

# WARREN COUNTY SCHOOL DISTRICT

## Planned Instruction

**Course Title:** Occupational/Career Preparatory English 10

**Course Number:** 00011

**Suggested Educational Level(s):** 10<sup>th</sup> grade

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

**Suggested Length Of Course:** 180 days

**Units Of Credit (If Appropriate):** 1 credit

**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 A, C, D, F, G, H	1.2.11 A, B	1.3.11 A, B, C, E, F
1.4.11 B	1.5.11 A, B, C, F, G	1.6.11 A, B, C, D, E, F
1.7.11 A, B	1.8.11 B	

**Relationship to Other Planned Instruction:**

Tenth grade students who wish to pursue the Occupational/Career Preparatory Sequence should take this course.

**Prerequisites:**

Successful completion of a required English 9 course.

**Special Requirements:**

In order to receive credit for this class, the student **MUST** complete each component.

Students will need access to a school computer, with the Internet, to satisfy the media element of this course. Modifications will be made for students with special needs.

**Textbook Adoption:** *Media Matters: Critical Thinking in the Informational Age* (Glencoe, 2000; ISBN: 692928 [Student] & 687843 [Set]); *Person to Person: An Introduction to Speech Communication 5<sup>th</sup> Ed.* (Glencoe, 1994; ISBN: 0-8442-5800-8); *Daybook of Critical Reading & Writing* (Great Source Educational Group, 2001; ISBN: VN046402 [Student] & VN046437 [teacher]); *Reading Beyond Words 6<sup>th</sup> Edition* (Holt, Reinhart, Winston, 2000) *Vocabulary Workshop, Level D* (Sadlier-Oxford, 2005; ISBN: 082157110-9)

**Writing Team Members:**

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**Standards addressed (code and description):**

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

**Course Description**

To expand their knowledge and skill, students will study the nature of the communication process in both one-on-one and group settings. To encourage a better understanding of the world, students will explore elements of the mass media. Improvement of writing and reading skills is the main focus of the course.

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

17 weeks	Reading
8 weeks	Writing and grammar
	Integrated technology
9 weeks	Speaking
2 weeks	Additional time needed at the discretion of the teacher

Course Content, Materials, and Assessment Anchors:

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

### **I. Reading**

**(Total Time: 17 weeks – integrated throughout year)**

**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**

**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.

## Reading Assessment Anchors

- 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.

### A. Strategies for successful reading to be studied in September for year-long application

Texts: *Reading Beyond Words*, *Daybook of Critical Reading and Writing*, and content area textbooks

1. Survey, Question, Read, Recite, Review (SQ3R)
2. Predicting
3. Summarizing
4. Interpreting visuals – graphs, charts, tables, etc.
5. Making inferences
6. Identifying topics, main ideas and supporting details
7. Evaluating text organization
8. Applying word recognition skills- context clues
9. Reviewing note taking, test taking and study skills
10. Differentiating fact from opinion
11. Recognizing purpose and tone
12. Skimming
13. Scanning

### B. Literature

1. Fiction
  - a. Selections from *Daybook of Critical Reading and Writing*
  - b. Novel
  - c. *Twelve Angry Men*
2. Non-fiction
  - a. *Night*
  - b. Optional: additional readings related to *Night*; cross-reference in *Daybook*, “Perspectives on a Subject,” p. 65-78
3. Poetry
  - a. *Daybook* selections
  - b. Mini-unit – epic, hero, heroine (*Daybook*, “Heroes and Heroines,” p. 37-52)

C. Required book readings

1. 4 books per year
2. Teacher approved, student chosen

II. Mass Media (9 weeks) – integrate this unit with Information Literacy Skills in collaboration with the Library Media Specialist

A. Study of each medium includes its history and its unique nature:

1. Newspapers
2. Magazines
3. Radio/Recording Industry
4. Movies/Film
5. Television
6. Internet

B. Elements/Vocabulary of media study includes:

1. Audience
2. Message
3. Propaganda
4. Blurbs
5. Producer/Editor
6. Primetime
7. Slander/Libel

C. Thinking critically about media issues will include but not be limited to:

1. Censorship
2. Rating Systems
3. Responsibility of the Media
4. Freedoms and Power of the Press
5. Media Violence and Our Society
6. Future of the Medium

III. Grammar

A. Pursue sentence combining skills for sophisticated structures, sentence variety, clarity, and emphasis

B. Review apostrophe, comma, semi-colon, and colon usage as necessary

IV. Writing

(Total Time: 8 weeks integrated into the school year)

A. Continue to emphasize the principles of writing

1. Identify topic, task and audience.
2. Establish and maintain a single point of view, controlled by a thesis statement.
3. Gather, analyze and organize information.
4. Employ appropriate format for purpose and audience.
5. Write fully developed paragraphs that have details and information specific to the topic and purpose and relevant to the focus.
6. Sustain logical order throughout the piece.
7. Include an effective introduction and conclusion.
8. Use different types and lengths of sentences.
9. Use precise language.
10. Use effective transitions.
11. Edit using the conventions of language.

B. Read, Discuss, Critique Writing Models

1. Student scoring of anchor papers, using the PA Writing Assessment Domain Scoring Guide
2. Student scoring of peer papers, using the PA Writing Assessment Domain Scoring Guide

C. Applications of Writing Types

1. Narrative
2. Informative
3. Persuasive

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

## V. Speaking

(Total Time: 9 weeks – integrated throughout the year)

### A. Encoding/Decoding

1. Verbal communication
2. Non-verbal communication

### B. Interpersonal Communication Skills

### C. Small Group Communication Skills

1. Types of groups
2. Group roles
3. Problem solving process
4. Parliamentary procedure

### D. One-to-Group Communication

1. Techniques
  - a. Preparation
  - b. Presentation
2. Informative Speech (4-6 minutes)

## VI. Vocabulary Development (6 weeks integrated throughout the school year)

### A. 15 lessons from *Vocabulary Workshop, Level D*

### B. Continued study of vocabulary as encountered in literature

## **Summative Assessment:**

Each student will plan, write, revise and produce the essays as outlined in this course. 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.

### Language Arts Department Philosophy for Grades 6-12

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.