

Warren County School District
PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: English 11

Course Number: 00014

Course Prerequisites: Successful completion of required English 9 and 10 courses

Course Description: Designed to prepare students for post-secondary career opportunities, this course provides instruction in the reading of fiction and nonfiction texts and continues to build upon skills acquired in English 10. 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. Through active involvement in the course, students will utilize textual analysis to comprehend the connections between literature and real life. Students will write effectively and with a purpose appropriate to their audience, while incorporating the essential types of writing – narrative, informative, and argumentative. Students will establish a mastery of language conventions and mechanics. With a focus on career readiness, the class will aid students in developing a command of general, academic, and domain-specific vocabulary. Through various discussions and a required formal speech, students will be proficient public speakers. Using the Pennsylvania Common Core Standards as a guide, the course will prepare students for the state standardized assessments.

Suggested Grade Level: 11

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

Units of Credit: 1 (Insert *NONE* if appropriate.)

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certification(s): CSPG 42

Certification verified by WCSD Human Resources Department:

X Yes _____ No

Board Approved Textbooks, Software, Materials:

Title: Prentice Hall Literature: The American Experience

Publisher: Pearson

ISBN #: 978-0-13-371278-0

Copyright Date: 2010

Date of WCSD Board Approval: 2009

Required/Suggested Reading:

Required Dramas (min of 1):

- The Crucible*
- The Taming of the Shrew*

Required Novels (3 of the 6):

- The Adventures of Huckleberry Finn*
- Of Mice and Men*
- The Great Gatsby*
- Killer Angels*
- The Kite Runner*
- Into the Wild*

BOARD APPROVAL:

Date Written: 9/29/15; Revision (7/13/2017)

Date Approved: September 1, 2017

Implementation Year: 2017-2018

SPECIAL EDUCATION AND GIFTED REQUIREMENTS

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

SPECIFIC EDUCATIONAL STANDARDS, CONTENT, & SKILLS

Because this is not a Keystone testing grade, the chart is organized by the Grades 11-12 English Language Arts Standards.

Assessment Anchor/Descriptor: 1.2 Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence	
PA Core Standard:	Eligible Content:
CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	Grade 11 is not a testing grade level; therefore, there is no eligible content to align to the standards. This chart is organized according to English Language Arts Standards.

<p>CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem</p> <p>CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments</p> <p>CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college-and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools</p> <p>CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>	
<p>Assessment Anchor/Descriptor: 1.3 Reading Literature Students read and respond to works of literature —with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p>	
<p>PA Core Standard:</p> <p>CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p>	<p>Eligible Content:</p> <p>Grade 11 is not a testing grade level; therefore, there is no eligible content to align to the standards. This chart is organized according to English Language Arts Standards.</p>

<p>CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text</p> <p>CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p> <p>CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts</p> <p>CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. Include at least one play by Shakespeare and one play by an American dramatist.</p> <p>CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools</p> <p>CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college-and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	
<p>Assessment Anchor/Descriptor: 1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>	
<p>PA Core Standard:</p>	<p>Eligible Content:</p>
<p>CC.1.4.11–12.A</p>	<p>Not state assessed. See oral/writing component clause below.</p>

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11–12.B

Write with a sharp distinct focus identifying topic, task, and audience.

CC.1.4.11–12.C

Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11–12.D

Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension

CC.1.4.11–12.E

Write with an awareness of the stylistic aspects of composition.

- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11–12.F

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.G

Write arguments to support claims in an analysis of substantive topics.

CC.1.4.11–12.H

Write with a sharp distinct focus identifying topic, task, and audience.

- Introduce the precise, knowledgeable claim.

CC.1.4.11–12.I

Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases

CC.1.4.11–12.J

Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.11–12.K

Write with an awareness of the stylistic aspects of composition.

- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11–12.L

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.11–12.N

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC.1.4.11–12.O

Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.4.11–12.P

Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.1.4.11–12.Q

Write with an awareness of the stylistic aspects of writing.

- Use parallel structure.
- Use various types of phrases and clauses to convey specific meanings and add variety and interest.
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

<p>CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.4.11–12.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
<p>Assessment Anchor/Descriptor: 1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>	
<p>PA Core Standard: CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through</p>	<p>Eligible Content: Not state assessed. See oral/writing component clause below.</p>

<p>the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.</p> <p>CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content</p>	
<p>Assessment Anchor / Descriptor: Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
<p>National Standard:</p> <p><u>CCSS.ELA-Literacy.L.11-12.1.a</u> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p><u>CCSS.ELA-Literacy.L.11-12.1.b</u> Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p>	<p>Eligible Content:</p> <p>Not State assessed, see oral/ writing component below.</p>
<p>Assessment Anchor / Descriptor: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p>National Standard:</p> <p><u>CCSS.ELA-Literacy.L.11-12.2.a</u> Observe hyphenation conventions.</p> <p><u>CCSS.ELA-Literacy.L.11-12.2.b</u> Spell correctly.</p>	<p>Eligible Content:</p> <p>Not State assessed, see oral/ writing component below.</p>

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See Curriculum Map - < English 11

ORAL/WRITTEN COMPONENT

A formal oral speech with a written component is required for all high school English Language Arts classes.

The following sequence should be followed:

- Grade 9 – Demonstrative (How-To) Speech
- Grade 10 – Informative Speech
- Grade 11 – Persuasive Speech
- Grade 12 – Business-Related Public Speaking

Specific types of formal writing are required for each grade level of English Language Arts classes.

- Grade 9 – Explanatory, Argumentative, Narrative
- Grade 10 – Critical Analysis, Problem/Solution, Compare/Contrast
- Grade 11 – a minimum of two Critical Analyses
- Grade 12 – Business Writing, minimum of one Critical Analysis

ASSESSMENTS

Suggested Formative Assessments: The teacher will develop and use standards-based assessments throughout the course.

- Pre-Assessments of prior knowledge (e.g. entrance cards or KWL chart)
- Bell ringers/Problems of the Day(PODs)
- Discussions
- Teacher observation/Questioning
- Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.)
- Summarizing
- Retelling
- Notetaking
- Problem-based learning modules
- Authentic assessment
- Oral presentations
- Outlining
- Journaling
- Student presentations/projects
- Open-ended response

Suggested Summative Assessments:

- Essays
- Open-Ended Responses
- Projects
- Quizzes/tests
- Student presentations
- Portfolios

District Approved Assessment Instruments

- Any district approved assessment instrument

Portfolio Assessment: _____ Yes X No

District-wide Final Examination Required: _____ Yes X No

Course Challenge Assessment (Describe): Students wishing to challenge the course must score an 85% or above on a teacher-created assessment.

WRITING TEAM: Stacey Ludwig, Tiffany Mandeville, Crystal Howe, with input from teachers across the district

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) AP