Warren County School District
PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: <u>English College Preparatory 10</u>

Course Number: <u>00012</u>

Course Description and Prerequisites:
Building upon previous instruction, this course will provide vocabulary development preparing students for future mandatory testing and career choices. 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.

Prerequisites: Successful completion of a required English 9 course

Suggested Grade Level: <u>10</u>

Length of Course: <u>   </u>One Semester **<u>X</u>** Two Semesters
Units of Credit: <u>One</u>

PDE *Certification and Staffing Policies and Guidelines (CSPG)* **Required Teacher Certification(s)**
English

Certification verified by WCSD Human Resources Department:
       <u>X</u> Yes <u>   </u>No

Board Approved Textbooks, Software, Materials:
Title:
Publisher:
ISBN #:
Copyright Date:
Date of WCSD Board Approval:

<u>BOARD APPROVAL:</u>

       Date Written: <u> January 2009   </u>

       Date Approved: <u>   </u>

       Implementation Year: <u>   2009-2010   </u>

Suggested Supplemental Materials:

Teaching materials (such as Novel Units or something similar) that include student assignments, tests, vocabulary, etc. for the following new additions to the course: *All the Pretty Horses, The Green Mile, Life of Pi, Watership Down, The Miser, Cyrano de Bergerac, Julius Caesar.*

Technology suggested but not limited to Smart Board, LCD projector, and laptop computers

Perrine's Literature: Structure, Sound, and Sense

Course Standards

PA Academic Standards:
Reading, Writing, Speaking and Listening Standards:
. 1.1. Learning to Read Independently
. 1.2. Reading Critically in All Content Areas
. 1.3. Reading, Analyzing and Interpreting Literature
. 1.4. Types of Writing
. 1.5. Quality of Writing
. 1.6. Speaking and Listening
. 1.7. Characteristics and Function of the English Language
. 1.8. Research

WCSD Academic Standards: None

Industry or Other Standards: None

WCSD Expectations

WCSD K-12 Expectations for instruction in writing, reading, mathematics and, technology have been developed and revised annually. The teacher will integrate all WCSD Expectations into this planned instruction.

Special Education and Gifted Requirements

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (I.E.P.) or Gifted Individual Education Plan (G.I.E.P.).

Outline of Content Sequence and Recommended Time

15-20 weeks	Reading
6-8 weeks	Writing and grammar, integrated
1-3 weeks	Speaking
2-3 weeks	Research
3-4 weeks	Vocabulary, integrated
1-3 weeks	Test-taking strategies
1-3 weeks	Additional time needed at the discretion of teacher

I. Reading
   A. Novels (Required: Two of the following)
      1. *All the Pretty Horses*
      2. *The Green Mile*
      3. *Life of Pi*
      4. *Watership Down*
      5. *A Separate Peace*
   B. Non-Fiction
      1. *Night* (Required)
      2. Short stories from textbook (Optional)
   C. Drama (Required: One of the following)
      1. *The Miser*
      2. *Cyrano de Bergerac*
      3. *A Midsummer Night's Dream*
      4. *Julius Caesar*
      5. *The Merchant of Venice*
   D. Poetry
      1. Selections from textbook, *Daybook*, and/or *Perrine's Sound and Sense*
      2. Mini-unit: epic, hero, heroine (supported by sources listed above)
   E. Required Book Readings
      1. Eight books per year
      2. Teacher approved, student chosen

II. Grammar
   A. Review and integration of grammar and punctuation as deemed necessary by class.
   B. Pursue sentence combining skills for sophisticated structures, sentence variety, clarity, and emphasis.
   C. Teach comma, colon, and semi-colon usage.
   D. Review apostrophe usage.
Grammar lessons to be integrated throughout the year as needed.

III. Writing
   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
   B. Writing Types
      1. Informative: Problem-solution
      2. Informative: Compare-contrast
      3. Informative: Cause-effect
      4. Informative/persuasive: Literary critical analysis
   Essays will be placed in the student's writing portfolio at teacher discretion.
   C. Review basic research skills culminating in an essay that includes correct parenthetical citations and a works cited page in MLA format.

