

WARREN COUNTY SCHOOL DISTRICT

Planned Instruction

Course Title: Academic English 10

Course Number: 00012

Suggested Educational Level(s): Grade 10

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:

Tenth grade students who wish to pursue the Academic 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. Modification made for students with special needs.

Textbook Adoption: *Literature Alive! The Art of Oral Interpretation* (Gamble, Gamble, 1994; ISBN: 50007 & 50015); *Writing Essays-Strategies for Success* (National Textbook Company, 2000; ISBN: 0-658-00593-6); *Daybook for Critical Reading & Writing* (Great Source Education Group, 2001; Code No.: VN046402 & VN046437); *Vocabulary Workshop, Level D* (Sadlier-Oxford, 2002; ISBN: 0-8215-7110-9)

Writing Team Members: Amy Eaton, Char Eggleston, Barbara Lamping, Sue Morris, 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

Building upon previous instruction, this academic course will provide vocabulary development preparing students for college entrance examinations. Composition skills will be further expanded with students reading and responding to a wide variety of readings. Grammar skills will be reviewed during composition activities. Students will examine literary devices and universal themes.

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

15 weeks	Reading
8 weeks	Writing and grammar
	Integrated technology
6 weeks	Speaking
6 weeks	Vocabulary
1 week	Additional time needed at the discretion of teacher

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

I. Reading (Total Time: 12-15 weeks)

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.
- R11A.1.1 Identify the meaning of vocabulary --synonyms, antonyms, compound words and possessives.
- R11A.1.2 Apply word recognition skills --context clues, roots, prefixes, and suffixes.
- R11A.1.3 Make inferences and draw conclusions based on text.
- R11A.1.4 Identify main idea, relevant details and generalizations.
- R11A.1.5 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.

Reading Assessment Anchors

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. Novel

1. Required: *A Separate Peace*
2. Optional: *Cold Sassy Tree*

B. Non-Fiction

1. *Night*
2. Optional: additional readings related to *Night*; cross reference in *Daybook*, “Perspectives on a Subject,” p. 65-78

C. Drama

1. Required: *A Midsummer Night’s Dream* or *Merchant of Venice*
2. Required: *Twelve Angry Men*

D. Poetry

1. Daybook selections
2. Mini-unit: epic, hero, heroine (*Daybook*, “Heroes and Heroines,” p. 37-52)

E. 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.

II. Grammar

- A. Pursue sentence combining skills for sophisticated structures, sentence variety, clarity and emphasis.
- B. Teach comma, semi-colon and colon usage as needed.
- C. Review apostrophe usage.

III. Writing
(Total Time: 6 weeks- 8 weeks) Students must have access to a computer and library technology to fulfill the assignments below.

A. Writing Skills

1. Review the PSSA Writing Assessment Domain Scoring Guide.
 - a. Focus
 - b. Content
 - c. Organization
 - d. Style
 - e. Conventions

2. Review the Writing Process- Writing Essays: Strategies for Success, Chapters 1-3

B. Writing Types- Writing Essays: Strategies for Success

1. Chapter 4 "The Personal Essay"
2. Chapter 7 "The Problem-Solution Essay"
3. Chapter 8 "The Definition Essay"
4. Chapter 10 "The Comparison-Contrast Essay"
5. Chapter 11 "The Cause and Effect Essay"
6. Chapter 13 "The Evaluation Essay" (critical analysis essay)

Essays will be placed in the student's writing portfolio.

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

IV. Speaking

(Total Time: 4-6 weeks)

- A. Dramatic Reading and Interpretation (2-5 minutes)
- B. Panel Discussion
- C. Informative speech (4-6 minutes)

V. Vocabulary Development

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

- A. 15 vocabulary lessons from Vocabulary Workshop, Level D.

- B. Continued study of vocabulary as encountered in literature.
- C. Study Latin and Greek prefixes, roots and suffixes.

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.