

## English Planned Course – Multicultural Literature

Unit: **Memoir and Personal Narrative**

State Curriculum Standard:   **1.1.11 Learning to read independently**  
   **1.2.11 Learning to read in the content areas**  
   **1.3.11 Reading, analyzing and interpreting literature**  
   **1.4.11 Types of writing**  
   **1.5.11 Quality of writing**  
   **1.6.11 Speaking and listening**

PSSA Anchor: **See Checklist**

Appendix:   **A. PA Academic Standards for Reading, Writing, Speaking and Listening - Grade 11**  
                       **B. PSSA Reading Assessment Anchors Checklist – Grade 11**  
                       **C. PSSA Writing Rubrics**  
                       **D. PSSA Reading Rubric**  
                       **E. PSSA Assessment Anchor Glossary**

| Course Content  | Student Performance   | Resources   | Assessments   |
|---|---|---|---|
| <p>A. Poetry</p> <ul style="list-style-type: none"> <li>Allusion</li> <li>Alliteration</li> <li>Hyperbole</li> <li>Voice</li> <li>Mood</li> <li>Theme</li> <li>Figurative language</li> <li>Simile</li> <li>Poetic purpose</li> <li>Metaphor</li> <li>Imagery</li> <li>Inference</li> </ul> <p>B. Short Story</p> <ul style="list-style-type: none"> <li>Author's purpose</li> <li>Characterization</li> <li>Climax</li> <li>Compare</li> <li>Conclusion</li> <li>Conflict/problem</li> <li>Dialogue</li> </ul> | <ul style="list-style-type: none"> <li>Identify, describe, evaluate and synthesize the essential ideas in text</li> <li>Demonstrate after reading understanding and interpretation of both fiction and non-fiction texts</li> <li>Demonstrate fluency and comprehension in reading</li> <li>Read and understand essential content of informational text</li> <li>Read and understand works of literature</li> <li>Analyze the relationships, uses and effectiveness of literary elements</li> <li>Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices</li> </ul> | <ul style="list-style-type: none"> <li><i>Teen Ink</i> magazine subscription</li> <li><i>America Street</i> by Anne Mazer</li> <li><i>Where I'm Coming From</i> by Anne Mazer</li> <li><i>America Street Novel Ideas Plus</i></li> <li><i>Unsettling America</i> by Gillan and Gillan</li> <li><i>Maus 2</i> by Art Spiegelman</li> <li><i>Bad Boy</i> by Walter Dean Myers</li> <li><i>When I Was Puerto Rican</i> by Esmeralda Santiago</li> <li><i>Confessions of a Teenage Drama Queen</i> by Dyan Sheldon</li> <li><i>Reservation Blues</i> by Sherman Alexie</li> </ul> | <ul style="list-style-type: none"> <li>Tests and quizzes</li> <li>Classroom discussions</li> <li>Written responses:               <ul style="list-style-type: none"> <li>Reader response (PSSA format)</li> <li>Journals</li> <li>Essays</li> <li>Writing logs</li> <li>Readers' notebook</li> </ul> </li> <li>Shared Inquiry</li> <li>Listening Logs</li> <li>Role-playing</li> <li>Cooperative learning activities</li> <li>Oral presentations</li> <li>Teacher-generated activities</li> <li>Journals</li> <li>Portfolios</li> <li>Web publishing</li> </ul> |

## English Planned Course – Multicultural Literature

Unit: **Memoir and Personal Narrative**

State Curriculum Standard:   **1.1.11 Learning to read independently**  
   **1.2.11 Learning to read in the content areas**  
   **1.3.11 Reading, analyzing and interpreting literature**  
   **1.4.11 Types of writing**  
   **1.5.11 Quality of writing**  
   **1.6.11 Speaking and listening**

