age in the Dawnland."** Who? Where? When? What? In response to these questions, review paragraphs 1-7 of the selection.
- Login to your assignments in Ed. Use the audio function to listen to "**Coming of Age in the Dawnland.**" Follow along in your textbook.
- Review marginal annotations.

- In small groups complete “Analyze the Text,” p. 76 to recap the major topics of pp. 66-68: Patuxet location description, the identity of the native people, characteristics of their home environment, characteristics of their family life and character formation.
- Discuss outstanding parallels and/or contrasts between the two societies--Native American and European settlers.

Closure: Explain how the author draws parallels and contrasts between the daily lives of the Native Americans and European settlers. What clues in the text guide the reader to realize the similarities and differences?

Wednesday, 12 Nov. Agenda: Vocabulary.

BR: Turn to p.78 of Into Literature as a reference for answering the following questions. During the early years of American history, what would you call an agreement by three groups of Wampanoag Indians who joined to work together? _____

If you were a member of the Wampanoag Confederation (alliance), what would you call a leader, governor, or chief? _____

To attack or defend territory, Wampanoag Indians frequently formed informal yet purposeful _____ groups.

Continue Tuesday’s agenda today.

Closure:

Thursday, 13 Nov.: (One Act Contest)

Agenda: Assignment workshop. Play an educational game.

BR: TBA

Activity: Login to Google Classroom to read selected portions of “Word Blunders.” Then, follow the instructions to complete an exercise about similar words that are often confused.

Activity: For 20 minutes, participate in an educational game/activity, OR read independently without a laptop.

Friday, 14 Nov: Finish Tuesday’s discussion of the questions for analysis.

Agenda: Vocabulary. Grammar: Kinds of Clauses.

BR: Review vocabulary list 8. Then, turn to p. 78 of Into Literature and do “Expand Your Vocabulary.” Write responses in the textbook.

(Already completed on Wednesday) Assignment: 1) Vocabulary. Follow the instructions to complete “Specialized Vocabulary,” ALSO ON p. 78.

- Paragraphs to study are as follows: 3, 9-11, and 12.
- Use Merriam Webster Dictionary AND Thesaurus online for definitions and helpful synonyms. Complete the chart as directed.
- Review the specialized vocabulary terms: *tripartite alliance*, *sachem*, and *ad hoc*.

2) Grammar and Notes on the Doc: What is a clause? Read the following information about clauses. Then, make a new heading on your Master Doc. Call this “Clauses.” Copy and paste the information onto the doc for reference.

- A clause is a group of words that has both a subject and a verb. An independent clause expresses a complete thought and can stand on its own as a sentence.
- However, a subordinate clause cannot stand alone; it needs an independent clause to make its meaning complete. Subordinate clauses begin with words such as *although*, *because*, *if*, *that*, or *when*.
- To tell the difference between an independent and a subordinate clause, ask yourself: Does this clause express a complete thought?

Next, login to your assignments on Ed. Follow the instructions to complete the Level up Tutorial called “Kinds of Clauses.” Follow up by completing Exercise 1 “Classifying Independent and Subordinate Clauses,” of Module 4, The Clause (document provided in class)

These assignments are due upon arrival on Monday, Nov. 17.

Closure: What is the difference between an independent and a subordinate clause? Give examples of each. Review the notes about clauses.

Before the Thanksgiving holiday break. . . FOR FUN: Have you ever watched *A Charlie Brown Thanksgiving*? The “*Peanuts* special will be made free to stream for non-subscribers for a limited time, Saturday, November 15 through Sunday, November 16” on Apple TV+. Visit this article for details.

[Where to Stream 'A Charlie Brown Thanksgiving' in 2025](#)

English 11 Class Syllabus Nov. 3-7, 2025

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Monday, 3 Nov.: You will need your literature textbook. The reading selection and vocabulary test will occur on Tuesday, Nov. 4.

Agenda: Theme. Literature: The Explorer's perspective.

Learning Targets: I can define plot. I can define characterization. I can explain how plot and characterization work together to contribute to the theme of a short story. I can summarize a short story.

BR: Define plot. List the 5 parts of plot. See item 6, p. 36 of *Into Literature*.

Activity: Read "Balboa" once more.

Writing on the Doc:

1. Summarize the plot of this short story via the diagram on p. 36 of the textbook. Take notes on your Doc.

2. What is characterization? What character traits does Balboa exhibit across the extent of the story? How do Balboa's attributes (strengths) and flaws (weaknesses) affect the plot?

3. What effect does the description of Balboa in paragraphs 9-14 have on readers as they read the rest of the story? Why does the writer describe Balboa in this way? Explain.

4. Revisit Archer summary you completed last week. Consider the significance of the BIGGER backstory that surrounds the immediate events.

Recap: p. 36—Take your own notes as groups contribute their responses to the questions.

Assignment: Study the vocabulary, context clues, and verb tense activities on p. 38-39 of *Into Literature*.

Closure: Q and A.

Syllabus notes: Skipped Oct. 31, 2024 Message in Balboa.

Tuesday, 4 Nov.: Recap p. 36 before we do the test.

Agenda and learning target: Assessment to show comprehension and retention of concepts. Also show capability to analyze a reading selection via writing.

BR: Prepare for the reading selection test for "Balboa."

"Balboa" vocabulary and reading selection test.

Closure: Q and A

Wednesday, 5 Nov.

Agenda Pre-reading activities: Vocabulary. Differentiate primary and secondary sources.

Learning Targets: I can familiarize myself with selected vocabulary to enhance my understanding of a reading selection. I can write effective sentences that exhibit various

rhetorical purposes. I can define the difference between primary and secondary sources and list examples of each.

BR: Explain the similarities and differences between a first hand, eye witness account of an event and a summary written by someone who was not at the event.

Activity: Turn to p. 62, “Coming of Age in the Dawnland” and “From Plymouth Plantation”.

Read “Synthesize Information,” at the top of p. 62.

Assignment: VOCABULARY

- **Read and complete** “Expand Your Vocabulary,” p. 65 This will be spelling & vocabulary list 8; the quiz will be on **Date TBA**.
- Submit 5 practice sentences* on paper, **Thursday, Nov. 6** for peer analysis.
- Your work should exhibit each vocabulary word, the part of speech, a context-rich sentence of at least 8 words, and four sentence purposes.
- **(List 8= vocabulary for the selection, “Coming of Age in the Dawnland” p. 63 of *Into Literature*.)** Hard copy provided in class. Document available in “Vocabulary” file in Google Classroom.

Closure: What are differences between a primary source and a secondary source?

Thursday, 6 Nov.:

Agenda: Vocabulary. Writing and the process of revision. Context clues.

Learning Targets: I can apply the strategies of content revision for peer review. I can use constructive feedback from peer review to improve my writing.

BR: Find your vocabulary lesson 8 document. READ through the vocabulary word list and quiz your neighbor over the words.

Peer Review:

- Use the highlighters and make recommendations for content revision for your partner’s sentences for vocabulary list 8.
- Evaluate the sentences for the use of context details and correct application of standard English conventions for writing.

ASSIGNMENT: Revise FOUR sentences and submit your work by arrival on Friday, Nov. 7.

IXL Diagnostic: STEP into the arena to establish your skill levels.

Closure: Quiz your classmate over the vocabulary words.

Friday, 7 Nov. : Revised vocabulary sentences for list 8 are due now. You will need the gold textbook.

Agenda: Pre-reading for a nonfiction historical information text.

Learning Targets: Through a survey of an array of literature selections, I can read and become informed to analyze world views/perspectives of life that shaped early America. I can do prereading activities to acquire new knowledge by first activating my prior knowledge.

Turn to p. 63 of Into Literature, “Coming of Age in the Dawnland.”

BR: Recall the author’s characterization of the Spanish conquistador, Balboa. What values and beliefs did he hold and express? As we approach a new selection, we should ask the following question:

What might life have been like for the natives at the time of the Europeans’ arrival in the New World/Americas? What did the Europeans witness of the lifestyle of the indigenous people? How did the Europeans respond to what they observed?

- To prepare for reading the selection, login to your assignments on the Ed platform. Find and read the Opener for **“Coming of Age in the Dawnland.”** (See pp. 63-65 of the *Into Literature* textbook)
- Notice the Essential Question: What happens when cultures collide? Use your personal experience and prior knowledge to consider this question. This selection will describe the lifestyle of Indigenous people in the New World, and its contrast with the lifestyle of the Europeans. (p. 62)
- To further prepare to read-- What kind of reading selection is this? Read “Focus on Genre,” and “History Writing.”
- What kind of language does this reading selection contain? Read, “Analyze Language.” (p. 64) and “Background” of the author. (p. 65)
- Turn to p. 63 and complete the “Engage Your Brain.” activities to connect with the subject matter of the upcoming reading selection.
- Skim the reading selection for an overview.

Closure: Review today’s agenda to identify the key ideas to know for reading **“Coming of Age in the Dawnland.”**

English 11 Class Syllabus

Oct. 27-31, 2025

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Monday, 27 Oct.: Announcements: You will need your gold *Into Literature* textbook, your binder, and your independent reading book each day this week. If you do not have your textbook, the literature is accessible via the Ed platform: Unit 1: Foundations and Encounters.

Vocabulary list 6 revised sentences are due now, if you have not already submitted them.
Watch a video about characterization. [Characterization in Literature](#)

Agenda: Literature: The Explorer's perspective.

Learning Targets: Through a survey of an array of literature selections, I can read and become informed to analyze world views/perspectives of life that shaped early America. I can compare and contrast the world views/perspectives of the people who shaped early America. I can identify and describe the historical clash of cultures that led to growth and change in America. I can analyze a text to notice details the writer uses to develop characterization. I can cite textual evidence that supports a theme for a reading selection.

[Early American Literature Notes Part 1-3, 202021](#)

BR: Access your copy of the Early American Literature notes.

- Read section II.
- Turn to p. 24, "Balboa." Skim through the opener activities that you did last week
- Take note of the essential question of this unit's reading selection: **What values and beliefs shape who we are?**

Assignment: Reading Selection: "Balboa" As you read, pay special attention to the way the writer reveals Balboa's character traits. Use the audio function to listen to the story and follow along in your textbook.

- Read paragraphs 1-5 and then stop to do a **comprehension check:** WHO is the story about, so far? What is the setting of the story? What is the situation that the main character is in? Continue reading. Along the way, stop to write answers to the questions given in the margins of your textbook. Read and analyze paragraphs 6-21.
- Explain how Balboa "got to where he is" at this point in time.

- Cite two details that characterize Balboa and contribute to themes (messages the writer is expressing through the story.) Note the paragraph number and annotate that section.
- Finish reading the story, and along the way, stop to write answers to the questions given in the margins of your textbook.
- Respond to the assessment questions on p. 35 of your textbook.

Closure: With a classmate, do the Collaborative Discussion on p. 34. Consider the essential question, on p. 34: “What values and beliefs shape who we are?” Write your own notes in response in your textbook on p. 34.

Tuesday, 28 Oct.:

Agenda: Literature: The Explorer’s perspective. Cultural Identity. Theme.

Learning Targets: I can analyze a text to notice details the writer uses to develop characterization. I can define theme as it applies to a reading selection. I can cite textual evidence that supports a theme for a reading selection.

