

# Warren County School District

## PLANNED INSTRUCTION

### COURSE DESCRIPTION

**Course Title:** English 11 Honors

**Course Number:** 00016

**Course Description and Prerequisites:**

This course is the second level of a three-year program ending with Advanced Placement English Literature and Composition in grade 12. It examines the world of American literature from the Puritans to Arthur Miller. It has its base in a cross section of literature including letters, journals, novels, speeches, poetry, and plays. There is also an emphasis on analytical writing emanating from the literature. Students choosing this course should be advised that the reading load is heavy and a term paper is required.

**Prerequisites:** Successful completion of a required English 10 Honors 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

**Suggested Supplemental Materials:** (List or insert ]

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

### **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

(List Objectives, PA Standards #'s, Other Standards)

\* A complete list of suggested Formative and Summative assessments can be found on page 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	<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Evaluate written work</li> <li>• Performance assessment</li> <li>• Tests/quizzes</li> <li>• Evaluate oral response</li> <li>• Self-evaluation</li> <li>• 4Sight</li> <li>• Venn diagram</li> <li>• Homework</li> </ul> <b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>• Portfolio</li> <li>• Test</li> <li>• Cooperative project</li> <li>• PSSA</li> </ul>
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	
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><b><u>Character</u></b> (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><b><u>Setting:</u></b></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><b><u>Plot</u></b> (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><b><u>Theme:</u></b></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><b><u>Tone, Style, and Mood:</u></b></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	

x – performance assessed during that semester

### Writing 1.5 Quality of Writing

	Performance Indicator	1	2	Assessment
1.5.A	Write with a sharp, distinct focus	X	X	<b>Responding to prompts in the Narrative, Informational, and Persuasive Modes</b>
.	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	

- I. Summer Reading Students will be assigned at least two works for summer reading.  
Evaluations based on the readings will be given during the first two weeks of the school year.

II. Literature

A. Poetry: American

B. Short Stories: American

C. Drama: Students must read a *minimum* of four dramas from the options listed

*The Crucible*  
*All My Sons*  
*Death of a Salesman*  
*Our Town*  
*Fences*  
*The Glass Menagerie*  
*The Emperor Jones*  
*Macbeth*

D. Novels: Students must read a *minimum* of eight novels from the options listed

*Ethan Frome*  
*The Scarlet Letter*  
*The Great Gatsby*  
*O Pioneers*  
*My Antonia*  
*The Jungle*  
*The Adventures of Huckleberry Finn*  
*The Unvanquished*  
*Of Mice and Men*  
*Wineset*  
*The Grapes of Wrath*  
*The Old Man and the Sea*  
*The Red Badge of Courage*  
*The Kite Runner*

Selections from *The Autobiography of Benjamin Franklin*  
*Walden*

III. The Research Paper

Students will complete a paper using the research process and MLA documentation.

IV. Summative Assessment

Evaluated activities (papers, oral presentations, projects) selected from the course assignments will serve as summative assessments to be included in the student's writing portfolio.

## 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](mailto: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      \_\_X\_\_ No

**District-wide Final Examination Required:**      \_\_\_\_ Yes      X No

**Course Challenge Assessment (Describe):**NA

## REQUIRED COURSE SEQUENCE AND TIMELINE

(Content must be tied to objectives)

Content Sequence	Dates
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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.

**WRITING TEAM:** Input from all Grade 11 Language Arts instructors

### WCSD STUDENT DATA SYSTEM INFORMATION

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