IV. Speaking
    A. Dramatic reading and interpretation (2-5 minutes)
    B. Informative speech (4-6 minutes)

V. Vocabulary
    A. 15 vocabulary lessons from <u>Vocabulary Workshop, Level D</u>.
    B. Continued study of vocabulary as encountered in literature.
    C. Study Latin and Greek prefixes, roots, and suffixes.

SPECIFIC EDUCATIONAL OBJECTIVES/CORRESPONDING STANDARDS AND ELIGIBLE CONTENT WHERE APPLICABLE

.1.1. Learning to Read Independently,1.2. Reading Critically in All Content Areas, 1.3. Reading, Analyzing and Interpreting Literature

	Performance Indicator	Assessments
R.11.A.1 (Fiction) R.11.A.2 (Non-fiction)	Understand Fiction Appropriate to grade level. Understand Non-fiction Appropriate to grade level	
R.11.A.1.1 R.11.A.1.1.1 R.11.A.1.1.2 R.11.A.2 R.A.11.2.1 R.A.11.2.1.1 R.A.11.2.1.2	Vocabulary – meaning, multiple-meaning, synonyms, antonyms, word recognition skills in both fiction and non-fiction. Understand content specific vocabulary	
R.A.11.1.2.1. R.A.11.2.2.1	Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix	
R.A.11.1.2.2. R.A.11.2.2.2	Define and/or apply how the meaning of words or phrases changes when using context clues in explanatory sentences.	
R.A.11.11.1.3 R.A.11.1.3.1 R.A.11.1.3.2 R.A.11.2.3 R.A.11.2.3.1 R.A.11.2.3.2	Make inferences, draw conclusions, and make generalizations Make inferences and/or draw conclusions based on information from text. Cite evidence from text to support generalizations	
R.A.11.1.4 R.A.11.1.4.1 R.A.11.2.4 R.A.11.2.4.1	Identify and explain main ideas and relevant details. Identify and explain stated or implied main ideas and relevant supporting details from text	

RA.11.1.5 RA.11.1.5.1 R.A.11.2.5 R. A.11.2.5.1	Summarize a fictional/non-fictional text as a whole Summarize the key details and events of a fictional text as a whole. Summarize the major points, processes, and /or events of a nonfictional text as a whole.	
R.A.11.1.6 R.A.11.1.6.1 R.A.11.1.6.2 R.A.11.2.6 R.A.11.2.6.1 R.A.11.2.6.2	Identify, describe, and analyze genre of text Identify and/or analyze author's intended purpose of text Describe and/or analyze examples of text to support the author's intended purpose	
R.B.11.1 R.B.11.1.1	Understand components within and between texts Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction.	
R.B.11.1.1.1	Interpret, compare, describe, analyze, and /or evaluate the relationships among the following within fiction and literary nonfiction: Character, Setting, Plot, Theme.	
R.B.11.1.2 R.B.11.1.2.1	Make connections between texts. Interpret, compare, describe, analyze, and /or evaluate connections between texts.	
R.B.11.2 R.B.11.2.1 R.B.11.2.1.1 R.B.11.2.1.2	Understand literary devices in fictional and non-fictional text. Interpret, compare, describe, and analyze figurative language in fiction and nonfiction Interpret, compare, describe, and/or analyze examples of the following in text: Personification, Simile, Metaphor, Hyperbole, Imagery. Interpret, compare, describe, and/or analyze the author's purpose for and effectiveness at using figurative language in text.	
R.B.11.2.2 R.B.11.2.2.1 R.B.11.2.2.2	Interpret, compare, describe, and analyze the point of view of the narrator in fictional and nonfictional text. Interpret, compare, describe, and/or analyze point of view of the narrator as first person or third person point of view. Interpret, compare, describe, and/or analyze the effectiveness of the point of view used by the author.	
R.B.11.3 R.B.11.3.1 R.B.11.3.1.1	Understand concepts and organization of nonfictional text. Interpret, compare, describe, and analyze the characteristics and uses of facts and opinions in nonfictional text. Interpret, compare, describe, and/or analyze the use of facts and opinions to make a point or construct an argument in nonfictional text.	