BR ON THE DOC: 1) Login to your assignments on HMH ED. Open the “Analyze Characterization Anchor Chart.” Make a new heading on the Doc. Call this “Characterization.”
 2) List the four questions for analyzing a character.
 3) With the chart as a guide, analyze the character, Balboa. Take notes on the doc.

Activity: Skim the story, Balboa. Recap and use marginal questions to annotate the story, “Balboa.”

Assignment and Notes on the Doc: This assignment is due by the end of English class time on Thursday.

- In reference to literature, what is the definition of a theme?
- Login to the Ed platform and access the assignment called “Theme”.
- Complete the interactive lesson. SEE THE NEXT STEPS BEFORE YOU BEGIN.
- Make a new heading on the Doc. Call this “theme.”
- **Record a definition of theme, as it applies to literature.**
- **Include steps for identifying a reading selection’s theme.**

Closure on the Doc: Review the notes you just recorded.

Wednesday 29 Oct. : You will need your Into literature textbook AND the Ed platform for further work with “Balboa.” The “Balboa” reading selection and vocabulary test will occur on Tuesday, Nov. 4. Due to no school on Friday, the “theme” activity that was assigned on Tuesday, Oct. 28 will be due by arrival in class on Thursday.

Agenda: Collaborate with classmates. Analyze literature.

Learning Targets: I can recall essential information from a short story. I can collaborate with others to analyze a reading selection. I can support interpretations with textual evidence.

BR on the Doc: Make a new MLA heading. Call this “Hubris.” Copy, paste and respond to the questions.

- What does the term *hubris* mean?
- Go to Merriam Webster online to find out. [HUBRIS Definition & Meaning - Merriam-Webster](#)
- How does hubris apply to the explorer, Balboa? Explain.

Activity 1:

- Check the assessment practice, p. 35.
- With a classmate, skim the reading selection.
- THEN, summarize the story, “Balboa.”
- Each classmate will use a hard copy of the attached document for writing a summary.  Summary Frame by Archer

Assignment 1: Participate in a collaborative discussion via the questions on p. 36 of the literature textbook. (Five groups--one question per group. If you are absent, please do the reading on Ed and do the written work on a sheet of paper.) You are responsible for taking your own notes in response to all of the questions.

2) Complete and study the vocabulary, context clues, and verb tense activities on p. 38-39 of *Into Literature*.

Closure: Review the notes you have taken on p. 36 of the textbook.

Thursday, 30 Oct.: Show your doc work for “theme” that was assigned on Tuesday, Oct. 28.

Agenda: Vocabulary. Paper preparation conventions. Literature: The Explorer’s perspective. Plot Theme. Characterization.

Learning Targets: I can identify elements of plot in a short story. I can identify flashback and flash forward in a short story. I can explain the purpose and effect of flashback and flash forward in a short story. I can analyze a text to notice details the writer uses to develop characterization. I can define theme as it applies to a reading selection. I can cite textual evidence that supports a theme for a reading selection.

BR:

- Define world view.(See the American Literature Notes posted in Monday’s agenda.)
- Define gloat. [GLOAT Definition & Meaning - Merriam-Webster](#)

Activities:

1. Vocabulary assignment and submission requirements.
2. Vocabulary list 6, white board review.
3. Recap exit slip remarks from Oct. 23: I already knew . . .After this lesson. . .

4. What is the setting of the story, "Balboa"?  Balboa and Darién

Assignment:

1) Revisit Oct. 28 "Theme" notes on the Master Doc.

- What is the definition of the theme in literature?
- What are the steps for finding the theme of a reading selection?

2) Turn to p. 27 of literature and SKIM "Balboa." Pay special attention to the content of paragraphs 9 & 10.

3) Make a new MLA heading on the Doc. Call this "Balboa." Copy, paste, and complete these sentence starters on the Doc. Find evidence in the story and include the paragraph numbers with your responses.

1. Balboa arrives in Central/South America by
2. Balboa comes to power while there by . . .
3. Balboa's methods to exercise power include . . .
4. Balboa so anxiously wants to find and claim a body of water because . . .
5. Balboa **gloats** when he finds the *Mar del Sur*, (p. 33) because . . .
6. The description of Balboa's behavior is ironic when he discovers the Mar del Sur because . . .
See paragraph 30.

Closure on the Doc: Copy, paste, and respond to these questions on the doc. Transfer this into the assignment called "Closure for Balboa" in Google Classroom. Due by 11:59 p.m. tonight.

1. In contrast to the indigenous/native people surrounding him, in paragraph 4, Balboa identifies himself as _____. This affects his actions. Consequently, in paragraphs 18-23, he _____.
2. We see that Balboa values _____ more than _____.
3. My impression of the European explorer, Balboa is _____ because _____.

Notes for this agenda: With the link provided, do quick research online to answer these questions and to do a cross-reference check of the responses you already wrote on the doc:

What area of the world did Balboa explore? What did he discover while there? **Balboa was born in Spain to a poor but noble family. He sailed to the Americas to seek fortune and fame. This story sheds light on his motivations, as well as on different aspects of colonization.**

Friday, 31 Oct.: No school.

The "Balboa" reading selection and vocabulary test will occur on Tuesday, Nov. 4.

English 11 Class Syllabus
Oct. 20-24, 2025

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Monday, 20 Oct. :

PRESENT YOUR IDENTITY PROJECT. Submit your creative "Identity Project"

Agenda: Native People, Worldview, Identity Creative project. Quiz.

Learning Targets: I can show my understanding of vocabulary and concepts—indigenous/native people, worldview, oral tradition, memoir, identity, and the reading selections. I can respectfully participate in a small group discussion. I can express myself through symbols and words to describe the influences that contribute to my identity.

BR: What is identity? How is identity shaped? How does a person discover identity? Why does understanding one's identity matter?

PRESENT your work: Gather in an assigned group. Take turns sharing the symbolic Identity project. Explain the symbols that have shaped you and your identity. **DO TODAY'S CLOSURE BEFORE YOU SUBMIT THE PROJECT.**

Review notes and the reading selections to prepare for the quiz.

Quiz. If you finish early, D.E.A.R.

Closure: Reflect. What did you learn about yourself and your classmates through the symbolic pictures? **Add these comments on the back of your project.**

Tuesday, 21 Oct.: You will need the Into Literature (gold) textbook today and going forward. **Agenda:** Worldview, Literature, the Explorers. Vocabulary.

Learning Targets: Through a survey of an array of literature selections, I can read and become informed to analyze world views/perspectives of life that shaped early America. I can do prereading activities to acquire new knowledge by first activating my prior knowledge. I can familiarize myself with selected vocabulary to enhance my understanding of a reading selection. I can write effective sentences that exhibit various rhetorical purposes.

BR on the Doc: Revisit Oct. 8 “Early America.” Review the questions and responses you wrote from prior knowledge:

1. *What were some reasons the Europeans came to the Americas?*
2. *How did their perspectives differ from those of Native Americans?*
3. *What conflicts did these differences create?*
4. *From what you hear and observe, why do people immigrate to the U.S. and what difficulties do they face upon arrival?*
5. *What conflicts occur when cultures collide?*

Assignment: We are transitioning in our study of worldview from native/indigenous people to study the views of an explorer of the New World.

- Turn to p. 4 “Foundations and Encounters,” of *Into Literature* (gold book).
- Study the timeline.
- Read from the beginning on p. 4 and up to “From Colonies to a Country” on p. 5.

Vocabulary: Next, turn to p. 26 of *Into Literature* (gold book) and do the check mark portion of “Expand your Vocabulary.” These are the words for spelling & vocabulary list 6.

- Complete the vocabulary four square notes for list 6.
- Come prepared with 6 practice sentences* on paper, Wednesday, Oct. 22 for peer analysis. Your work should exhibit each vocabulary word, the part of speech, a context-rich sentence of at least 8 words, and four sentence purposes. SKIP TWO LINES between sentences to allow space for revision and comments. **(List 6= vocabulary for the story, “Balboa,” p. 26 of *Into Literature*.)**

Closure: Make predictions. How may the views of the explorers differ from those of the native people? Why? In what ways may they share similar views of the world?

Wednesday, 22 Oct.:

Agenda: Worldview, Literature, the Explorers. Vocabulary sentence peer review.

Learning Targets: I can apply the strategies of content revision for peer review. I can use constructive feedback from peer review to improve my writing.

BR: Open Google Classroom and the Vocabulary file. Review the **writer’s checklist for vocabulary sentences.** [Why revise?](#) [What analogy could illustrate the purpose of revision?](#) [Do the Kinesthetic Parts of Speech.](#)

Assignment:1) Peer review of sentences for vocabulary list 6.

2) Use the time to revise FOUR sentences. Revise and rewrite the four sentences. The work is due by English class time on Monday, Oct. 27.

. **Closure:** Q and A

Thursday, 23 Oct. : The revised vocabulary sentences are due on Monday, Oct. 27.

Access your copy of the Early American Literature notes.

 Early American Literature Notes Part 1-3, 2020-21 The link is also available in Google Classroom.

Agenda: Literature: The Explorer's perspective.

Learning Targets: Through a survey of an array of literature selections, I can read and become informed to analyze world views/perspectives of life that shaped early America. I can compare and contrast the world views/perspectives of the people who shaped early America. I can identify and describe the historical clash of cultures that led to growth and change in America.

BR: What perspectives exist in the culture of Native Americans/indigenous people?

How did their perspectives differ from those of the immigrant Europeans?

What conflicts did these differences create? Read the introduction and part I, A-B of the link featured above.

Assignment: 1) **You will need your gold, Into Literature textbook. Turn to p. 24, "Balboa."** What do you know about exploration of the Americas during the 1400s-1500s? What comes to mind when you see the selection's title?

2) To prepare for reading the selection, "Balboa," go to p. 24 and notice the Essential Question: What values and beliefs shape who we are?

3) Do one of the "Engage your Brain" activities, within your physical textbook, p. 24.

4) Read "Focus on Genre", Analyze Theme, Analyze Plot, p. 25. Read the "Background" about the author, p. 26.

5) Skim and Scan "Balboa," p. 27-34.

Exit Slip: What prior knowledge about European explorers of the New World and what expectations for the reading selection do you bring to this new selection? Complete the sentence starters: I already know I expect Submit your remarks.

Friday, 24 Oct.: No school. Fall break.

