

Warren County School District

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: English 11 College Preparatory

Course Number: 00015

Course Description and Prerequisites:

Students in this college-bound class will examine major American themes as reflected in American literature and culture. The reading, writing, and responding process will be used to lead students into different types of writing. Basic research techniques will be introduced to students.

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

Grade Level: 11

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:

Publisher:

ISBN #:

Copyright Date:

Date of WCSD Board Approval:

BOARD APPROVAL:

Date Written: January 2009

Date Approved: _____

Implementation Year: 2009-2010

Materials:

Textbook:

Vocabulary: *Sadlier-Oxford Vocabulary Workshop – Level E*

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

Fiction and Non-fiction novels to be discussed/studied/etc. to be considered:

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

All My Sons—Arthur Miller

Our Town—Thornton Wilder

Suggested Supplemental Materials: (List or insert)

Updated PSSA Reading Coach books

Updated PSSA Writing Coach books

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 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

*A complete list of Formative and Summative assessments can be found on page 10 of this document. Various assessments may be used depending on purpose and student ability.

Reading

x – performance assessed during that semester				
	Performance Indicator	1	2	Assessment
R.A.1.	Understand fiction appropriate to grade level	X	X	Formative Assessments: <ul style="list-style-type: none"> • Observation • Evaluate written work • Performance assessment • Tests/quizzes • Evaluate oral response • Self-evaluation • 4Sight • Venn diagram • Homework Summative Assessments: <ul style="list-style-type: none"> • Portfolio • Test • Cooperative project
R.A.1.1	Identify and apply the meaning of vocabulary	X	X	
R.A.1.1.1	Identify and/or apply meaning of multiple-meaning words used in text	X	X	
R.A.1.1.2	Identify and/or apply synonym or antonym of a word used in a text	X	X	
R.A.1.2	Identify and apply word recognition skills	X	X	
R.A.1.2.1.	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	X	X	
R.A.1.2.2.	Define and/or apply how the meaning of words or phrases changes when using context clues in explanatory sentences	X	X	
R.A.1.3	Make inferences, draw conclusions, and make generalizations	X	X	

R.A.1.3.1	Make inferences and/or draw conclusions based on information from text	X	X	• PSSA
R.A.1.3.2	Cite evidence from text to support generalizations	X	X	
R.A.1.4	Identify and explain main ideas and relevant details	X	X	
R.A.1.4.1	Identify and explain stated or implied main ideas and relevant supporting details from text Note: Items may target specific paragraphs.	X	X	
RA.1.5	Summarize a fictional text as a whole	X	X	
RA.1.5.1.	Summarize the key details and events of a fictional text as a whole	X	X	
R.A.1.6	Identify, describe, and analyze genre of text	X	X	
R.A.1.6.1	Identify and/or analyze author's intended purpose of text	X	X	
R.A.1.6.2	Describe and/or analyze examples of text to support the author's intended purpose	X	X	
R.A..2	Understand nonfiction appropriate to grade level	X	X	
R.A.2.1	Identify and apply the meaning of vocabulary in nonfiction	X	X	
R.A.2..1.1	Identify and/or apply meaning of multiple-meaning words used in text	X	X	
R.A.2.1.2	Identify and/or apply meaning of content-specific words used in text	X	X	
R.A.2.2	Identify and apply word recognition skills	X	X	
R.A.2.2.1	Identify and apply how the meaning of a word is changed when an affix is added; identify and apply the meaning of a word from the text with an affix	X	X	

R.A.2.2.2	Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences	X	X	
R.A.2.3	Make inferences, draw conclusions, and make generalizations based on text	X	X	
R.A.2.3.1	Make inferences and/or draw conclusions based on information from text	X	X	
R.A.2.3.2	Cite evidence from text to support generalizations	X	X	
R.A.2.4	Identify and explain main ideas and relevant details	X	X	
R.A.2.4.1	Identify and/or explain stated or implied main ideas and relevant supporting details from text (Note: Items may target specific text).	X	X	
R.A.2.5	Summarize a nonfictional text as a whole	X	X	
R. A.2.5.1	Summarize the major points, processes, and /or events of a nonfictional text as a whole	X	X	
R.A.2.6	Identify, describe, and analyze genre of text	X	X	
R.A.2.6.1	Identify and/or describe the author's intended purpose of text	X	X	
R.A.2.6.2	Describe and/or analyze examples of text that support the author's intended purpose	X	X	
R.B.1	Understand components within and between texts	X	X	
R.B.1.1	Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction	X	X	