PSSA Anchor: **See Checklist**

Appendix:   **A. PA Academic Standards for Reading, Writing, Speaking and Listening - Grade 11**  
                       **B. PSSA Reading Assessment Anchors Checklist – Grade 11**  
                       **C. PSSA Writing Rubrics**  
                       **D. PSSA Reading Rubric**  
                       **E. PSSA Assessment Anchor Glossary**

| Course Content   | Student Performance  | Resources   | Assessments |
|--|--|---|-------------|
| <ul style="list-style-type: none"> <li>• Fiction</li> <li>• First Person</li> <li>• Flashback</li> <li>• Focus</li> <li>• Foreshadowing</li> <li>• Generalizations</li> <li>• Graphic organizers</li> <li>• Inference</li> <li>• Irony</li> <li>• Limited view</li> <li>• Literary conflict</li> <li>• Literary elements</li> <li>• Main Idea</li> <li>• Mood</li> <li>• Narrative</li> <li>• Plot</li> <li>• Point of view</li> <li>• Problem/solution</li> <li>• Reading critically</li> <li>• Resolution</li> </ul> | <ul style="list-style-type: none"> <li>• Analyze and evaluate in poetry the appropriateness of diction and figurative language</li> <li>• Analyze how a scriptwriter's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work</li> <li>• Read and respond to nonfiction and fiction including poetry and drama.</li> <li>• Write poems</li> <li>• Write complex informational pieces</li> <li>• Write persuasive pieces.</li> <li>• Maintain a written record of activities and course work.</li> <li>• Write with a sharp, distinct focus</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Snow Falling on Tall Cedars</i> by David Guterson</li> <li>• Student selection from high school library, public library, personal library.</li> <li>• <i>America and the Holocaust: Deceit &amp; Indifference</i> DVD</li> <li>• <i>Navajo Code Talkers</i> VHS</li> <li>• <i>Puerto Ricans</i> VHS</li> <li>• <i>America Beyond the Color Line</i> DVD</li> <li>• <i>Prejudice: The Monster Within</i> VHS</li> <li>• <i>Time of Fear</i> DVD</li> <li>• <i>Confessions of a Teenage Drama Queen</i> DVD</li> <li>• <i>Snow Falling on Cedars</i> DVD</li> <li>• Video clips of media of related cultural and historical significance</li> </ul> |             |

## English Planned Course – Multicultural Literature

Unit: **Memoir and Personal Narrative**

State Curriculum Standard:   **1.1.11 Learning to read independently**  
   **1.2.11 Learning to read in the content areas**  
   **1.3.11 Reading, analyzing and interpreting literature**  
   **1.4.11 Types of writing**  
   **1.5.11 Quality of writing**  
   **1.6.11 Speaking and listening**

PSSA Anchor: **See Checklist**

Appendix:   **A. PA Academic Standards for Reading, Writing, Speaking and Listening - Grade 11**  
                       **B. PSSA Reading Assessment Anchors Checklist – Grade 11**  
                       **C. PSSA Writing Rubrics**  
                       **D. PSSA Reading Rubric**  
                       **E. PSSA Assessment Anchor Glossary**

| Course Content  | Student Performance   | Resources  | Assessments |
|---|---|--|-------------|
| <ul style="list-style-type: none"> <li>• Retell</li> <li>• Rising action</li> <li>• Satire</li> <li>• Setting</li> <li>• Summarize</li> <li>• Style</li> <li>• Symbolism</li> <li>• Theme</li> <li>• Third person</li> <li>• Tone</li> <li>• Voice</li> </ul> <p>C. Novels</p> <ul style="list-style-type: none"> <li>• Author's purpose</li> <li>• Cause and effect</li> <li>• Characterization</li> <li>• Climax</li> <li>• Compare</li> <li>• Conclusion</li> <li>• Conflict/problem</li> <li>• Context clues</li> </ul> | <ul style="list-style-type: none"> <li>• Write using well-developed content appropriate for the topic</li> <li>• Write with logical order</li> <li>• Include an effective introduction and conclusion</li> <li>• Revise writing to improve style, word choice, sentence variety and subtlety of meaning</li> <li>• Listen to others</li> <li>• Listen to selections of literature (fiction/nonfiction)</li> <li>• Contribute to discussions</li> <li>• Participate in small and large group discussions and presentations</li> <li>• Use media for learning purposes</li> </ul> | <ul style="list-style-type: none"> <li>• Newspaper and magazine articles related to topics and cultures of study</li> <li>• Think.com</li> </ul> |             |