Skipped Oct. 18, 2024 ACT Prep

English 11 Class Syllabus

Oct.13-17, 2025

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LA.12.RP.1-Evaluate the development of two or more implied or explicit themes over the course of a literary text or texts. LA.12.RP.2-Analyze the development and interaction of literary elements such as characterization, setting, and plot, and how they contribute to the meaning of the work as a whole. LA.12.RP.3-Evaluate an author's use of point of view and how it contributes to the meaning, significance, or aesthetic of a literary text. LA.12.RP.4-Evaluate how an author develops structure in a literary text to contribute to its overall meaning and aesthetic impact. LA.12.RP.5-Apply knowledge of 18th, 19th, and 20th century foundational words of literature, including how two or more texts from the same period treat similar themes or topics. LA.12.RP.6-Evaluate themes within and across literary texts to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry. LA.12.RP.7-Analyze and evaluate multiple perspectives within and across a wide range of literary texts. LA.12.RP.8-Read and comprehend a wide range of literary texts in the 12 CCR grade band independently and proficiently. LA.12.RI.1-Evaluate the development of central ideas over the course of an informational text or texts. LA.12.RI.2-Synthesize and evaluate how the interaction of individual, important events, and key ideas contribute to the meaning of the work as a whole. LA.12.RI.3-Evaluate an author's perspective or purpose and how it contributes to the meaning, significance, or aesthetic of an informational text. LA.12.RI.5-Analyze 17th, 18th, 19th, or 20th century works of historical or literary significance for their central ideas, purposes, and rhetorical style. LA.12.RI.7-Analyze and evaluate multiple perspectives within and across a wide range of informational texts. LA.12.RI.8-Read and comprehend a wide range of informational texts in the 12 CCR grade band independently and proficiently. LA.12.V.1-Integrate grade level academic vocabulary appropriately for a variety of tasks and purposes. LA.12.V.2-Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. LA.12.W.1-Compose grammatically correct multi-paragraph compositions to convey meaning and to add variety, interest, and fluency to written and spoken language. LA.12.W.5-Write informative/explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience. LA.12.SL.1-Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audience to express ideas, share knowledge, and generate new understandings. LA.12.SL.2-Present information, findings, and supporting evidence effectively and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.

Monday, 13 Oct.: Friday's closure, "Connect to the Big Idea" is due now. You will need the blue textbook today. A quiz over the introduction to Early American Literature, (native people, worldview, oral tradition, and the reading selections) will occur on **Monday, Oct. 20**. **Agenda:** Introduction to Early American literature, the history, and the culture. Indigenous/Native People, Worldview, and the Oral Tradition.

Learning Targets: I can define oral tradition and explain its purposes. I can take guided steps to learn about indigenous/native people and the oral tradition. I can define *myth* and list characteristics of myths. I can define *archetype* and list archetypal patterns and characters.

BR on the Doc: Call this "Indigenous People's Day."

Use this link to learn more about the Indigenous People's Day.

[Indigenous Peoples' Day 2025: A Celebration of Culture and History | The Old Farmer's Almanac](#).

After reading, list 5 facts from the article to share later.

Assignment: Step 1. Create a new heading on your Master Doc. Call this Oral Tradition Notes.

Turn to p. 20-21 of Glencoe Literature (blue).

- Scan the reading selection for these bold terms and definitions: **oral literature, myth, creation myth, origin myth, archetype, trickster, totem.**
- Record them and their definitions on your Master Doc.

Activity in the large group: Take notes on the master doc as we go.

- What are the characteristics of a myth?

- Review the content and structure of “How the World Was Made,” p. 24 of Glencoe American Literature (blue).
- What archetypal patterns and characters are exhibited in this myth?
-
- What does it mean to revere someone or something?
- <https://www.merriam-webster.com/dictionary/revere?src=search-dict-hed>
- Through this myth, to what do the Cherokee express reverence? Why?

On your own, use the link to watch the video of the Cherokee origin myth to review the story and the characteristics of a myth. [Cherokee Creation Story](#)

Closure Follow up: Recall, and if necessary, consult the resources (textbook, notes). In the context of a culture’s literature, a myth is Characteristics of a myth include Oral tradition is Purposes of oral tradition stories may include An archetype is Examples of archetypes are

(Resources: Watch two videos to learn more about archetypes in literature.)

[Myths & Legends: The 12 Jungian Archetypes](#)

[Archetypes in Storytelling #archetypes #mythology #myths #storytelling](#)

Tuesday, 14 Oct. :

Agenda: Oral tradition of native people. Native People and worldview. Memoir. Identity.

Learning Targets: I can define *memoir*. I can define *identity* and explore influences on identity. I can use reading strategies, annotate, and analyze to familiarize myself with a writer’s memoir.

BR: “Connect to the Big Idea,” assignment given on Oct.10. If you could choose the mode to share your culture’s traditions, beliefs, and values with a general audience of various ages, what would you choose? A formal lecture, a song, a poem, a story, a picture, a? Why? Again, what is oral tradition? What are the purposes of oral tradition?

Transition to the next reading selection:

Writing on the Doc: [Make a new heading on the Master Doc. Call this “Momaday and Identity.”](#)

- Copy and paste the following on the doc. Write a personal response to questions 2-4. After writing your responses, pair-share.
1. What is a *memoir*? A *memoir* is an autobiographical account that features the author’s reflections on his/her life and experiences.
 2. What does the term *identity* mean to you?
 3. How do people and life experiences play a role in a person’s identity?
 4. What stories have you read/heard/been taught that give perspective on life and being human?

Background: Turn to p. 27 of Glencoe Lit. (blue).

- Study the background information for the excerpt of N. Scott Momaday's memoir, "From *The Way to Rainy Mountain*."
- Before reading the selection, view the map on p. 29, and the photo on p. 31.

Read: In the large group, read the excerpt of a Kiowa Indian's reflection on his culture and worldview-- "from *The Way to Rainy Mountain*," p. 27-32."

- Annotate the text while reading. (An audio version is available in your assignments on HMH Ed. A photocopy for annotation will be provided for convenience.)

Closure: Recall and review. Are the stories of oral tradition originally written down? In what ways does a memoir differ from a myth?

Wednesday, 15 Oct.:

Agenda: Oral tradition of native people. Native People and worldview. Memoir. Identity. Apply text to self.

Learning Targets: I can define *memoir*. I can define *identity* and explore influences on identity through discussion and study of a reading selection.

I can use reading strategies, annotate, and analyze to familiarize myself with a writer's memoir. I can demonstrate my comprehension of a reading selection and cite textual evidence.

BR: Retrieve your photocopy of the excerpt of N. Scott Momaday's memoir, "From *The Way to Rainy Mountain*." Also turn to p. 27 of Glencoe Lit. (blue). Skim the selection.

Read: **Finish reading before going on to analyze.** Read and annotate Momaday's "from *The Way to Rainy Mountain*." Record notes as they are given in class.

Follow up to "Rainy Mountain" Assignment: Login to Google Classroom to the assignment called "Rainy Mountain." Follow the instructions to complete and submit the assignment by arrival in class on Friday, Oct. 17.

Closure: Q and A

SKIP: Respond to question sets 3, 4, and 5, p. 32 with complete sentence responses.

Thursday 16 Oct.: Revisit notes on the doc on Monday-Tuesday. Review p. 27 of the blue book. Add to the master doc: The Kiowa value land, tribal history, and ancestors.

Momaday's pilgrimage to follow the migration of the Kiowa people is his purposeful journey in which he confirms his identity and describes that of his people. **Agenda:** Oral tradition of native people. Native People and worldview. Memoir. Identity. Apply text to self.

Learning Targets: Through critical thinking, I can analyze my identity and explore the influences on my identity. I can generate a symbolic representation of the influences on my identity.

BR: Think about this: *“You can be proud of your ancestors, but it’s more important for your ancestors to be proud of you....It’s okay to be proud of your ancestors, but you can’t live off their deeds. You need to make your own good deeds!” (Statement by Gertie Yeahquo Hines, Kiowa elder, when she was an honored guest at the Kiowa Gourd Clan Ceremonies.)*

Recap: Thus far through the selections we have studied, we have found that people feel connected to specific places because of personal, family, or cultural history. If a person grows up in the mountains, for example, the mountains may hold special significance. If a culture develops alongside the ocean, that culture may value or honor the ocean and the food it provides. Through the Cherokee myth, “How the World Was Made,” we read about how creatures are interconnected with the origin of physical traits of the natural world. Would there be a Cherokee world without the creatures? Likewise, in Momaday’s descriptions of his journey to Rainy Mountain, he emphasizes the landscape and his people’s connection with the places where they lived. Those places, cultural beliefs, and traditions are intricately intertwined.

Assignment: What influences and values have shaped you and your personal culture, your background/identity?

- Some of these may include where you are from, traditions, beliefs, ancestors, religion, gender, morals, and places you visit/have visited.
- Select three things that have influenced and shaped you.
- On the provided paper, create a symbolic picture of you and your identity by depicting the influencers that have shaped you.
- On the reverse side of the picture, include a **four-to six sentence**, written explanation of the symbols.
- Complete this project and be prepared to share in small groups on Monday, Oct. 20.

Closure: What part of your symbolic identity picture are you most proud of? Why?

Notes: The project assignment came from (TE p. 8, Social-Emotional learning).

Friday, 17 Oct. : The follow up to “Rainy Mountain” is due now. A quiz over the introduction to Early American Literature, (vocabulary and concepts–indigenous/native people, worldview, oral tradition, memoir, identity, and the reading selections) will occur on Monday, Oct. 20 . Update yesterday’s notes to say “The Kiowa value land, tribal history, and ancestors. Momaday’s pilgrimage to follow the migration of the Kiowa people is his purposeful journey in which he confirms his identity and describes that of his people. Please show me your doc work/notes for this week.

Agenda: Oral tradition of native people. Native People and worldview. Memoir. Identity. Workshop.

Learning Targets: Through critical thinking, I can analyze my identity and explore the influences on my identity. I can generate a symbolic representation of the influences on my identity.

BR on the Doc: Revisit the October 13 bell ringer **ADD the following.**

Copy and respond to this question:

- **In what ways does the celebration of Indigenous People's Day commemorate identity?**
- With classmates, share the facts that you have learned about this day.

Activity: Use this informational document to enhance your knowledge of the Kiowa and N. Scott Momaday.  Geographical details in "The Way to Rainy Mountain," by N

Workshop:

- Work on the pictorial identity project.
- Explore the provided information for enrichment.
- Study for the unit's introduction quiz.
- Work on IXL.
- D.E.A.R.

Closure: What might we apply from Indigenous/Native people that would influence us and the world in positive ways? Explain.

Resources for Native American unit:

<https://nebraskapublicmedia.pbslearningmedia.org/resource/nature-nations-gallery-native-america/nature-nations-gallery-native-america/>

English 11 Class Syllabus

Oct. 6-10, 2025

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Monday, 6 Oct.: No school. ESU 11 Fall Conference for teachers.

Tuesday, 7 Oct.: REcap the ACT English test via scores. Today are transitioning to begin a survey of American literature. We will use the HMH Into Literature textbook(gold) and the Glencoe American Literature textbook(blue) for this unit of study.

Please bring the Glencoe textbook daily, and upon arrival retrieve the HMH textbook. Return the Writer's Choice textbook to the classroom ASAP. Thank you.

Agenda: Introduction to Early American Literature, history, and culture of beginnings to 1800.

Learning Targets: Through a survey of an array of literature selections, I can read and become informed to analyze world views/perspectives of life that shaped early America. I can do prereading activities to acquire new knowledge by first activating my prior knowledge

BR: View the painting on p. 4 of Glencoe Lit. How would you describe the landscape that it depicts?

Write on the Doc: Make an MLA heading and call this "Early America: Beginnings to 1800." What do you know about the early American time period and the indigenous (native) people?

*See link after today's closure.

Assignment: Through an array of literature selections, we will be reading to survey, become informed, and to analyze world view/ perspectives of life that shaped early America.

- **Open the *Into Literature* textbook to p. 1.** Login to Literature on the Ed platform.
- To familiarize with the theme, "Foundations and Encounters," do the following: Read p. 1 of the textbook. Notice the present-day connection that is stated or implied in the Essential Questions.
- Watch the "Stream to Start" video to further consider the unit 1 theme.
- **BEGIN HERE ON WEDNESDAY.**
- On p. 2, complete Spark Your Learning, and the vocabulary.