R. B.1.1.1	<p>Interpret, compare, describe, analyze, and /or evaluate the relationships among the following within fiction and literary nonfiction:</p> <p><u>Character</u> (may also be called narrator, speaker, subject of a biography):</p> <p>Interpret, compare, describe, and/or evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional and literary nonfictional text</p> <p>Interpret, compare, describe, analyze, and/or evaluate the relationship between characters and other components of text.</p> <p><u>Setting:</u></p> <p>Interpret, compare, describe, analyze and/or evaluate the setting of fiction or literary nonfiction.</p> <p>Interpret, compare, describe, analyze, and/or evaluate the relationship between setting and other components of text</p> <p><u>Plot</u> (may also be called action):</p> <p>Interpret, compare, describe, analyze, and/or evaluate elements of plot (conflict, rising action, climax and/or resolution)</p> <p>Interpret, compare, describe, analyze and/or evaluate the relationship between elements of the plot (conflict, rising action, climax, resolution) and other components of text</p> <p><u>Theme:</u></p> <p>Interpret, compare, describe, analyze and/or evaluate the theme of fiction or literary nonfiction.</p> <p>Interpret, compare, describe, analyze, and/or evaluate the relationship between the theme and other components of text</p> <p><u>Tone, Style, and Mood:</u></p> <p>Interpret, compare, describe, analyze and/or evaluate the use of symbolism in fiction and literary nonfiction</p> <p>Interpret, compare, describe, analyze, and/or evaluate the relationship between symbolism and other components of the text</p>			
R.B.1.2	Make connections between texts	X	X	

R.B.1.2.1	Interpret, compare, describe, analyze, and/or evaluate connections between texts	X	X	
R.B.2	Understand literary devices in fictional and nonfictional text	X	X	
R.B.2.1	Identify, interpret, describe, and analyze figurative language and literary structure in fiction and nonfiction	X	X	
R.B.2.1.1	Identify, interpret, describe, and/or analyze examples of personification, simile, metaphor, hyperbole, satire, imagery, foreshadowing, flashbacks, and irony in text	X	X	
R.B.2.1.2	Identify, interpret, describe, and/or analyze the author's purpose for and effectiveness at using figurative language in text	X	X	
R.B.2.2	Identify, interpret, describe, and analyze the point of view of the narrator in fictional and nonfictional text	X	X	
R.B.2.2.1	Identify, interpret, describe, and/or analyze point of view of the narrator as first person or third person point of view	X	X	
R.B.2.2.2	Interpret, compare, describe, and/or analyze the effectiveness of the point of view used by the author	X	X	
R.B.3	Understand concepts and organization of nonfictional text	X	X	
R.B.3.1	Interpret, compare, and analyze the characteristics and uses of facts and opinions in nonfictional text	X	X	
R.B.3.1.1	Interpret, compare, and/or analyze the use of facts and opinions to make a point or construct an argument in nonfictional text	X	X	

R.B.3.2	Distinguish between essential and nonessential information within or between texts	X	X	
R.B.3.2.1	Identify and interpret bias and propaganda techniques in nonfictional texts	X	X	
R.B.3.2.2	Describe and analyze the effectiveness of bias and propaganda in nonfictional text	X	X	
R.B.3.3	Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of nonfictional text	X	X	
R.B.3.3.1	Interpret and/or analyze the effect of text organization, including the use of headers	X	X	
R.B.3.3.2	Interpret and analyze the author's purpose for decisions about text organization and content	X	X	
R. B.3.3.3	Interpret and/or analyze graphics and charts, and/or make connections between text and the content of graphics and charts	X	X	
R.B.3.3.4	Identify, compare, explain, interpret, describe, and/or analyze the sequence of steps in a list of directions	X	X	

Writing 1.5 Quality of Writing

	Performance Indicator	1	2	Assessment
1.5.A	Write with a sharp, distinct focus	X	X	Responding to prompts in the Narrative, Informational, and Persuasive Modes
	Identify topic, task, and audience	X	X	
	Establish and maintain a single point of view	X	X	
1.5.B	Write using well-developed content appropriate for the topic	X	X	
	Gather, determine validity and reliability of, analyze and organize information	X	X	

	Employ the most effective format for purpose and audience	X	X	
	Write fully developed paragraphs that have details and information specific to topic and relevant to the focus	X	X	
1.5.C	Write with controlled or subtle organization	X	X	
	Sustain logical order throughout the piece	X	X	
	Include an effective introduction and conclusion	X	X	
1.5.D	Write with a command of stylistic aspects of composition	X	X	
	Use different types and lengths of sentences	X	X	
	Use precise language	X	X	
1.5.E	Revise writing to improve style, word choice, sentence variety and subtlety of meaning and rethinking how questions of purpose, audience and genre have been addressed	X	X	
	Spell all words correctly	X	X	
	Use capital letters correctly	X	X	
	Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses)	X	X	
	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly	X	X	
	Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory, and imperative)	X	X	
	Revise	X	X	

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.

ASSESSMENTS

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 assignments: persuasive and informational and at least one research-based assignment

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 week – 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

Debra Weigel

Mary Passsinger

Martha Phelps

Input from all Grade 11 Language Arts instructors

WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination? ☒ Yes ___ No
2. Is the course 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) _____