## English Planned Course – Multicultural Literature

Unit: **Memoir and Personal Narrative**

State Curriculum Standard:   **1.1.11 Learning to read independently**  
   **1.2.11 Learning to read in the content areas**  
   **1.3.11 Reading, analyzing and interpreting literature**  
   **1.4.11 Types of writing**  
   **1.5.11 Quality of writing**  
   **1.6.11 Speaking and listening**

PSSA Anchor: **See Checklist**

Appendix:   **A. PA Academic Standards for Reading, Writing, Speaking and Listening - Grade 11**  
                       **B. PSSA Reading Assessment Anchors Checklist – Grade 11**  
                       **C. PSSA Writing Rubrics**  
                       **D. PSSA Reading Rubric**  
                       **E. PSSA Assessment Anchor Glossary**

| Course Content  | Student Performance   | Resources | Assessments |
|---|---|-----------|-------------|
| <ul style="list-style-type: none"> <li>• Contrast</li> <li>• Dialogue</li> <li>• Evaluate</li> <li>• Fiction</li> <li>• Figurative language</li> <li>• First person</li> <li>• Focus</li> <li>• Foreshadowing</li> <li>• Graphic organizers</li> <li>• Imagery</li> <li>• Inference</li> <li>• Irony</li> <li>• Limited view</li> <li>• Literary conflict</li> <li>• Literary devices</li> <li>• Literary elements</li> <li>• Main idea</li> <li>• Metaphor</li> <li>• Mood</li> <li>• Narrative</li> </ul> | <ul style="list-style-type: none"> <li>• Describe the influence of historical events on the English language</li> <li>• Independent in- and out-of-class reading</li> </ul> |           |             |

## English Planned Course – Multicultural Literature

Unit: **Memoir and Personal Narrative**

State Curriculum Standard:   **1.1.11 Learning to read independently**  
   **1.2.11 Learning to read in the content areas**  
   **1.3.11 Reading, analyzing and interpreting literature**  
   **1.4.11 Types of writing**  
   **1.5.11 Quality of writing**  
   **1.6.11 Speaking and listening**

PSSA Anchor: **See Checklist**

Appendix:   **A. PA Academic Standards for Reading, Writing, Speaking and Listening - Grade 11**  
                     **B. PSSA Reading Assessment Anchors Checklist – Grade 11**  
                     **C. PSSA Writing Rubrics**  
                     **D. PSSA Reading Rubric**  
                     **E. PSSA Assessment Anchor Glossary**

| Course Content   | Student Performance | Resources | Assessments |
|--|---------------------|-----------|-------------|
| <ul style="list-style-type: none"><li>• Plot</li><li>• Point of view</li><li>• Problem/solution</li><li>• Reading critically</li><li>• Resolution</li><li>• Retell</li><li>• Rising action</li><li>• Setting</li><li>• Simile</li><li>• Summarize</li><li>• Style</li><li>• Symbolism</li><li>• Theme</li><li>• Third person</li><li>• Tone</li><li>• Venn diagram</li><li>• Voice</li></ul> |                     |           |             |

## English Planned Course – Multicultural Literature

Unit: **Informational and Persuasive Writing**

State Curriculum Standard:   **1.1.11 Learning to read independently**  
    **1.2.11 Learning to read in the content areas**  
    **1.3.11 Reading, analyzing and interpreting literature**  
    **1.4.11 Types of writing**  
    **1.5.11 Quality of writing**  
    **1.6.11 Speaking and listening**