Homework: In collaborative groups, read p. 4-7 "Foundations and Encounters," and the timeline. Answer the Assessment Practice questions on p 7.

Closure on a slip of paper:

- From your prior knowledge and your own assumptions, describe how you think native people (indigenous people) perceived their world, life, and others.
- Explain the sources of your descriptions/how you formed these ideas. Submit your paper upon completion.

*Resource for the topic of Indigenous People: [Indigenous People](#)

Wednesday, 8 Oct. : We will use both literature textbooks today. Finish Tuesday's agenda before going on to today's agenda.

Agenda: Introduction to Early American literature, the history, and the culture. Culture clash as a means to growth and change. Increase comprehension of new ideas by first activating prior knowledge.

Learning Targets: Through a survey of an array of literature selections, I can read and become informed to analyze world views/perspectives of life that shaped early America. I can do prereading activities to acquire new knowledge by first activating my prior knowledge.

BR on the Doc: On your Master Doc, make a new MLA heading. Call it “Early America.”

Copy these questions and write responses from prior knowledge:

1. *What were some reasons the Europeans came to the Americas?*
 2. *How did their perspectives differ from those of Native Americans?*
 3. *What conflicts did these differences create?*
 4. *From what you hear and observe, why do people immigrate to the U.S. and what difficulties do they face upon arrival?*
 5. *What conflicts occur when cultures collide?*
- Copy the series of questions and responses to submit your work via the Google Classroom assignment called Bell ringer for Oct. 8, NOW.**

Assignment:

- Familiarize yourself with the timeline on p. 4-5 of Into Literature(gold), and the timeline on p. 6-7 of Glencoe Literature(blue).
- Next, with a small group, read p.5, 10-11 of Glencoe Literature (blue), for an overview of the time period of Early American beginnings-1800.

Closure: On your Master Doc, make a new MLA heading. Call this “Big Ideas of Early America.”

- Record the Big Ideas from the bottom of p. 11 of Glencoe Literature (blue).
- Add to #3: Adversity and discontentment led to revolution.
- Add these terms to your master doc: Protestant, Puritan, Pilgrim, colonial self-rule, unrest, militiamen.
- Record a definition for each term as we discussed in class.

Thursday, 9 Oct.: The IXL skills assigned on Oct. 2 are due now.

We will use Glencoe Literature (blue) today. Finish Wednesday’s closure—define the terms via context clues, prior knowledge, and resources.

Agenda: Introduction to Early American literature, the history, and the culture. World View. Native People Introduction.

Learning Targets: I can define *worldview*. I can use historical background to increase understanding of worldview. I can describe worldview as it applies to indigenous people living in America prior to 1800.

BR on the Doc; Write today’s date and call this “Worldview.” Write your interpretation in response to the question: What does “worldview” mean?

Activity: Why did the Europeans go to the North American continent?

History of Jamestown.

(Recap Wednesday’s bell ringer and Tuesday’s closure. Then, clarify definitions for Tuesday’s closure on the Doc.

Assignment: 1. Access the Early American Literature notes via the link.

 **Early American Literature Notes Part 1-3, 2020-21** The link is also available in Google Classroom.

*****Make a copy of this notes document for your own use.**

2. Read the first two paragraphs to gain cultural and historical background for the early American period.
3. Read "The Sacred Earth and the Power of Storytelling," p. 12-13, 19-23 of Glencoe Lit. (blue)

Closure: Continue on the Doc, and record the definition of **worldview**, as presented in the Early American Literature Notes Parts 1-3 2020-21.

On the Doc, copy and complete this sentence starter: Native people used the oral tradition to .

..

Friday, 10 Oct.: Please show your closure work on the doc from Thursday. We will use Glencoe Literature (blue) today. Recap the reading—Mrs. J's comments.

Agenda: Introduction to Early American literature, the history, and the culture. Native People, Worldview, and the Oral Tradition.

Learning Targets: I can define oral tradition and explain its purposes. I can take guided steps to learn about indigenous/native people and the oral tradition. I can define *myth*.

BR on the Doc:

1. Write today's date and call this "Oral Tradition of Native People."
 2. Copy and respond to this prompt: In three sentences or more, describe what you perceive about people's attitudes toward Earth today. Explain.
 3. Copy and respond: What do you know about the term *oral tradition*?
 4. After writing, pair share to compare and contrast ideas.
5. Login to Google Classroom to access the Early American Literature Notes, or open your copy of the notes. With your classmate, read from the beginning of the notes through section I B

Assignment: Complete a series of actions to learn about world view of indigenous/native people.

On the Master Doc, copy the four questions found below.

1. Who are the *Cherokee* people?
2. What was the *Treaty of Augusta*?
3. What is *assimilation*?
4. What was the *Trail of Tears*?

Then, turn to p. 22 of Glencoe Literature (blue) and read /review, "Meet the Cherokee." Record answers to the questions on the Doc.

Next, read and think about the ideas in "Connect to the Myth," p. 23.

Next, On p. 23, read "Build Background" and "Set Purposes for Reading."

Next, turn to p. 24. Read a Cherokee myth to encounter their perspective of “How the World was Made.” What does this story reveal about the Cherokee’s relationship with nature? After reading, use this link to listen and read the story again.

▶ [How The World Was Made - A Cherokee Folktale](#)

Closure on the Doc: Call this “How the World Was Made: Connect to the Big Idea.”

- Login to Google Classroom for instructions for the assignment named here.

For further study—Resources for Native American unit:

<https://nebraskapublicmedia.pbslearningmedia.org/resource/nature-nations-gallery-native-america/nature-nations-gallery-native-america/>

English 11 Class Syllabus

Sept. 29-Oct. 3, 2025

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Monday, 29 Sept. You will need the ACT binder and a listening device for today’s class. The IXL skill JJ1- level 11 to “Identify and correct errors with plural and possessive nouns” IS DUE NOW.

Agenda: ACT Prep Session 2 review and independent practice.

Learning Targets: I can apply English grammar rules for solving English conventions problems.
I can apply test-taking strategies to enhance my performance on standardized tests.

BR on the Doc: 1. Open the ACT curriculum and review GR 6 and 11. (apostrophes to show possession and comparisons).

2. Make a new heading on the doc. Call this “apostrophes and comparisons.” Copy and paste the two pairs of sentences from below onto your master doc. Apply rules for using apostrophes to edit the second sentence in set 1. Apply rules for comparisons to correct the second sentence in set 2. Highlight to indicate changes.

Set 1: The childs broken toy truck lay in a pile of rubble after the tornado.

Revision: The child's broken toy truck lay in a pile of rubble after the tornado.

Set 2: My jeans were more tighter after I washed them in hot water.

Revision: My jeans were tighter after I washed them in hot water.

Activity: Check the extra practice for GR 6 & 11. Submit your work for a participation grade.

Independent assignment: Login to Ed and your assignments. Before the next class meeting, complete the Level up tutorial called “Modifiers and Placement of Modifiers” to gain understanding of English syntax (sentence structure) through study of modifiers and their placement.

Closure on the Doc: Call this “ACT: What I learned today.” Write three things you learned about modifiers or apostrophes. Here are sentence starters to help you: I used to think . . . Now I know . . . I wonder . . .

Tuesday, 30 Sept.:

Agenda: ACT Prep English Session 2B Extra Practice (GR 17, 18). Clear communication.

Learning Targets: I can apply English grammar rules for solving English conventions problems.
I can apply test-taking strategies to enhance my performance on standardized tests.

BR: Go to the ACT prep English pages to review GR 17 with a classmate. What image might the italicized sentence generate in a reader’s mind? Make corrections as necessary so that the modifier and the actor are next to each other.

The tired tourists noticed a herd of elephants eating as they rode in jeeps across the savanna.

Assignment: GR 17 Modifying Phrases Login to Ed and your assignments. We will first read and discuss examples from the HMH “Placement of Modifiers Opener.”

Complete the online ACT extra practice for GR 17, “Modifying Clauses.” Check at the next class meeting.

Review GR 18 Non-words. Read and follow the explanatory instructions to complete the online extra practice for GR 18. Check at the next class meeting.

Closure: Q and A.

Wednesday, 1 Oct.:

Agenda: ACT Prep Session 2 review and independent practice.

Learning Targets: I can apply English grammar rules for solving English conventions problems. I can apply test-taking strategies to enhance my performance on standardized tests.

BR: Review GR14, 15, 16, 17, 18, and 11 (parallelism, pronouns, transitions, modifying phrases, nonwords, comparisons).

Activity: Check the extra practice for GR 17 and 18—Modifying clauses and nonwords.

Assignment: Find the “Hammer” page. This is your guide to completing JB’s ACT prep course.

- Login to ontocollege.com, and go to English Session 2.
- Do the “Assignment,” English Practice Set 2 **online**.
- Watch solution videos as needed.
- Complete this by arrival in class on Thursday, Oct. 2.

Closure: Q and A

Thursday, 2 Oct.: English Practice Set 2 online is due now. Today’s agenda will include an ACT prep quiz and IXL practice of skills. If you already completed the quiz, go on to Activity 2.

Agenda: ACT Prep English Session 2 review and independent practice.

ACT Prep English Session 2A and 2B: GR 14, 15, 16, 17, and 18, and 11 (parallelism, pronouns, transitions, modifying phrases, nonwords, comparisons).

Learning Targets: I can apply English grammar rules for solving English conventions problems. I can apply test-taking strategies to enhance my performance on standardized tests.

BR: Prepare for the quiz. With a classmate, review the grammar rules listed in today's agenda.

Activity 1 : Quiz for English Practice Set 2.

- Login to ontocollege.com, and go to English Session 2.
- Do the English Session 2 step 4 "Quiz" online.
- Watch solution videos as needed.

Activity 2: Login to IXL to practice English grammar and conventions in Level 11 to achieve a Smart Score of 85. Complete these skills by arrival in class on Thursday, Oct. 9. (You will find these skills assigned to you in "From Your Teacher.")

- Skill M2: Avoid double, illogical, and unclear comparisons
- Skill M 4 Parallel Structure
- Skill Z7 Identify vague pronoun reference

Closure on a slip of paper: Call this" Grammar Rules 2" Now that you have participated in the JB ACT Prep English rules review, what would you say about your confidence level? Write today's date and your name on the paper; submit it upon dismissal.
Use the sentence starters.

Before these lessons, . . . Now I

Friday, 3 Oct.: Today, we will do the ACT English practice test. Time: 35 minutes and 50 questions. REview the grammar rules.

Beginning next week, we will transition to begin a survey of American literature. We will use the HMH Into Literature textbook(gold) and the Glencoe American Literature textbook(blue) for this unit of study. Please bring the Glencoe textbook daily, and upon arrival retrieve the HMH textbook. Return the Writer's Choice textbook to the classroom ASAP. Thank you.

Postpone:Agenda: Introduction to Early American Literature, history, and culture of beginnings to 1800.

BR: View the painting on p. 4 of Glencoe Lit. How would you describe the landscape that it depicts?

Write on the Doc: Make an MLA heading and call this "Early America: Beginnings to 1800." What do you know about the early American time period and the indigenous (native) people? *See link after today's closure.

