

WARREN COUNTY SCHOOL DISTRICT

Planned Instruction

Course Title: Academic English 11

Course Number: 00015

Suggested Educational Level(s): Grade 11

Suggested Periods Per Week: 5 **Length of Period:** 40-45 minutes

Suggested Length Of Course: 180 days

Units Of Credit (If Appropriate): 1

Date Written: April 15, 2005 **Date Approved:** June 13, 2005

Date Reviewed: April 15, 2005 **Implementation Year:** 2005-2006

Teacher Certification Required: Secondary English, Comprehensive English

Standards Addressed (code):

1.1.11	1.2.11	1.3.11
1.4.11	1.5.11	1.6.11
1.7.11	1.8.11	

Relationship to Other Planned Instruction:

Eleventh grade students who wish to pursue the Academic Sequence should take this course.

Prerequisites:

Successful completion of a required English 10 course

Special Requirements:

In order to receive credit for this class, the student **MUST** complete each component.
Modifications made for students with special needs.

Textbook Adoption: *Writing Essays-Strategies for Success* (National Textbook Co., 2000; ISBN: 0-658-00593-6); *The American Experience* (Prentice Hall, 2000; ISBN: 0-13-050289-8); *PSSA Reading Coach-Grade11* (Educational Design, 1999); *Vocabulary Workshop, Level E*, (Sadlier-Oxford, 2005, ISBN:0-8215-7111-7)

Writing Team Members:

Sally Ambrose, Dave Craig, Char Eggleston, Barbara Lamping, Sue Morris, Mary Passinger, Marilyn Patterson, Sarah Connolly, Debra Weigel

Standards addressed (code and description):

1.1.11	Learning to Read Independently
1.2.11	Reading Critically in All Content Areas
1.3.11	Reading, Analyzing and Interpreting Literature
1.4.11	Types of Writing (Narrative, Informative, and Persuasive)
1.5.11	Quality of Writing
1.6.11	Speaking and Listening
1.7.11	Characteristics and Function of the English Language
1.8.11	Research

Course Description

Students in this college bound class will examine major American themes as reflected in American literature and culture. The reading, writing, and responding process will be used to lead students into different types of writing. Basic research techniques will be introduced to students.

Outline of Content Sequence and Recommended Time (weeks or days):

22 weeks	Reading
5-6 weeks	Writing and grammar
	Integrated technology
1 week	Speaking
6 weeks	Vocabulary
2 weeks	Additional time needed at the discretion of teacher

Course Content, Materials and Assessment Anchors

Writing assignments, readings, and class discussion will develop critical thinking and analytical skills.

- I. eChoices: To facilitate completion of this component of the Graduation Project Portfolio, students will spend 2-3 days early in September receiving instruction from the Library Media Specialist. Following this instruction, it is the student's responsibility to schedule non-class time to complete eChoices.

Since students must demonstrate knowledge as stated in the Reading Assessment Anchors, it is important that instruction in these skills, concepts and terms be embedded into teacher unit and lesson plans. Time frames must assure proficiency by March of grade 11, so repetitive inclusion of Reading Assessment Anchors is crucial.

Reading Assessment Anchors

- II. Review and prepare for PSSA Reading Test
 - A. Review basic reading skills according to all of the Reading Assessment Anchors.
 - B. Answer constructed-response questions as on PSSA Reading Test
 - C. Immediately prior to the testing dates, students will review the following for two weeks:
 1. PSSA data – students analyze own strengths and weaknesses
 2. Analyze practice test questions according to standards
 3. Test-taking strategies
 4. Reading strategies
 5. PSSA glossary
 6. Literary terms
 7. Fiction and non-fiction texts
 - D. Students will take PDE practice tests.

III. Reading, Analyzing and Interpreting Literature
(Total Time: 20-22 weeks)

Reading Assessment Anchors

R11A.1 Demonstrate the ability to understand and interpret fiction text, Including short story; novel excerpt; and poetry, including sonnet and epic, appropriate to grade level.

R11A1.1 Identify the meaning of vocabulary --synonyms, antonyms, compound words and possessives.

R11A1.2 Apply word recognition skills --context clues, roots, prefixes, and suffixes.

R11A1.3 Make Inferences and draw conclusions based on text.

R11A1.4 Identify main idea, relevant details and generalizations.

R11A1.5 Retell or summarize the major ideas or themes of the text.

R11A.2 Demonstrates the ability to understand and interpret nonfiction text, including informational, e.g. textbooks, print media (magazines, brochures, etc.), editorials, public documents; autobiography; biography; and essay appropriate to grade level.

R11A.2.1 Identify the meaning of vocabulary from various subject areas.

R11A.2.2 Apply word recognition skills—context clues, roots, prefixes, and suffixes.