PSSA Anchor: **See Checklist**

Appendix:   **A. PA Academic Standards for Reading, Writing, Speaking and Listening - Grade 11**  
                      **B. PSSA Reading Assessment Anchors Checklist – Grade 11**  
                      **C. PSSA Writing Rubrics**  
                      **D. PSSA Reading Rubric**  
                      **E. PSSA Assessment Anchor Glossary**

| <b>Course Content</b>   | <b>Student Performance</b>   | <b>Resources</b>  | <b>Assessments</b>   |
|---|--|---|--|
| <p>A. Incorporation of Writing Concepts Taught in 9<sup>th</sup> and 10<sup>th</sup> Grade English Curricula</p> <p>B. Glossary Term (See Appendix B)</p> <ul style="list-style-type: none"> <li>• Students will be familiar with the following glossary terms:</li> <li>• Cause and effect</li> <li>• Conclusion</li> <li>• Expository</li> <li>• Focus</li> <li>• Informational text</li> <li>• Primary Source</li> <li>• Problem and solution</li> <li>• Summarize</li> <li>• Style</li> <li>• Thesis</li> </ul> | <ul style="list-style-type: none"> <li>• Write a minimum of two 5-paragraph essays including informational (nonfiction) persuasive</li> <li>• Demonstrate after reading understanding and interpretation of both fiction and non-fiction texts</li> <li>• Demonstrate fluency and comprehension in reading</li> <li>• Evaluate text organization and content to determine author's purpose</li> <li>• Read and respond to nonfiction and fiction.</li> <li>• Write complex informational pieces</li> <li>• Write persuasive pieces.</li> <li>• Write different types and lengths of sentences</li> </ul> | <ul style="list-style-type: none"> <li>• Essay DVD (Teacher's Discovery)</li> <li>• Prentice Hall <u>Writing &amp; Grammar Platinum Level</u> (Copyright 2007)</li> <li>• PA Department of Education on-line resources</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher-made prompts</li> <li>• Essays</li> <li>• Journals</li> <li>• Portfolios</li> </ul> |

## English Planned Course – Multicultural Literature

Unit: **Informational and Persuasive Writing**

State Curriculum Standard:   **1.1.11 Learning to read independently**  
    **1.2.11 Learning to read in the content areas**  
    **1.3.11 Reading, analyzing and interpreting literature**  
    **1.4.11 Types of writing**  
    **1.5.11 Quality of writing**  
    **1.6.11 Speaking and listening**

PSSA Anchor: **See Checklist**

Appendix:   **A. PA Academic Standards for Reading, Writing, Speaking and Listening - Grade 11**  
                      **B. PSSA Reading Assessment Anchors Checklist – Grade 11**  
                      **C. PSSA Writing Rubrics**  
                      **D. PSSA Reading Rubric**  
                      **E. PSSA Assessment Anchor Glossary**

| Course Content  | Student Performance  | Resources | Assessments |
|---|--|-----------|-------------|
| <p>C. Incorporation of Writing Concepts Taught in 9<sup>th</sup> and 10<sup>th</sup> Grade English Curricula</p> <p>D. Glossary Term (See Appendix B)</p> <ul style="list-style-type: none"> <li>• Students will be familiar with the following glossary terms:</li> <li>• Cause and effect</li> <li>• Conclusion</li> <li>• Expository</li> <li>• Focus</li> <li>• Informational text</li> <li>• Primary Source</li> <li>• Problem and solution</li> <li>• Summarize</li> <li>• Style</li> <li>• Thesis</li> </ul> | <ul style="list-style-type: none"> <li>• Write a minimum of two 5-paragraph essays including informational (nonfiction) persuasive</li> <li>• Demonstrate after reading understanding and interpretation of both fiction and non-fiction texts</li> <li>• Demonstrate fluency and comprehension in reading</li> <li>• Evaluate text organization and content to determine author's purpose</li> <li>• Read and respond to nonfiction and fiction.</li> <li>• Write complex informational pieces</li> <li>• Write persuasive pieces.</li> <li>• Write different types and lengths of sentences</li> </ul> |           |             |

## English Planned Course – Multicultural Literature

Unit: **Informational and Persuasive Writing**

State Curriculum Standard:   **1.1.11 Learning to read independently**  
    **1.2.11 Learning to read in the content areas**  
    **1.3.11 Reading, analyzing and interpreting literature**  
    **1.4.11 Types of writing**  
    **1.5.11 Quality of writing**  
    **1.6.11 Speaking and listening**