Assignment: Through an array of literature selections, we will be reading to survey, become informed, and to analyze world view/ perspectives of life that shaped early America. **Open the *Into Literature* textbook to p. 1.** Login to Literature on the Ed platform. To familiarize with the theme," Foundations and Encounters," do the following: Read p. 1 of the textbook. Notice the present-day connection that is stated or implied in

the Essential Questions. Watch the “Stream to Start” video to further consider the unit 1 theme. On p. 2, complete Spark Your Learning, and the vocabulary.

Homework: In collaborative groups, read p. 4-7 “Foundations and Encounters,” and the timeline. Answer the Assessment Practice questions on p 7.

Closure on a slip of paper: From your prior knowledge and your own assumptions, describe how you think native people (indigenous people) perceived their world, life, and others. Explain the sources of your descriptions/how you formed these ideas. Submit your paper upon completion.

*Resource for the topic of Indigenous People: [Indigenous People](#)

English 11 Class Syllabus

Sept. 22-26, 2025

This schedule is a general guide for English 11. Because of the unknown, it is subject to change. If you are absent, please see me for the most current information about assignments and class activities.

Objectives: Review standard, English grammar concepts: parts of speech, four sentence purposes, point of view, pronoun-antecedent agreement. Learn and practice vocabulary enhancement and spelling strategies. Practice effective sentence writing. Experience informal speaking in large group discussions and in small group collaborative work. Practice peer review of writing. Practice critical thinking and writing. Incorporate the use of technology in the learning experience. Receive opportunities to exercise independence in reading and academic work. ELA Standards: [LA.10.W.1](#) and [LA.11.W.1](#)—Compose grammatically written compositions. [Understand and apply conventions of Standard English grammar.](#) [LA.10.SL.1](#)—Initiate and participate in structured discussions and collaborations about grade level topics and texts. [LA.12.SL.1](#) Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audience to express ideas, share knowledge, and generate new understandings. [LA.12.V.1](#)—Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.

Looking ahead— Noon dismissal for PT Conf. on Wednesday, Sept. 24. No school on Thursday, Sept. 26 and Friday, Sept. 27.

Monday, 22 Sept.: You will need the ACT binder. Check the extra practice for GR 4 & 5 before going on.

Agenda: ACT Prep Session 1 review and independent practice.

Learning Targets: I can apply English grammar rules for solving English conventions problems. I can apply test-taking strategies to enhance my performance on standardized tests.

BR on the Doc: Make a new MLA heading. Call this “Grammar Rules Review.”
Copy everything and then follow the directions to complete the activity.

1. What do you understand about the underlined portion and its relationship to the rest of the following sentence? Evaluate the punctuation for accuracy. Explain.

Although the students listen to John Baylor's teaching; they still need to practice using the OTC Grammar Rules.

2. Shrink this sentence to identify the subject and the verb/predicate.

During English class, students are reviewing grammar rules.

3. Apply the hyphen correctly in the following sentence.

Harold is a one of a kind sixteen year old tortoise.

4. Evaluate the punctuation of the following sentence. Edit as necessary.

Students are studying punctuation concepts, commas, semicolons, colons, and dashes.

5. What are three acceptable ways to punctuate this construction of words?

The juniors are studying English grammar rules they are developing an editor's eye.

Assignment : You will need the ACT binder to review English GR 1,2,3, 6, 7, 8, and 10. Then review GR 9, 13, 12, 4, and 5.

Find the "Hammer" page. This is your guide to completing JB's ACT prep course.

- Login to ontocollege.com, and go to English Session 1.
- Do the Step 3 "Assignment," of English Practice Set 1 online.
- Watch solution videos as needed.
- Complete this by arrival in class on Tuesday, Sept. 23.

Closure: Q and A

Tuesday, 23 Sept. English Practice Set 1 online is due now.

Agenda: ACT Prep English Session 1 and 2 review and independent practice.

Learning Targets: I can apply English grammar rules for solving English conventions problems. I can apply test-taking strategies to enhance my performance on standardized tests.

BR: Prepare for the quiz. Quickly skim and scan GR 1,2,3, 6, 7, 8, and 10, and 9, 13, 12, 4, and 5.

Activity 1 : Quiz for English Practice Set 1.

- Login to ontocollege.com, and go to English Session 1.
- Do the English Session 1 step 4 "Quiz" online.
- Watch solution videos as needed.

Activity 2: Watch the "Grammar Rules Review segments of

English session 2A and 2B: GR 14, 15, 16, 17, 18, and 11 (parallelism, pronouns, transition words, modifying phrases, nonwords, and comparisons).

Activity 3: ACT Prep Session 2 Kahoot!

Closure: Reflect. What have you discovered that has impacted your knowledge of the English language and grammar?

Wednesday, 24 Sept.: Noon dismissal with abbreviated class periods.

Agenda: ACT Prep Session 2 review

Learning Targets: I can apply English grammar rules for solving English conventions problems.
I can apply test-taking strategies to enhance my performance on standardized tests.

BR: Review GR 6 and GR 11—apostrophes and comparisons.

Assignment: 1) In class, complete the extra practice for GR 6 and 11 (apostrophes to show possession and irregular verbs). This is due upon arrival in class on Monday, September, 29.

2) **Login to IXL**— Practice skill JJ1- level 11 to “Identify and correct errors with plural and possessive nouns . Achieve a Smart Score of 85.
Complete this by arrival in class on Monday, Sept.29.

Closure: Q and A

Thursday, 25 Sept. and Friday, 26 Sept. : No school.

English 11 Class Syllabus September 15-19, 2025

This schedule is a general guide for English 11. Because of the unknown, it is subject to change. If you are absent, please see me for the most current information about assignments and class activities. **Objectives:** Review standard, English grammar concepts: parts of speech, four sentence purposes, point of view, pronoun-antecedent agreement. Learn and practice vocabulary enhancement and spelling strategies. Review and follow best practices for business writing. Write a business letter and/or email messages. Practice effective sentence writing. Experience informal speaking in large group discussions and in small group collaborative work. Practice peer review of writing. Practice critical thinking and writing. Incorporate the use of technology in the learning experience. Receive opportunities to exercise independence in reading and academic work.

ELA Standards: LA.10.W.1 and LA.11.W.1—Compose grammatically written compositions. Understand and apply conventions of Standard English grammar. LA.10.SL.1—Initiate and participate in structured discussions and collaborations about grade level topics and texts. LA.12.SL.1 Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audience to express ideas, share knowledge, and generate new understandings. LA.12.V.1-Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.

Monday, 15 Sept.: You will need the **Writer’s Choice** textbook Monday and Tuesday. **QUIZ POSTPONED TO TUESDAY!**

Agenda and learning targets: Revisit “More about nouns”: common and proper nouns and collective nouns. I can apply acquired knowledge to show my skill in grammatical analysis.

BR: 1. Open your binder to the grammar handbook to review nouns, verbs, and prepositions, p. 1, 3, and 5. Review p. 438-439 of Writer’s Choice: common and proper nouns and collective nouns.

Activity 1: With a classmate, do ex.8, Matching Proper Nouns with Common Nouns.

Activity 2: Review ex. 10, Identifying Collective Nouns.

Activity 3 on the Doc: Make a new MLA heading. Call this “Sentence Analysis.” Copy, paste, and complete this.

Identify the subject, the verb(s), and any prepositional phrase(s) in this sentence. Classify the words that you identify.

In what city did the United States Congress convene, recess, and reconvene in 2025?

Prepare for the quiz: Turn to Writer’s Choice, p. 434 and then skim the explanations and examples in sections 10.1 Nouns, 10.3 Verbs, and 10.6 Prepositions.

Closure: On the exit slip, write your name and today’s date. Copy and complete the sentence starters. Before today’s lesson, . . . , after today’s lesson Submit your paper upon class dismissal.

Tuesday, 16 Sept.: Until notified otherwise, keep the Writer’s Choice textbook in your locker. Bring the ACT Prep binder daily. This is a school-issued binder; please treat it with care, as you will submit it in May. To login to OntoCollege.com your username is your school email. The password is **ontcollege**

Agenda: Unit over nouns, verbs, and prepositions. ACT Prep with John Baylor: * (See footnote.)

Learning Targets: I can apply English grammar rules for solving English conventions problems. I can learn to apply test-taking strategies to enhance my future performance on standardized tests.

Prepare for the quiz: Turn to Writer’s Choice, p. 434 and then skim the explanations and examples in sections 10.1 Nouns, 10.3 Verbs, and 10.6 Prepositions.

QUIZ. Upon completion of the quiz, please **D.E.A.R.**

Writing on the Doc: Call this “ Essential English Rules.”

What three rules for writing in English would you say are the most important to remember?

Grammar Rules Review Video—ACT Prep, Additional Resources. (13 min.)

Closure on the doc: Call this” Grammar Rules.” Go back to your writing for today on the Master Doc. Now that have heard JB’s English rules review, what would you say about yours? Use a sentence starter if you need help. Before this lesson, . . . Now I believe . . .

**Although we do schedule sessions in English class to prepare for the ACT, our opportunities are limited, due to time constraints. Loomis School makes the John Baylor course available to juniors and seniors. The registered students are encouraged to independently access the course to prepare for the ACT. The online materials are available to them 24-7, throughout the period of the subscription.*

Wednesday, 17 Sept. : Revisit Tuesday’s writing on the Doc to complete it if you have not already done so. If you will be absent on Thursday, please request the documents you will need for that day’s activity. (Farm Safety Camp-mentors absent)

Agenda: ACT Prep English Session 1A Review.

Learning Targets: I can apply English grammar rules for solving English conventions problems. I can learn to apply test-taking strategies to enhance my future performance on standardized tests.

BR : With a partner, find the English rules in the ACT binder. Read through English rules 1,2,3, 6, 7, 8, and 10.

Activity: See Teacher notes in red.*

Assignment:

1. Complete the extra practice for GR 3 (full sentence components) and GR8 (semicolon, colon, dash).

2. Check in class with Q and A opportunities.

Submit your work for a participation grade.

Closure on a slip of paper: Write your name and today’s date. Copy and complete the sentence starters in reference to the grammar rules.

I already knew . . . , but now I know Something I still do not understand about the grammar rules is . . .

*(Teacher notes: Possibly watch the “Grammar Rule Review of Session 1, Video 1A.)

Thursday, 18 Sept. : Recap the grammar unit quiz via demonstration on a copy of the quiz.

Agenda: ACT Prep English Session 1B Review. Watch “Grammar Rule Review” segment of Session 1, Video 1B.

Learning Targets: I can apply English grammar rules for solving English conventions problems. I can learn to apply test-taking strategies to enhance my future performance on standardized tests.

BR: Discuss these questions with a classmate. What is required for the use of a semicolon? What other punctuation may substitute for a semicolon? What is required for the use of a colon? What does a dash indicate?

Activity: Login to Google Classroom and open the “Punctuation” file. There, you will find punctuation resources for the semicolon, colon, and dash.

- From the file, read “Punctuation for nonrestrictive elements.”
- Follow up by completing the associated practice questions. (hard copy provided in class)

Postpone the recap of this Assignment: With one other classmate, review English GR 9, 13, 12, 4, and 5. Complete the extra practice for GR 12 (prepositions) and GR 4 & 5 (subject-verb agreement).