R11A.2.3 Make inferences and draw conclusions based on text.

R11A.2.4 Identify main ideas, relevant details, and generalizations.

R11A.2.5 Retell or summarize the major points or procedures of the text.

R11A.2.6 Check the validity and accuracy of information obtained from reading by differentiating fact from opinion.

R11A.2.7 Evaluate text organization and content to determine the author's purpose according to the author's thesis and logic, headings, graphics and charts to derive meaning.

R11A.3 Analyze how a writer's use of words creates tone and mood, and how choice of words advances the theme or purpose of a fictional passage.

R11A.3.1 Analyze the uses and effects of dialogue, symbolism and or/ word choice as they contribute to the impact of a literary selection.

R11B.1 Analyze the relationships and uses of literary elements.

R11B.1.1 Analyze characters, settings, plots, themes, tone and style in one or more texts.

R11B.2 Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices.

R11B.2.1 Figurative Language—simile, metaphor, satire, personification, imagery and irony.

R11B.2.2 Literary Structures—foreshadowing, flashbacks, point of view—first and third person, limited, omniscient.

Major themes of American literature that reflect our heritage will be examined as students explore various authors and genres.

Individualism (awareness of self in society: self-determination, self-actualization, voice of protest, human liberties, spirit of innovation, love)

The American Dream (freedom to pursue one's goals: sense of place and purpose, search for prosperity)

American Ideals (desire for better society: admiration of altruism, sacrifice of self for the good of society, encouragement of underdog, celebration of patriotism, belief in justice for all)

A. Materials to Use

1. Selections from *The American Experience*
 - a. Short Story
 - b. Non-Fiction
 - c. Poetry
2. Novels
 - a. *The Adventures of Huckleberry Finn* (required)
 - b. *The Great Gatsby* or *Of Mice and Men*
3. Drama
 - a. *Our Town* (required)
 - b. *The Glass Menagerie* or *The Crucible*

B. Required Book Readings

1. Eight books a year
2. Teacher approved, student chosen
3. First choice from the required eight (8) books must be read over the summer prior to the second week of the school year

IV. Grammar

- A. Continue emphasis of sentence combining skills
- B. Teach comma, semi-colon, and colon usage, as needed
- C. Study of italics, quotation marks, ellipsis points, hyphens, dashes, parentheses, and brackets

V. Writing

(Total Time: 5-6 weeks preparatory for the PSSA test, **this unit must be taught prior to the PSSA** and remainder integrated into the school year) Students must have access to a computer and library technology to fulfill assignments.

A. Writing Skills – from PA Writing Assessment Domain Scoring Guide.

- a. Focus
- b. Content
- c. Organization
- d. Style
- e. Conventions

B. Review *Writing Essays: Strategies for Success*, Chapters 1-4.

C. Writing Units-*Writing Essays: Strategies for Success*

1. Chapter 5 “The Character Sketch”
2. Chapter 6 “The Process Essay”
3. Chapter 12 “The Pro-Con Essay”
4. Chapter 14 “The Literary Analysis Essay”

D. Review basic research skills culminating in an informational or persuasive essay which includes parenthetical citations and a Works Cited page in MLA format.

VI. Speaking – persuasive speech (3-5 minutes) – integrated throughout the year

VII. Vocabulary Development

(Total Time: 6 weeks, approximately, integrated throughout the school year)

1. 15 vocabulary lessons from *Vocabulary Workshop, Level E*
2. Continued study of vocabulary as encountered in literature

Summative Assessment:

Each student will plan, write, revise and produce the following essays as outlined in this course: informative, persuasive, process, pro and con, and literary analysis essays and character sketch. After evaluation, each document will be placed in the student's writing portfolio. The PA Writing Assessment Domain Scoring Guide will serve as the district's standard for "satisfactory." The writing portfolio represents a continual summative assessment for students, teachers, parents and administrators to view.

The portfolio is organized evidence documenting, for teacher and student use, the growth, knowledge and skill exhibited in the discipline of Language Arts.

1. Less is more. Teaching a few skills thoroughly is more effective than teaching numerous skills superficially.
2. Students must be held accountable for skills identified at each precise assessment level. Skills must broaden, deepen, and build to avoid repetition.
3. The Language Arts Department recognizes the need for record keeping that travels.
4. A skill may be satisfied at a grade level other than the one designated by the state. The skills are distributed over the grades.
5. Writing, speaking, listening, researching, and reading are processes and must be treated as such in the Language Arts.
6. Skills will be integrated not only across the curriculum but also within the course content.
7. Skills should be practical to the demands of everyday communication.
8. For consistency, students and teachers need to use the published Warren County School District Student Guide for Grades 6-12.