PSSA Anchor: **See Checklist**

Appendix:   **A. PA Academic Standards for Reading, Writing, Speaking and Listening - Grade 11**  
                      **B. PSSA Reading Assessment Anchors Checklist – Grade 11**  
                      **C. PSSA Writing Rubrics**  
                      **D. PSSA Reading Rubric**  
                      **E. PSSA Assessment Anchor Glossary**

| <b>Course Content</b>   | <b>Student Performance</b>  | <b>Resources</b> | <b>Assessments</b> |
|---|---|------------------|--------------------|
| <p>E. Incorporation of Writing Concepts Taught in 9<sup>th</sup> and 10<sup>th</sup> Grade English Curricula</p> <p>F. Glossary Term (See Appendix B)</p> <ul style="list-style-type: none"> <li>• Students will be familiar with the following glossary terms:</li> <li>• Cause and effect</li> <li>• Conclusion</li> <li>• Expository</li> <li>• Focus</li> <li>• Informational text</li> <li>• Primary Source</li> <li>• Problem and solution</li> <li>• Summarize</li> <li>• Style</li> <li>• Thesis</li> </ul> | <ul style="list-style-type: none"> <li>• Revise writing to improve style, word choice, sentence variety</li> <li>• Edit writing using the conventions of language.</li> <li>• Analyze and synthesize the selections relating them to others</li> <li>• Use a variety of sentence structures to add interest to a presentation</li> <li>• Respond with relevant information or opinions to questions asked</li> <li>• Listen to and acknowledge the contributions of others</li> <li>• Participate in small and large group discussions and presentations</li> </ul> |                  |                    |



## English Planned Course – Multicultural Literature

Unit: **Vocabulary**

State Curriculum Standard:   **1.1.11 Learning to read independently**  
   **1.2.11 Learning to read in the content areas**  
   **1.7.11 Characteristics and Function of the English Language**

PSSA Anchor: **See Checklist**

Appendix:   **A. PA Academic Standards for Reading, Writing, Speaking and Listening - Grade 11**  
                       **B. PSSA Reading Assessment Anchors Checklist – Grade 11**  
                       **C. PSSA Writing Rubrics**  
                       **D. PSSA Reading Rubric**  
                       **E. PSSA Assessment Anchor Glossary**

| Course Content   | Student Performance   | Resources  | Assessments   |
|--|---|--|---|
| <p>A. Vocabulary from the Given Literary Texts</p> <p>B. Glossary Term (See Appendix B)</p> <ul style="list-style-type: none"> <li>• Students will be familiar with the following glossary terms:               <ul style="list-style-type: none"> <li>• Antonym</li> <li>• Context clues</li> <li>• Figurative language</li> <li>• Multiple-meaning words</li> <li>• Synonym</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationship to other words</li> <li>• Understand the meaning of and apply key vocabulary across the various subject areas</li> <li>• Read and understand essential content of informational text</li> <li>• Read and understand works of literature</li> <li>• Use precise language and specific detail</li> <li>• Spell all words correctly</li> <li>• Listen to others</li> </ul> | <ul style="list-style-type: none"> <li>• <i>America Street</i> by Anne Mazer</li> <li>• <i>Where I'm Coming From</i> by Anne Mazer</li> <li>• <i>America Street Novel Ideas Plus</i></li> <li>• <i>Unsettling America</i> by Gillan and Gillan</li> <li>• <i>Maus 2</i> by Art Spiegelman</li> <li>• <i>Bad Boy</i> by Walter Dean Myers</li> <li>• <i>When I Was Puerto Rican</i> by Esmeralda Santiago</li> <li>• <i>Confessions of a Teenage Drama Queen</i> by Dyan Sheldon</li> <li>• <i>Reservation Blues</i> by Sherman Alexie</li> <li>• <i>Snow Falling on Tall Cedars</i> by David Guterson</li> </ul> | <ul style="list-style-type: none"> <li>• Novel guides</li> <li>• Teacher-made quizzes</li> <li>• Essays</li> <li>• Responses to literature</li> </ul> |