Activity: *See Teacher Notes in red.

2. Check in class with Q and A opportunities.
Submit your work for a participation grade.

Closure on a slip of paper: Write your name and today’s date. Copy and complete the sentence starters.

I already knew . . . , but now I know Something I still do not understand about the grammar rules is . . .

*(Teacher notes: Possibly watch the “Grammar Rule Review of Session 1, Video 1B.)

Friday, 13 Sept.: RECAP Thursday’s punctuation practice (comma, parenthesis, dash). Then proceed with the rest of Thursday’s agenda. Postpone Friday’s original agenda to next week.

Postpone: Agenda: ACT Prep Session 1 review and independent practice.

Learning Targets: I can apply English grammar rules for solving English conventions problems.
I can apply test-taking strategies to enhance my performance on standardized tests.

BR on the Doc: Make a new MLA heading. Call this “Grammar Rules Review.”
Copy everything and then follow the directions to complete the activity.

1. What do you understand about the underlined portion and its relationship to the rest of the following sentence? Evaluate the punctuation for accuracy. Explain.
Although the students listen to John Baylor’s teaching; they still need to practice using the OTC Grammar Rules.

2. Shrink this sentence to identify the subject and the verb/predicate.
During English class, students are reviewing grammar rules.

3. Apply the hyphen correctly in the following sentence.

Harold is a one of a kind sixteen year old tortoise.

4. Evaluate the punctuation of the following sentence. Edit as necessary.

Students are studying punctuation concepts, commas, semicolons, colons, and dashes.

5. What are three acceptable ways to punctuate this construction of words?

The juniors are studying English grammar rules they are developing an editor's eye.

Assignment : You will need the ACT binder to review English GR 1,2,3, 6, 7, 8, and 10. Then review GR 9, 13, 12, 4, and 5.

Find the “Hammer” page. This is your guide to completing JB’s ACT prep course.

- Login to ontocollege.com, and go to English Session 1.
- Do the “Assignment,” English Practice Set 1 online.
- Watch solution videos as needed.
- Do the online quiz. Due date TBD.
- ~~Complete this by arrival in class on Monday, Sept. 22.~~

Closure: Q and A

Looking ahead– Noon dismissal for PT Conf. on Wednesday, Sept. 24. No school on Thursday, Sept. 26 and Friday, Sept. 27.

The online assignment and quiz for English session 1A is due on Monday, Sept. 28.

Teacher Notes: This year, we skipped the ACT prep orientation session of Sept. 10, 2024 because we went to the live ACT event at the Tassel.

English 11 Class Syllabus

Sept. 8-12, 2025

This schedule is a general guide for English 11. Because of the unknown, it is subject to change. If you are absent, please see me for the most current information about assignments and class activities. **Objectives:** Review standard, English grammar concepts: parts of speech, four sentence purposes, point of view, pronoun-antecedent agreement. Learn and practice vocabulary enhancement and spelling strategies. Review and follow best practices for business writing. Write a business letter and/or email messages. Practice effective sentence writing. Experience informal speaking in large group discussions and in small group collaborative work. Practice peer review of writing. Practice critical thinking and writing. Incorporate the use of technology in the learning experience. Receive opportunities to exercise independence in reading and academic work.

ELA Standards: LA.10.W.1 and LA.11.W.1—Compose grammatically written compositions. Understand and apply conventions of Standard English grammar. LA.10.SL.1—Initiate and participate in structured discussions and collaborations about grade level topics and texts. LA.12.SL.1 Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audience to express ideas, share knowledge, and generate new understandings. LA.12.V.1—Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.

Monday, 8 Sept.: A quiz over verbs, prepositions, and nouns (Writer's Choice sections 10.1, 10.3, and 10.6,) will occur on Monday, September 15.

ACT workshop Thursday, Sept. 11. See that agenda for details NOW.

If you will be absent Tuesday and/or Wednesday, see those agendas for your responsibilities.

***See comments on graded assignments in Google Classroom. When you submit an assignment, click "turn in" and/or "mark as done" to complete the assignment.

HOW DOES ONE EXPRESS THE POSSESSIVE OF AUTHOR, AS IN AUTHORS PURPOSE? ARE "YOU/YOUR" ACCEPTABLE PRONOUNS IN FORMAL WRITING?

Agenda: Continue with parts of speech—verbs and their types.

BR on the Doc: Call this "linking verbs." Copy and paste the following.

A linking verb is a non-action verb. A linking verb does what its name says. It links words and ideas in a sentence.

When a sentence contains a linking verb, the linking verb is usually followed by EITHER a noun/pronoun OR an adjective: N- LV-N or N-LV-ADJ. When the noun or the adjective that follows the verb identifies or describes the subject, the verb is a linking verb. Examples:

<i>Loomis is a village in Nebraska.</i>	<i>Loomis is small.</i>
N LV N Prep Phrase	N LV Adj

- In the first sentence, the verb *is* links the subject, *Loomis*, to the word *village*. From this context, we learn what *Loomis* is—a *village*. *Loomis* and *village* are both *nouns*.
- In the second sentence, the verb *is* links the subject, *Loomis*, to the word *small*. From this context, we learn that *Loomis* is of a *small* size. *Loomis* is a *noun* and *small* is an *adjective*. The presence of linking verbs create these two common sentence patterns.

Assignment: Open the grammar handbook in the binder to p. 5. Read the list of non-action verbs. Next, read about linking verbs, p. 451 of Writer's Choice. On a sheet of paper, do ex. 29 and 30, p. 451-452 of *Writer's Choice* for the next class meeting—Tuesday, Sept. 9.

Closure: Tell a classmate three things that anyone must remember about verbs, as we studied them today.

Tuesday, 9 Sept.: (FFA Husker Harvest Days-5 students absent)

Agenda: Check the linking verb homework. Nouns.

BR on the Doc: Open the Minden Grammar Handbook to page 1. Read about nouns and pronouns. Of these words, which ones are pronouns?

desk, phone, it, table, my, he, we, book, teacher, pencil, our

Open your master doc to read yesterday's notes about verbs. Add these sentences to that entry.

Highlight the linking verb in each sentence in yellow. Next, label the key words that are linked by the verb. Use these labels, but be SPECIFIC.

N/PRO-LV-N OR N/PRO-LV-ADJ; N= noun; PRO= pronoun

The juniors seem happy today.

They are becoming grammarians.

Assignment: Read about nouns, section 10.1 of *Writer's Choice*, p. 435. On your own paper, do exercise 1. Next, turn to p. 436. With a classmate, do exercise 3, "Supplying Abstract and Concrete Nouns," and record your work on your paper. If time allows, share in the large group.

Postpone to Wednesday: Closure on the Doc: Explain the difference between concrete and abstract nouns. Recite the notes about linking verbs to your classmate.

Wednesday, 10 Sept.: (FFA Range Judging, 1 student) Do Tuesday's Closure.

Agenda: Check Nouns Ex. 1 and 3, p. 435-436 of *Writer's Choice*. Continue nouns.

BR: On the master doc, copy and paste these notes. Call it "Nouns."

A noun is a word that names a person, place, thing, or idea. Nouns may be concrete or abstract. Nouns play an important role alone or together with prepositions.

Assignment: Review *Writer's Choice*, p. 435 explanations of nouns. Then turn to p. 437, ex. 5. FIRST READ the sentences to comprehend the story. Next, find and classify the underlined nouns in the sentences as Singular, Plural, or Possessive Nouns. (S=singular P= plural SP= singular possessive PLP= plural possessive)

Use the provided document to record the answers for each sentence. The first sentence of the exercise serves as a model:

S

S

Angelina Grimké was born in 1805 in the South. [Noun Classification Document](#)

Closure: Reflect. What have you discovered that has impacted your knowledge of the English language and grammar?

Thursday, 11 Sept.: Agenda: ACT Prep* Workshop at The Tassel.

Materials: You will need the ACT binder and a writing utensil.

Depart at 8:30 a.m. and return to school by 12: 40 p.m.

ACT Prep with John Baylor: ** Although we do schedule sessions in English class to prepare for the ACT, our opportunities are limited, due to time constraints. Loomis School makes the John Baylor course available to juniors and seniors. The registered students are encouraged to independently access the course to prepare for the ACT. The online materials are available to them 24-7, throughout the period of the subscription.*

Friday, 12 Sept.: Discuss Google Classroom—viewing your work, comments, and grades. Login to [OntoCollege.com](https://www.ontocollege.com) Your username is your school email. The password is **ontcollege**

Agenda: Check ex. 5, p. 435 that you did on the provided document.
More about nouns—common and proper; Collective nouns.

BR: Explain to a classmate the differences among singular and plural, and possessive nouns.

Assignment: Read Writer's Choice p. 438-439, proper, common, and collective nouns. With a classmate, do ex.8, Matching Proper Nouns with Common Nouns, and ex. 10, Identifying Collective Nouns on a sheet of paper. **Submit your paper when finished. D.E.A.R. and on your own, review for Monday's quiz.**

Closure: Q and A.

Looking ahead— Noon dismissal for PT Conf. on Wednesday, Sept. 24. No school on Thursday, Sept. 25 and Friday, Sept. 26.

English 11 Class Syllabus

Sept. 1-5, 2025

This schedule is a general guide for English 11. Because of the unknown, it is subject to change. If you are absent, please see me for the most current information about assignments and class activities. **Objectives:** Review standard, English grammar concepts: parts of speech, four sentence purposes, point of view, pronoun-antecedent agreement. Learn and practice vocabulary enhancement and spelling strategies. Review and follow best practices for business writing. Write a business letter and/or email messages. Practice effective sentence writing. Experience informal speaking in large group discussions and in small group collaborative work. Practice peer review of writing. Practice critical thinking and writing. Incorporate the use of technology in the learning experience. Receive opportunities to exercise independence in reading and academic work.

ELA Standards: LA.10.W.1 and LA.11.W.1—Compose grammatically written compositions. Understand and apply conventions of Standard English grammar. LA.10.SL.1—Initiate and participate in structured discussions and collaborations about grade level topics and texts. LA.12.SL.1 Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and

audience to express ideas, share knowledge, and generate new understandings. LA.12.V.1-Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.

Monday, 1 Sept.: No school. Labor Day.

Tuesday, 2 Sept.: Review assignment submission procedures for Google Classroom: format and timing. **Email assignment was due at 11:25 a.m. Submit by 11:24 a.m. to not be late.

Agenda: Grammar–Verbs and their types

BR: Review: What is a verb? How many words might a verb be? Provide an example of a verb phrase. Refer to the Minden Grammar Handbook, p. 5.

Do this today. 1. Check the verb exercises, of section 10.3 of Writer's Choice, p. 449 and 453.

Read this today. 2. **Discuss** the concept of transitive and intransitive verbs. Transitive verbs *transfer* action to someone or something to complete the action of the verb. The someone or something is called the direct object.

Intransitive verbs stand alone to express their action. Some verbs can function either way. Study the context to determine whether the verb is transitive or intransitive.

Examples: Shelby sang the American National Anthem. (Sang is transitive in this context.)
Shelby sang energetically. (Sang is intransitive in this context.)

Postpone to the next class meeting: 3. **Assignment:** Do a transitive & intransitive verb worksheet in class. Check it at the next class meeting.