R.B.11.3.2 R.B.11.3.2.1	Distinguish between essential and nonessential information within or between texts. Interpret, compare, describe, and/or analyze bias and propaganda techniques in nonfictional texts.	
R.B.11.3.3 R.B.11.3.3.1 R.B.11.3.3.2 R.B.11.3.3.3 R.B.11.3.3.4	Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of nonfictional text, including sequence, question/answer, comparison/contrast, cause/effect or problem/solution. Identify content that would fit in a specific section of text, and Interpret graphics and charts and/or make connections between text and the content of graphics and charts. Identify, compare, explain, interpret, describe, and/or analyze the sequence of steps in a list of directions.	

1.5. Writing

	Performance Indicator	Assessment
1.5.A.	Write with a distinct focus	
	Identify topic, task and audience	
	Establish a single point of view	
1.5.B	Write using well-developed content appropriate for the topic	
	Gather, determine validity and reliability of and organize information.	
	Employ the most effective format for purpose and audience.	
	Write paragraphs that have details and information specific to the topic and relevant to the focus.	
1.5.C	Write well-controlled or subtle organization.	
	Sustain a logical order within sentences and between paragraphs using meaningful transitions	
	Establish topic and purpose within the introduction	
	Reiterate the topic and purpose in the conclusion	
1.5.D	Write with an understanding of the stylistic aspects of the composition	
	Use different types and lengths of sentences	
	Use tone and voice through the use of precise language	
1.5.E	Revise writing after rethinking the logic of organization and rechecking central idea, content, paragraph development, level of detail, style, tone and word choice.	
	Spell common, frequently used words correctly	
	Use capital letters correctly	
	Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses).	

	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly	
	Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory, and imperative.	
	Revise	

1.6. Speaking and Listening

	Performance Indicator	Assessment
1.6.A	Listen to others. • Ask clarifying questions. • Synthesize information, ideas and opinions to determine relevancy. • Take notes. Listen to selections of literature (fiction and/or nonfiction). • Relate them to previous knowledge. • Predict solutions to identified problems. • Summarize and reflect on what has been heard. • Identify and define new words and concepts. Analyze and synthesize the selections relating them to other selections heard or read.	Informative speech
1.6.E.	Participate in small and large group discussions and presentations. • Initiate everyday conversation. • Select and present an oral reading on an assigned topic. • Conduct interviews. • Participate in a formal interview (e.g., for a job, college). • Organize and participate in informal debate around a specific topic. • Use evaluation guides (e.g., National Issues Forum, Toastmasters) to evaluate group discussion (e.g., of peers, on television).	
1.6.F.	Use media for learning purposes. • Use various forms of media to elicit information, to make a student presentation and to complete class assignments and projects. • Evaluate the role of media in focusing attention and forming opinions. • Create a multi-media (e.g., film, music, computer-graphic) presentation for display or transmission that demonstrates an understanding of a specific topic or issue or teaches others about it.	

ASSESSMENTS

PSSA Assessment Anchors Addressed: The teacher must be knowledgeable of the PDE Assessment Anchors and/or Eligible Content and incorporate them into this planned instruction. Current assessment anchors can be found at pde@state.pa.us.

Formative Assessments may include but are not limited to the following:
- Pre-Assessments of prior knowledge (e.g. entrance cards or KWL chart)
- Discussions
- Teacher observation
- Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.)
- Summarizing
- Retelling
- Note-taking
- Problem-based learning modules
- Authentic assessment
- Outlining
- Journaling
- Student presentations
- Open-ended written response
- Quizzes/tests
- 4Sight

Suggested Summative Assessments:
- Student presentations
- Essays
- Quizzes/tests
- PSSA (required by the state of Pennsylvania)

Portfolio Assessment: **X** Yes   _____ No

Final Examination Required: ___Yes   **X** No

Course Challenge Assessment (Describe):

WRITING TEAM: Input from all Grade 10 Language Arts instructors

WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination?   **X** Yes _____ No

2. Does this course issue a mark/grade for the report card?

    X Yes_____ No

3. Does this course issue a Pass/Fail mark? _____ Yes   **X** No

4.   Is the course mark/grade part of the GPA calculation?

    X Yes _____ No

5. Is the course eligible for Honor Roll calculation? **X** Yes _____ No

6.   What is the academic weight of the course?

    _____ No weight/Non credit   **X** Standard weight

    _____ Enhanced weight   (Describe)_____