

Warren County School District

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: English Honors 10

Course Number: 00013

Course Description and Prerequisites:

This course is the first of a three-year program ending with Advanced Placement English Literature and Composition in grade 12. The course, as prescribed by Carnegie Mellon University, takes a thematic approach to literature. This course is based on world literature and will examine the philosophy and history of the times. Students choosing this course should be prepared to do extensive reading and writing.

Prerequisites: Successful completion of a required English 9 course

Suggested Grade Level: 10

Length of Course: ____ One Semester ☒ Two Semesters ____ Other (Describe) _____

Units of Credit: One

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

Certification verified by WCSD Human Resources Department:

☒ Yes ____ No

Board Approved Textbooks, Software, Materials:

Title: Perrine's Sound and Sense: An Introduction to Poetry, 10th Ed. (T. Arp and G. Johnson, 2000; Catalog No.: L07396-6) World Literature (Holt, Reinhart, & Winston, 2001; Catalog No.: H55617-1)

Publisher:

ISBN #:

Copyright Date:

Date of WCSD Board Approval:

BOARD APPROVAL:

Date Written: January 2009

Date Approved: _____

Implementation Year: 2009-2010

Suggested Supplemental Materials:

Perrine's Sound and Sense: an Introduction to Literature and Poetry, 1 copy per teacher to use as resource

Teaching materials (such as Novel Units or something similar) that include student assignments, tests, vocabulary, etc. for the following new additions to the course: *Out of Africa*, *Suite Francais*, *The Picture of Dorian Gray*, *The Death of Ivan Ilyich*, *Fathers and Sons*, *Madame Bovary*.

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

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

180 days. Time in weeks or days is not estimated since depending on class composition, the teacher may choose to interweave selection/units and compact or extend them.

Specific Educational Objectives to Be Taught

Vital to this course is a variety of carefully planned, sophisticated composition assignments, which require the student to employ the three writing modes and improve the writing domains; focus, content, organization, style and conventions. Whenever possible, teachers should use actual AP test questions as models for prompts.

Consideration of basic literary terms and devices is crucial throughout the course, and classroom discussion should focus on open-ended questions fostering close-reading skills. Grammar review and vocabulary building will be addressed as student writing is critiqued.

I. Summer Reading

Students will be assigned at least two of the works listed in the Thematic Units section. Evaluations based on the reading will be given during the first two weeks of the school year.

II. Writing

- A. The following elements from PSSA Writing Assessment Domain Scoring Guide will be enhanced and facilitated through student-teacher conferencing and peer editing:
 - 1. Focus
 - 2. Content
 - 3. Organization
 - 4. Style
 - 5. Conventions
- B. Students are expected to write *many* compositions of advanced topics relating to the studied literature:
 - a. critical literary analysis
 - b. persuasive
 - c. informational (such as compare-contrast, problem-solution, etc.)

III. Speaking

- A. Informative speech (4-6 minutes)

IV. Grammar

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

V. Vocabulary

- A. Integrated through study of the various literary works.

VI. Thematic Units

- A. Social Concerns
 - 1. Short Stories (Optional. Suggested selection: excerpts from The Koran located in World Lit anthology.)
 - 2. Poetry (Optional)
 - 3. Novels (Required minimum of 2 of the following novels)
 - a. *A Tale of Two Cities*
 - b. *All Quiet on the Western Front*
 - c. *Out of Africa*
 - d. *Lord of the Flies*
 - e. *A Separate Peace*
 - f. *Cry, the Beloved Country*

4. Drama (Required)
 - a. *An Enemy of the People*
5. Nonfiction (either A or B, both if desired)
 - a. *Suite Francais*
 - b. *Night*
 - c. Selections from World Lit. anthology (Optional)

B. Love

1. Poetry (Optional)
2. Short Stories (Optional)
3. Excerpts from the *Bible* (Optional. Suggested selections: *The Book of Ruth* and/or *Psalms* from World Lit. anthology.)
4. Drama (Required)
 - a. *Cyrano de Bergerac*

C. Poetry

D. Heroism

1. Epic Poetry (All required)
 - a. *The Iliad* or *The Aenid* (Excerpts from World Lit. anthology.)
 - b. *The Song of Roland* (Excerpts from World Lit. anthology.)
 - c. *The Divine Comedy* (Excerpts from World Lit. anthology.)
2. Excerpts from the *Bible* (Optional)
3. Drama (One of the following is required)
 - a. *Julius Caesar*
 - b. *Merchant of Venice*
 - c. *The Tempest* (World Lit. anthology)
4. Short Stories (Optional)

E. Human Weakness

1. Short Stories (Optional. Suggested selection: “The Jewels” from World Lit. anthology.)
2. Drama (Required)
 - a. *The Miser*
3. Novels (Both required)
 - a. *The Picture of Dorian Gray*
 - b. *The Death of Ivan Ilyich*

F. The Search for Wisdom

1. Short Stories (Optional. Suggested selection: Voltaire excerpts from World Lit. anthology.)
2. Poetry (Optional)
3. Excerpts from the *Bible* (Optional)
4. Excerpts from *Dialogues* [Plato] (Optional. Located in World Lit. anthology.)
5. Novels (Required minimum of 2 of the following novels)
 - a. *Silas Marner*
 - b. *Fathers and Sons*
 - c. *Madame Bovary*

**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.11.1.1.3 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	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.A.11.2.6 R.A.11.2.6.1 R.A.11.2.6.2		
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.	
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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
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1.6.A	<p>Listen to others.</p> <ul style="list-style-type: none"> • Ask clarifying questions. • Synthesize information, ideas and opinions to determine relevancy. • Take notes. <p>Listen to selections of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> • 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. <p>Analyze and synthesize the selections relating them to other selections heard or read.</p>	Informative speech
1.6.E.	<p>Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> • 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.	<p>Use media for learning purposes.</p> <ul style="list-style-type: none"> • 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: ___Yes ___**X**_ No

Final Examination Required: ___**X**___Yes ___No

Course Challenge Assessment: NA

WRITING TEAM: Stacey Ludwig, Laura Demers, Carrie Miller, Krystal Howe
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)_____