Do this today. Closure on the Doc: Make a heading for today. Call this “Verb Essentials.”
Write and tell your classmate three things that anyone must remember about verbs and how to identify them.

Wednesday, 3 Sept.:

Analyze these sentences and discuss the verbs and verb phrases.

She had energetically sung the National Anthem.

She did not sing the National Anthem.

Finish Tuesday's agenda before going on. Begin at “2. Discuss.”

Begin here on Thursday. Agenda: Grammar: 1. Check the transitive & intransitive verbs homework. 2. Move forward to study nouns and prepositions; begin with videos.

BR on the Doc: Make a new MLA heading. Call this “Transitive and Intransitive Verbs.”

Copy and paste these sentences on the doc. Then read and follow the directions.

1. The juniors wrote email messages in English class.
2. They wrote diligently during the class period.
3. The juniors wrote.

Directions: In reference to the three examples. Explain the differences between transitive and intransitive verbs to a classmate. Find and label the verbs as transitive or intransitive.

This link is a helpful resource: www.grammarly.com/blog/transitive-and-intransitive-verbs/

Grammar videos: Watch *Grammar Rock* “Nouns” and “Prepositions” again. How do these two parts of speech work together in a sentence? [Schoolhouse Rock A Noun Is A Person, Place, Or Thing | 1970's Saturday Morning Educational Cartoon](https://vimeo.com/373443114?&signup=true)
<https://vimeo.com/373443114?&signup=true> - =

Assignment: Read p. 468 of *Writer's Choice* and do exercise 64 in class with a classmate. Next, read about Object of the Preposition,” at the top of p. 470. Independently, do items 1-5 of exercise 65, p. 469 of *Writer's Choice* for Friday. Rather than writing words on paper, **on the provided copy of the exercise**, underline each preposition and circle the noun/pronoun object of each preposition.

Closure: Explain to your classmate how nouns and prepositions work together.

Thursday, 4 Sept.: IXL Level 11 Skill CC.3– Identify and Correct Inappropriate shifts in verb tense is due now. Finish Wednesday's (turquoise highlighted) agenda before going on. Please bring your personal listening device to the next class meeting.

Postpone Thursday's original agenda to Friday:

Begin here on Friday: Agenda: Recap prepositions and **check grammar exercise 65.**

BR: Find the verbs, nouns, prepositions, and prepositional phrases in the following sentences. Do an accuracy check with a classmate.

The juniors are reviewing the parts of speech in English class.

They will check the homework exercises after the bell ringer.

Assignment: Follow these steps to login to HMH Ed.**Instructions:**

- **Use Chrome.**
- Go to www.hmhco.com/ui/login.
- **For the state, select Nebraska.**
- **For the District/School, select Loomis Public School District 55.**

GO to your assignments in Ed. Complete the HMH tutorials for verbs, prepositions, and nouns by class time on Friday, Sept. 5. Please use your personal listening device for this activity.

Closure on the Doc: Call this “Verbs, Nouns, and Prepositions.” Write and tell your classmate three things that anyone must remember about verbs, nouns, and prepositions.

Friday, 5 Sept.: REFRESH THE SYLLABUS. Finish Thursday’s agenda. Postpone Friday’s original agenda.

Postpone: Agenda: Continue with parts of speech–verbs and their types.

BR on the Doc: Call this “linking verbs.” Copy and paste the following. A linking verb is a non-action verb. When a sentence contains a linking verb, the linking verb is usually followed by EITHER a noun/pronoun OR an adjective: N- LV-N or N-LV-ADJ. When the noun or the adjective that follows the verb identifies or describes the subject, the verb is a linking verb. Examples:

<i>N</i>	<i>LV</i>	<i>N</i>	<i>Prep Phrase</i>	<i>N</i>	<i>LV</i>	<i>Adj</i>
<i>Loomis</i>	<i>is</i>	<i>a village</i>	<i>in Nebraska.</i>	<i>Loomis</i>	<i>is</i>	<i>small.</i>

Assignment: Open the grammar handbook in the binder to p. 5. Read the list of non-action verbs. Next, read about linking verbs, p. 451 of Writer’s Choice. On a sheet of paper, do ex. 29 and 30 for the next class meeting–Monday, Sept. 8.

Closure: Tell a classmate three things that anyone must remember about verbs, as we studied them today.
(jm REVIEW.)

English 11 Class Syllabus

August 25-29, 2025

This schedule is a general guide for English 11. Because of the unknown, it is subject to change. If you are absent, please see me for the most current information about assignments and class activities.

Objectives: Review standard, English grammar concepts: parts of speech, four sentence purposes, point of view, pronoun-antecedent agreement. Learn and practice vocabulary enhancement and spelling strategies. Review and follow best practices for business writing and/or email. Write a business letter and/or email messages. Practice effective sentence writing. Experience informal speaking in large group discussions and in small group collaborative work. Practice peer review of writing. Practice critical thinking and writing. Incorporate the use of technology in the learning experience. Receive opportunities to exercise independence in reading and academic work.

ELA Standards: LA.10.W.1 and LA.11/12.W.1–Compose grammatically written compositions. Understand and apply conventions of Standard English grammar. LA.10.SL.1--Initiate and participate in structured discussions and collaborations about gradelevel topics and texts. LA.11/12.SL.1 Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audience to express ideas, share knowledge, and generate new understandings. LA.11/12.V.1-Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.

Monday, 25 August: The IXL skill JJ1 assigned last week is due tomorrow.

Recap work on the Doc from last week. Submit the email practice now, if you have not already done so. Show your independent close reading work for today. Check messages in Google Classroom.

Agenda: Close reading. Classify a reading selection as scholarly or popular. Annotated bibliography.

BR on the Doc: Create a new MLA heading. Call this “Close Reading”

1. Describe a text coding strategy and its purpose.
2. What does it mean to annotate something?
3. What is a bibliography?
4. Take a look at this and watch the video:
 - [Scholarly vs. Popular Sources | McMaster University Libraries](#)
 - **AFTERWARDS, GO ON TO ACTIVITY 1**

Activity 1: With a classmate, skim the reading selection, “You have no idea how gross your water bottle is. Here’s how to clean it.”

Is this a scholarly article or a popular article? How do you know?

 Water bottle articles--Scholarly or Popular?

Do this on Tuesday: Activity 2: Recap in the large group to share and compare responses to the follow up questions for the reading selection.

Discuss the steps of this on Tuesday. Assignment: Create an annotated bibliographic entry for the water bottles article. Login to Google Classroom to the “Annotated Bibliography” assignment. This is due on Wednesday, August 27.

Closure: What do you know about now, that you did not know before?

Tuesday, 26 August: Finish Monday’s agenda (noted in pink) before going on today. Postpone Tuesday’s original agenda to Wednesday:

Begin here on Wednesday. Help! Please distribute the Minden Grammar and Composition booklets that go in the binder(if not already done). **Distribute** Writer’s Choice textbook. **You will need the Writer’s Choice textbook and the grammar handbook of your binder each day this week.**

Agenda: Conventions and their application. Grammar and the application of critical thinking and memory.

BR: Do Week 1, Day 3 DLR. From your experience, what are three characteristics of effective written communication?

Activity 1: Watch **Grammar Rock** “verbs,” “nouns,” and “prepositions”.

Follow up: Create a new heading on the master doc, *above* the previous writing. Call this “Eight Parts of Speech.”

- List ALL eight parts of speech, beginning with verbs, nouns, and prepositions.
- Briefly define and write a brief example of each.
- Pair share for an accuracy check.

Closure: Recap today’s concepts. I already knew . . . Today, I learned . . .

Wednesday, 27 August: The annotated bibliography assignment is due now.

Also, please submit your close reading assignment—the responses to your reading about water bottles.

If you will be absent on Thursday, read ahead on the syllabus to know your responsibilities. Return to Tuesday’s original agenda to pick up there before going on.

Postpone Wednesday’s original agenda to Friday August 29:

Agenda: Grammar and the application of critical thinking and memory. Practice identifying verbs.

BR on the Doc: Call this “Verbs.” Open your binder to the Minden grammar handbook, p. 5.

Scan the lists of verbs. **Copy, paste, and respond as requested:**

How many words might a verb be?

What is a verb phrase? What is an interrupter?

An interrupter is often what part of speech? An adverb. Examples: not, never, ever, often . . .

Next, list three verb tenses. Identify the verbs and the verb tense in the following sentences:

- *The juniors reviewed the parts of speech yesterday.*
- *Today, they are working on the assignment in class.*
- *They will check the grammar homework assignment in class on Wednesday.*

Pair-share to check your understanding.

Grammar practice assignment: Read section 10.3 of Writer’s Choice, p 449, and 453 about verbs. Do exercises 25, and 32 for Friday, August 29. This is due upon arrival in

class. If you finish early, submit your paper to the teacher. Then, please make the transition to read independently until time for the closure at the end of the period.

Closure: Open your binder to the grammar handbook p. 5, and with a classmate, recite the lists of verbs. Example . . . How about the forms of be? The forms of do? State of being verbs? Helping verbs?

Thursday, 28 Aug.: Band, cheer, and cross country students are absent today. After the bell ringer and an overview of the agenda, today's class will be an assignment workshop for today's assignment and the IXL diagnostic.

BR: Make a new heading on the master doc. Call it, "Consistent Verb Tense."

Copy and paste this on your master doc.

The tense of a verb tells when the action takes place.

Three verb tenses are present, past, and future.

Do not shift tense within or between sentences unless you need to reflect a time change.

Of the two bold face words in the following example, which is the most appropriate verb in this sentence? Why?

*Rachel grabbed the microphone and **speaks** / **spoke** to the crowd.*

****There is no need to reflect a time change, so both verbs should be in the same tense.**

Try this. Fix the verb that does not match the tense of the verb in bold. Whenever Carly **dodges** the ball, her team cheered wildly.

Assignment: Login to IXL to "from your teacher" to practice the Level 11 Skill CC.3– Identify and Correct Inappropriate shifts in verb tense. Aim for an 85 Smart Score. Complete this by Thursday, Sept. 4.

Closure: What does verb tense express? Why are verb tense shifts problematic?

Friday, 29 August: MARK YOUR CALENDAR! The junior class will attend an ACT Prep workshop on September 11 at The Tassel in Holdrege. We will depart at 8:30 a.m. and return to Loomis around 12:40 p.m. You will be able to eat school lunch upon our return.

Return to Wednesday's original agenda to complete it today.

LOOKING AHEAD: NO CLASS ON MONDAY DUE TO LABOR DAY!

Revisit Closure from August 27: Open your binder to the grammar handbook p. 5, and with a classmate, recite the lists of verbs. Example . . . How about the forms of be? The forms of do? State of being verbs? Helping verbs?

