

WARREN COUNTY SCHOOL DISTRICT

Planned Instruction

Course Title: Occupational/Career Preparatory English 11

Course Number: 00014

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

Relationship to Other Planned Instruction:

Eleventh grade students who wish to pursue the Occupational/Career Preparatory 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 will be made for students with special needs.

Writing Team Members: Sally Ambrose, Char Eggleston, Barbara Lamping, Carol Livingston, Sue Morris, Mary Passinger, Debra Weigel

Textbook Adoption: *American Literature for Life and Work* (Glencoe/McGraw Hill, 1997; ISBN: 64279-3); *PSSA Reading Coach-Grade 11* (Educational Design, 2001; ISBN: 0-87694-986-7); *Vocabulary Workshop, Level E* (Sadlier-Oxford, 2005, ISBN: 0-8215-7111-7)

Standards addressed (code and description):

1.1.11 A, B, C, D, F, G	Learning to Read Independently
1.2.11 A, B, C	Reading Critically in All Content Areas
1.3.11 A, B, C, D, F	Reading, Analyzing and Interpreting Literature
1.4.11 B, C, D, E	Types of Writing (Narrative, Informative, and Persuasive
1.5.11 A, B, C, D, E, F	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 A, B, C	Research

Course Description

Students will explore the American heritage by reading a wide range of works in American literature. A thematic approach will establish experiences common to American life. Career research and lifetime vocabulary will assist students in making future life decisions.

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

2-3 days	eChoices
6 weeks	Vocabulary
23 weeks	Reading
8 weeks	Integrated Technology
5 weeks	Writing
2 weeks	Speaking

Course Content, Materials and Assessment Anchors

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

- I. eChoices-introduced by the Library Media Specialist early in the year (2-3 days)

NOTE:

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.

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.

- II. Review and preparation for PSSA Reading Test
- A. Reviewing basic reading skills according to all of the Reading Assessment Anchors
 - B. Answering constructed-response questions as on the PSSA Reading Test
 - C. Immediately prior to the testing dates, students will review the following for two weeks:
 - 1. PSSA data-student 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. Analyzing and Interpreting Literature (12 weeks, integrated into the school year)
- A. Major themes of American literature that reflect our heritage will be examined as students explore various authors and genre and genres in *American Literature for Life and Work*
 - 1. **Individualism** (awareness of self in society: self-determination, self-actualization, voice of protest, human liberties, spirit of innovation, love)
 - 2. **The American Dream** (freedom to pursue one's goals: sense of place and purpose, search for prosperity)
 - 3. **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)
 - B. Novels (4 weeks)
 - 1. Required: *Of Mice and Men*
 - 2. Optional: *Red Badge of Courage*
 - C. Drama (3 weeks)
 - 1. Required: *Our Town*
 - 2. Optional: *The Glass Menagerie* or *The Crucible*
 - D. Required Book Readings

1. 4 books a year
2. Teacher approved-student chosen

IV. Grammar- Review in preparation for the PSSA Writing test grammar component

V. Writing

A. PSSA Preparation (3 weeks)

1. Identifying and developing essays by mode
 - a. Informative
 - b. Persuasive
2. Reinforcing writing process skills
3. Peer-editing using the PSSA Writing Assessment Domain Scoring Guide

B. Application of writing skills throughout the year

1. Literary analysis
2. Comparison and contrast
3. Pro-con paper

VI. Speaking

(Total Time: 2 weeks)

- A. Persuasive Speeches (3-5 minutes)
- B. Panel Discussion

VII. Vocabulary Development (6 weeks integrated throughout school year)

- A. 15 lessons from *Vocabulary Workshop, Level E*
- B. Continued study of vocabulary as encountered in literature

Summative Assessment:

Each student will plan, write, revise, and produce the following skill assignment(s) as a means of satisfactory learning of the skills 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 standards 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.