## English Planned Course – Multicultural Literature

Unit: **Research**

State Curriculum Standard:   **1.1.11 Learning to read independently**  
    **1.2.11 Learning to read in the content areas**  
    **1.3.11 Reading, analyzing and interpreting literature**  
    **1.4.11 Types of writing**  
    **1.5.11 Quality of writing**  
    **1.6.11 Speaking and listening**  
    **1.8.11 Research**

PSSA Anchor: **See Checklist**

Appendix:   **A. PA Academic Standards for Reading, Writing, Speaking and Listening - Grade 11**  
                      **B. PSSA Reading Assessment Anchors Checklist – Grade 11**  
                      **C. PSSA Writing Rubrics**  
                      **D. PSSA Reading Rubric**  
                      **E. PSSA Assessment Anchor Glossary**

| Course Content  | Student Performance   | Resources  | Assessments  |
|---|---|--|--|
| A. Direct Quotations<br>B. Blending of Quotations<br>C. Interviewing<br>D. Works Cited for Primary and Limited Multiple Sources<br>E. Glossary Term (See Appendix B) <ul style="list-style-type: none"> <li>Students will be familiar with the following glossary terms:               <ul style="list-style-type: none"> <li>Paraphrase</li> <li>Research</li> <li>Primary source</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Locate various text, media and traditional resources</li> <li>Analyze the structure of informational materials</li> <li>Identify, describe, evaluate and synthesize the essential ideas in a text</li> <li>Demonstrate after reading understanding and interpretation of nonfiction text</li> <li>Read and understand essential content of informational text and documents in all academic areas</li> <li>Use and understand a variety of media and evaluate quality of material</li> </ul> | <ul style="list-style-type: none"> <li>Citationmachine.net (MLA reference)</li> <li>School library databases and resources</li> <li>Library Technologies / computer on-line sources</li> <li><i>Teen Ink</i> magazine subscription</li> <li><i>America Street</i> by Anne Mazer</li> <li><i>Going Where I'm Coming From</i> by Anne Mazer</li> <li><i>Unsettling America</i> by Gillan and Gillan</li> <li><i>Maus</i> by Art Spiegelman</li> <li><i>Bad Boy</i> by Walter Dean Myers</li> <li><i>When I Was Puerto Rican</i> by Esmeralda Santiago</li> </ul> | <ul style="list-style-type: none"> <li>Essays</li> <li>Journals</li> <li>Interviews</li> <li>Book reports</li> <li>Writing prompts</li> <li>Teacher-generated projects</li> <li>Works cited page</li> <li>Student presentations</li> <li>Web publishing</li> <li>Student projects</li> </ul> |

## English Planned Course – Multicultural Literature

Unit: **Research**

State Curriculum Standard:   **1.1.11 Learning to read independently**  
    **1.2.11 Learning to read in the content areas**  
    **1.3.11 Reading, analyzing and interpreting literature**  
    **1.4.11 Types of writing**  
    **1.5.11 Quality of writing**  
    **1.6.11 Speaking and listening**  
    **1.8.11 Research**

PSSA Anchor: **See Checklist**

Appendix:   **A. PA Academic Standards for Reading, Writing, Speaking and Listening - Grade 11**  
                      **B. PSSA Reading Assessment Anchors Checklist – Grade 11**  
                      **C. PSSA Writing Rubrics**  
                      **D. PSSA Reading Rubric**  
                      **E. PSSA Assessment Anchor Glossary**

| Course Content | Student Performance   | Resources | Assessments |
|----------------|---|-----------|-------------|
|                | <ul style="list-style-type: none"> <li>• Write complex informational pieces</li> <li>• Write persuasive pieces</li> <li>• Write with sharp distinct focus</li> <li>• Write using well-developed content appropriate for topic</li> <li>• Write with organization</li> <li>• Use proper MLA formatting techniques</li> <li>• Revise writing to improve style, word choice and sentence variety</li> <li>• Edit writing using conventions of language.</li> <li>• Listen to others</li> <li>• Contribute to discussion in small and large groups,</li> <li>• Interview people and report out information</li> </ul> |           |             |