

Warren County School District

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: English 11

Course Number: 00014

Course Description and Prerequisites:

English 11 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.

Prerequisites: Successful completion of a required English 9 and English 10 course

Suggested Grade Level: 11

Length of Course: ____ One Semester X 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:

X Yes ____ No

Board Approved Textbooks, Software, Materials:

Title:

Publisher:

ISBN #:

Copyright Date:

Date of WCSD Board Approval:

BOARD APPROVAL:

Date Written: January 2009

Date Approved: _____

Implementation Year: 2009-2010

Materials:

Textbook:

Writing Materials:

Vocabulary: Sadlier-Oxford Vocabulary Workshop – Level E

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

Novels: Students will read a minimum of three novels/drama from the options listed below. Students in a Special Education English class will read a minimum of two novels/drama from the options listed below.

Novels:

The Adventures of Huckleberry Finn—Mark Twain

Of Mice and Men—John Steinbeck

The Great Gatsby—F. Scott Fitzgerald

The Killer Angels—Michael Shaara

The Kite Runner—Khaled Hosseini

Into the Wild—Jon Krakauer

Tweak—Nic Sheff

Drama:

The Crucible—Arthur Miller

Required Readings: Students must read six books a year. The books genres may be assigned by the teacher; the books will be chosen by the students and approved by the teachers. Special Education English classes will read a minimum of four books.

Suggested Supplemental Materials:

PSSA Reading Coach books—updated versions

PSSA Writing Coach books—updated versions

Course Standards

PA Academic Standards: (List by Number and Description)

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 and/or adaptations to instruction and assessment based on a student's Individual Education Plan (I.E.P.) or Gifted Individual Education Plan (G.I.E.P.).

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
R.11.A.1 (Fiction) R.11.A.2 (Non-fiction)	Understand fiction appropriate to grade level Understand nonfiction 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	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.11.2.3.2	
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 non-fictional 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: <u>Character</u> <u>Setting</u> <u>Plot</u> <u>Theme</u>
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: 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 non-fictional 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	Understand concepts and organization of non-fictional text Interpret, compare, describe, and analyze the characteristics and uses of facts

R.B.11.3.1.1	and opinions in non-fictional text Interpret, compare, describe, and/or analyze the use of facts and opinions to make a point or construct an argument in non-fictional text
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1.5.Writing:

	Performance Indicator
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
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>
1.6.E.	<p>Participate in small and large group discussions and presentations</p> <ul style="list-style-type: none">• Initiate everyday conversation

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.

Suggested Formative Assessments:

- 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
- Notetaking
- Problem-based learning modules
- Authentic assessment
- Outlining
- Journaling
- Student presentations
- Open-ended written response
- Quizzes/tests
- Essays

Suggested Summative Assessments:

- Student presentations/projects
- Essays
- Quizzes/tests
- Classroom one-year portfolios
- PSSA exams
- Writing assessments: At least one persuasive and informational essay

Portfolio Assessment: ☐ Yes ☒ No

District-wide Final Examination Required: ☒ Yes ☐ No

Course Challenge Assessment (Describe): Not Applicable

REQUIRED COURSE SEQUENCE AND TIMELINE

(Content must be tied to objectives)

Content Sequence	Dates
Fiction and Non-fiction – 18 weeks	
Vocabulary development – 4 weeks	
Writing – 6 weeks	
Speaking – 2 weeks – Speech to Persuade	
Research – incorporated throughout the year and one week concentrated	
Test taking strategies – up to two weeks as needed	
Teacher discretion – up to three weeks	

WRITING TEAM:

Sarah Ambrose	Stacey Ludwig	Carol Livingston
Mary Passinger	Martha Phelps	Lynette Swab
Debbie Weigel	Barbara Caldwell	
Input from all Grade 11 Language Arts instructors		

WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination? ☒ Yes ☐ No
2. Portfolio assessed? ☐ Yes ☒ No
3. Does this course issue a mark/grade for the report card? ☒ Yes ☐ No
4. Does this course issue a Pass/Fail mark? ☐ Yes ☒ No
5. Is the course mark/grade part of the GPA calculation? ☒ Yes ☐ No
6. Is the course eligible for Honor Roll calculation? ☒ Yes ☐ No
7. What is the academic weight of the course?
 ☐ No weight/Non credit ☒ Standard weight
 ☐ Enhanced weight (Describe) _____