English 11 Class Syllabus

August 19-22, 2025

This schedule is a general guide for English 11. Because of the unknown, it is subject to change. If you are absent, please see me for the most current information about assignments and class activities. **Objectives:** Review standard, English grammar concepts. Learn and practice vocabulary enhancement and spelling strategies. Practice effective sentence writing. Experience informal speaking in large group discussions and in small group collaborative work. Practice peer review of writing. Practice critical thinking and writing. Incorporate the use of technology in the learning experience. Receive opportunities to exercise independence in reading and academic work. Experience various genres of literature: fiction, nonfiction, poetry, or drama. Review and identify elements of the genre and express how the author implements them to enhance the reader's experience. Review and practice reading skills to improve comprehension and enjoyment of the literature we will study. Develop literary analysis skills. Use reading strategies to analyze various genres. Use the writer's style, vocabulary, descriptive details, figurative language, and historical background, to make meaning and find enjoyment through interaction with the text. Become familiar with historical events, dates, world views, and trends of the periods of American literary history. Discover how these events, trends, and perspectives create and influence culture, language, and literature. Discover how a background study composed of the preceding topics enhances comprehension and personal enjoyment of the literature we examine. Discover and practice reading skills to improve comprehension and enjoyment of the American literature we will study. Connect a study of historical documents with current events.

Nebraska State Standards that apply to English 11 class activities: LA.12.RI.1-Evaluate the development of central ideas over the course of an informational text or texts. LA.12.RI.2-Synthesize and evaluate how the interaction of individual, important events, and key ideas contribute to the meaning of the work as a whole. LA.12.RI.3-Evaluate an author's perspective or purpose and how it contributes to the meaning, significance, or aesthetic of an informational text. LA.RI.5-Analyze 17th, 18th, 19th, or 20th century works of historical or literary significance for their central ideas, purposes, and rhetorical style. LA.12.RI.7-Analyze and evaluate multiple perspectives within and across a wide range of informational texts. LA.12.RI.8-Read and comprehend a wide range of informational texts in the 12 CCR grade band independently and proficiently. LA.12.V.1-Integrate grade level academic vocabulary appropriately for a variety of tasks and purposes. LA.12.V.2-Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. LA.12.W.1-Compose grammatically correct multi-paragraph compositions to convey meaning and to add variety, interest, and fluency to written and spoken language. LA.12.W.5-Write informative/explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.

LA.12.SL.1-Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audience to express ideas, share knowledge, and generate new understandings. LA.12.SL.2-Present information, findings, and supporting evidence effectively and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.

Monday, 18 August:

Agenda: Conventions of standard English writing, specifically word choice and style

BR: What are **conventions** of standard English writing?

Activity 1: DLR and Editing Practice. Apply **conventions** of standard English writing to edit the provided sentences of Week 1, Day 1. Keep your paper for the next class meeting.

Activity 2: Characteristics of Formal and Informal Writing Styles

Writing on the Doc: Create an MLA heading. Call this "Formal and Informal."

Read the web page [Formal vs. Informal: Best Writing Practices | Tips for Students](#)

On the Doc, create the following set of notes. They are due upon arrival at the next class meeting.

- A. Define the difference between formal and informal writing.
- B. WRITE an example for each style **and** an example of each purpose.

Closure on a slip of paper: Write your name and today's date on the paper. Copy and complete this sentence starter: I used to think . . . now I know Submit your paper upon completion.

Tuesday, 19 August: Materials check. Display your homework notes.

Agenda: Conventions of standard English writing

BR: Explain how these two writing samples differ.

- *Be quiet, sit down, and get out your pencil and paper to take notes.*
- *Please maintain silence, take a seat, and prepare your pencil and paper for note-taking.*

Activity 1: Check the editing practice (Week 1, Day 1). **Do Week 1, Day 2 for Thursday.**

Activity 2: What is a misplaced modifier? What is a dangling modifier? Use the link to learn more about modifiers and syntax (sentence structure). [Misplaced and Dangling Modifiers](#)

Assignment: Login to IXL. Go to your language arts recommendations. Practice level **10 skill JJ1**, Misplaced Modifiers with Pictures. Aim to achieve an 85 Smart Score. This is due on Tuesday, August 26. Login to **www.ixl.com/signin/esu**

Closure on the doc: Make an MLA heading and call this “closure.”

What do today's activities suggest about communication and your responsibility as a communicator? Explain.

Wednesday, 20 August:

Agenda: Email etiquette

BR: Login to the Master Doc to review yesterday's notes and read the comments. Revise if indicated. Create a new MLA heading. Label it “Email.”

Activity: Next, view this video about email.

[Email Etiquette: Ms. Volk's Online Classroom](#)

1. To follow the video, on the doc, list three characteristics of well-written email messages and list three characteristics of poorly written email messages.
2. Describe your habits or methods of writing email messages. What characteristics would we see in your messages? How do your habits and methods compare and contrast with those that we observed in this teacher's discussion of email?

Activity: Watch a lesson about creating and responding to email.

[Email Etiquette - Tips for Writing Professional Emails](#)

Closure on the doc: Before today's lesson, I thought After today's lesson, I now know . . .

THURSDAY, 21 AUGUST: Do an “encourage survey.”

Agenda: Conventions of standard English writing and their application. Review email etiquette. Write email messages.

BR: How does applying conventions factor in to written communication?

Activity: Check Week 1, Day 2 DLR.

Master Doc: Revisit and read your notes for “Formal vs. Informal” that you recorded for Monday, August 18. What characteristics does each writing style exhibit?

Activity: What is email etiquette? How might the concepts of formal and informal communication apply to email? Why is it advisable to write the recipient’s email address AFTER writing the body of an email message?

Visit this webpage to read and observe examples of poorly written email messages. [Bad Examples - Student Email Etiquette](#)

Next, login to Google Classroom to access the email writing assignment. The work is due by class time on Monday, August 25.

Closure: Recap today’s activities to a classmate.

FRIDAY, 22 AUGUST : Please have IXL level 10 skill JJ1 complete with a Smart Score of 85 by Tuesday, August 26. Take a moment to review the syllabus before beginning today’s agenda.

Agenda: Personal Writing. Close reading

BR in the Writer’s Notebook:

What is the most meaningful idea that you picked up from the assembly this morning? Why is it important to you? How will you apply it? Provide an example.

Activity : “Article of the week” Water bottles—what comes to mind? Do you clean yours? What procedure do you follow?

1) Collaborate with two or three other classmates to read a current topic article in class—hardcopy provided.

- Number the paragraphs prior to reading. (The article is also available in Google Classroom. It is called “You have no idea how gross your water bottle is. Here’s how to clean it.”)

2) Independently re-read and **annotate** the article using **step 3** of the linked document called

 Coding a Text: a Basic Guide

- Respond with complete sentences to the “Possible Response Questions” at the end of the article. Then, go on to the closure.

Closure on your copy of the article: What do you know about now, that you did not know before? Keep your papers to use at the next class meeting.

CHAIR AREA CHECK—PLEASE DO THIS.

English 11 Class Syllabus

August 13-15, 2025

This schedule is a general guide for English 11. Because of the unknown, it is subject to change. If you are absent, please see me for the most current information about assignments and class activities. **Objectives:** To provide orientation to class procedures and content. Review standard, English grammar concepts: parts of speech, four sentence purposes, point of view, pronoun-antecedent agreement. Learn and practice vocabulary enhancement and spelling strategies. Review and follow best practices for business writing. Write a business letter and email messages. Practice effective sentence writing. Experience informal speaking in large group discussions and in small group collaborative work. Practice peer review of writing. Practice critical thinking and writing. Incorporate the use of technology in the learning experience. Receive opportunities to exercise independence in reading and academic work.

Nebraska State Standards applicable in the following educational activities: LA.12.RI.1-Evaluate the development of central ideas over the course of an informational text or texts. LA.12.RI.2-Synthesize and evaluate how the interaction of individual, important events, and key ideas contribute to the meaning of the work as a whole. LA.12. RI.3-Evaluate an author's perspective or purpose and how it contributes to the meaning, significance, or aesthetic of an informational text. LA.12.RI.7-Analyze and evaluate multiple perspectives within and across a wide range of informational texts. LA.12.RI.8-Read and comprehend a wide range of informational texts in the 12 CCR grade band independently and proficiently. LA.12.V.1-Integrate grade level academic vocabulary appropriately for a variety of tasks and purposes. LA.12.V.2-Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. LA.12.W.1-Compose grammatically correct multi-paragraph compositions to convey meaning and to add variety, interest, and fluency to written and spoken language. LA.12.W.5-Write informative/explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.

LA.12.SL.1-Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audience to express ideas, share knowledge, and generate new understandings. LA.12.SL.2-Present information, findings, and supporting evidence effectively and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.

Wednesday, August 13: Short periods and 1:50 p.m. dismissal.

What did one pencil say to the other pencil on the first day of school?

BR: First Five Quote: "You can't stop the waves, but you can learn to surf." (Jon Kabat-Zin)

Getting to know you. : Complete a "snapshot" of me and my summer. (name, birthday, most exciting, most treasured, most challenging, most necessary)

Activities: 1. Colorful class infodoc. 2. Materials recap (class binder, writing utensils, etc.). Have your materials by Tuesday, August, 19.

Homework Assignment:

RECORD THIS IN YOUR PLANNER. READ THE INFODOC for tomorrow and bring it back to class. GET CLASS MATERIALS BY TUESDAY.

Closure: Repeat the assignment to a classmate. Watch a video about a teen entrepreneur of Little g Ice Cream. (See First Five for 8/12/2025)

📺 Inspiring America: The Teen Ice Cream Mogul Who Survived Brain Surgery | NBC Nightly ...

Thursday, August 14: Class infodoc—do you have it? Did we watch the video about the teen entrepreneur yesterday?

BR and ASSIGNMENT: Read this and note details in your planner. What does the word *proverb* mean to you? Google “synonyms for *proverb*”. Note the various synonyms. Come to class on Friday with a proverb/saying that you follow now or that you aim to follow this semester. Have it accessible on Friday.

Activity: Scavenger hunt: Refer to the colorful class infodoc as you complete this activity.

Recap the hunt.

Closure: Repeat the assignment that you received in today’s bell ringer to a classmate. PLEASE pick up any trash around your desk and push your chair in prior to exiting the classroom.

Friday, August 15:

BR: Retrieve your Writer’s Notebook from the bookshelf UPON ARRIVAL. Find the colorful English 11 class info sheet you received yesterday. With a classmate, read aloud the guidelines for writing in the notebook.

Notebook writing (10 min.): Find the next available blank page in your notebook. Mark it with a sticky note and put a heading of FIRST SEMESTER 2025 AT THE TOP OF THE PAGE. Date today’s entry as 15 August 2025, and call it “My Proverb.” Write the proverb and explain its significance to you. Include the source/how you came to find/hear it and why you chose it as a guide. Elaborate and provide at least two specific examples to illustrate the proverb’s value in your life. KEEP THE NOTEBOOK OPEN ON YOUR DESK AFTER WRITING.

Activity: Master Google Doc set up.

Instructions: READ AND COMPLETE THIS ACTIVITY NOW. SHOW YOUR WORK TO A CLASSMATE FOR AN ACCURACY CHECK.

1. OPEN Chrome and then Google Docs. Create a master Google Doc. Personalize its title as follows:

First name initial, Middle initial, Last name, English 11 M.D. 2025

Example: J. E. Smith English 11 M.D. 2025

Available time? Read independently without the laptop. Grab a dictionary to read if you do not have your materials.

Group photo.

Closure: On the provided exit ticket, call it "Theme." Write your name, today's date, and your response to the question. Review the syllabus. Reflect on what we did. How would you express this week's theme? In other words, what may be the point of this week's class activities? **CHECK YOUR PLANNER.** Prior to exiting class, please do a chair & desk area check.