

English Planned Course – Grade 11 Basic

Unit: **Literature**

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

1.7.11 Characteristics and Functions 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. Unit 1: A Gathering of Voices</p> <ul style="list-style-type: none"> <i>Of Plymouth Plantation</i>, (nonfiction), historical narrative <p>B. Unit 2: A Nation is Born</p> <ul style="list-style-type: none"> “Speech in the VA Convention” (speech), speeches <p>C. Unit 3: A Growing Nation</p> <ul style="list-style-type: none"> <i>Self Reliance</i> (essay), transcendentalism <p>D. Unit 4: Division, Reconciliation and Expansion</p> <ul style="list-style-type: none"> <i>An Occurrence at Owl Creek Bridge</i> (short story), historical context, stream of consciousness 	<ul style="list-style-type: none"> Identify, describe, evaluate and synthesize the essential ideas in text Demonstrate after reading understanding and interpretation of both fiction and non-fiction texts Demonstrate fluency and comprehension in reading Read and understand essential content of informational text Read and understand works of literature Analyze the relationships, uses and effectiveness of literary elements Analyze the effectiveness, in terms of literary quality, of the author’s use of literary devices 	<ul style="list-style-type: none"> <u>Prentice Hall Literature Grade 11: American Experience</u> (Copyright 2007) <u>Prentice Hall Literature: The American Experience: Reader’s Notebook</u> (2007) <i>A Raisin in the Sun</i> <i>Their Eyes are Watching God</i> <i>Death of a Salesman</i> <i>Crucible</i> <i>The Great Gatsby</i> <i>The Wave</i> <i>Catcher in the Rye</i> Selected vhs/dvd/audio <ul style="list-style-type: none"> <i>Death of a Salesman</i> <i>The Crucible</i> <i>Their Eyes are Watching God</i> 	<ul style="list-style-type: none"> Tests and quizzes Classroom discussions Written responses: <ul style="list-style-type: none"> Reader response (PSSA format) Journals Essays Writing logs Readers’ notebook Shared inquiry Listening logs Role playing Cooperative learning activities Oral presentations Teacher generated activities

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> <i>The Notorious Jumping Frog of Calaveras County</i> (short story); dialect, humor <p>E. Unit 5: Disillusion, Defiance, Discontent</p> <ul style="list-style-type: none"> <i>Dust Tracks on a Road</i> (autobiography); social context, folktales <i>Their Eyes are Watching God</i>; social context, oral story-telling, folktales <i>A Raisin in the Sun</i>; social context <p>F. Unit 6: Prosperity & Protest</p> <ul style="list-style-type: none"> <i>The Woman Warrior</i> (memoir); informal language <p>G. Independent Reading</p>	<ul style="list-style-type: none"> Analyze and evaluate in poetry the appropriateness of diction and figurative language Analyze how a scriptwriter's use of words creates tones and mood, and how choice of words advances theme or purpose of work Read and respond to nonfiction and fiction including poetry and drama Write poems Write complex informational pieces Write persuasive pieces Maintain a written record of activities and course work Write with sharp, distinct focus Write using well-developed content appropriate for the topic 	<ul style="list-style-type: none"> <i>A Raisin in the Sun</i> <i>The Wave</i> <i>Catcher in the Rye</i> Autobiographies for author's within each unit Historical videos on given periods corresponding to literature units Audio visuals for literature within Prentice Hall literature units Audio and video support materials appropriate to board approved texts 	

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Course Content	Student Performance	Resources	Assessments
H. Glossary of Terms (see Appendix B) <ul style="list-style-type: none"> • Allusion • Alliteration • Author's purpose • Characterization • Climax • Compare • Conclusion • Conflict/problem • Contrast • Descriptive text • Dialogue • Fiction • Figurative language • First person • Flashback • Focus • Foreshadowing • Genre • Generalizations • Graphic organizers • Idiomatic language • Imagery/sensory details • Implicit • Inference • Informational text • Irony 	<ul style="list-style-type: none"> • Write with logical order • Include an effective introduction & conclusion • Revise writing to improve style, word choice, sentence variety, subtlety of meaning • Listen to others • Listen to selections of literature (fiction/nonfiction) • Contribute to discussions • Participate in small/large group discussions and presentations • Use media for learning purposes • Describe influence of historical events on English language • Engage in independent sustained, silent reading (SSR) 		

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> • Limited view • Literary conflict • Literary devices • Literary elements • Main idea • Metaphor • Mood • Narrative • Non-fiction • Plot • Point of view • Problem/solution • Propaganda techniques • Reading critically • Resolution • Retell • Rising action • Satire • Setting • Simile • Story maps • Style • Summarize • Symbolism • Theme • Third person • Tone • Voice 			

English Planned Course – Grade 11 Basic

Unit: **Grammar**

State Curriculum Standard: **1.4.11 Types of Writing**
1.5.11 Quality of Writing
1.6.11 Speaking and Listening

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Course Content	Student Performance	Resources	Assessments
<p>A. Word Choice Redundancy, Wordiness, Slang, Cliché; Chapter 21 <u>English Essentials</u></p> <p>B. Active/Passive Voice; Chapter 26 EE</p> <p>C. Parallelism; Chapter 14 EE</p> <p>D. Preparing a Paper; Chapter 15 EE</p> <p>E. Proofreading: Chapter 33, 34 EE</p>	<ul style="list-style-type: none"> Understand meaning of and apply key vocabulary Maintain written record of activities and course work Write different types and lengths of sentences Revise writing to improve style, word choice, sentence variety Edit writing using the conventions of language Ask clarifying questions Listen to and acknowledge the contributions of others 	<ul style="list-style-type: none"> English Essentials (Copyright 2004) On-line textbook resources <u>Prentice Hall Writing & Grammar</u> Ruby Level (Copyright 2007) 	<ul style="list-style-type: none"> Text exercises Teacher made tests and quizzes Worksheets Response to PSSA prompts

English Planned Course – Grade 11 Basic

Unit: **Writing**

State Curriculum Standard: **11.1.11 Learning to Read Independently**

1.2.11 Learning to Read in the Content Areas

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1.4.11 Types of Writing

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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. Choose from Selected Chapters From <u>Prentice Hall Writing & Grammar</u> Ruby Level</p> <ul style="list-style-type: none"> Chapter 7: Persuasive essay on dress code Chapter 9: Compare/contrast essay about schools Chapter 10: Essay about cause/effect in history Chapter 11: Problem/solution report on preventing storm damage Chapter 14: Response to literature: review of novel from independent reading 	<ul style="list-style-type: none"> Write a minimum of five-5 paragraph essays including: <ul style="list-style-type: none"> Response to literature Informational (nonfiction) Persuasive 2 topics from the Prentice Hall on-line essay scorer (Teacher's choice except for chapter 9 topic, which is reserved for the final exam) Compose essays using the following patterns of organization: <ul style="list-style-type: none"> Chronological Cause/effect Comparison/contrast Problem solution Topical order 	<ul style="list-style-type: none"> <u>Prentice Hall Writing & Grammar</u> Ruby Level (Copyright, 2007) Prentice Hall on-line essay scorer PA Dept. of Education on-line resources 	<ul style="list-style-type: none"> Teacher made prompts Essays Prentice Hall on-line essay scorer

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Unit: **Writing**

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> Chapter 15: Writing for assessment; persuasive (tax dollars) Chapter 15: Writing for assessment; response to literature, bravery in the face of damage Chapter 16: Workplace writing; letter of complaint <p>B. Glossary Terms (see Appendix B)</p> <ul style="list-style-type: none"> Students will be familiar with the following glossary terms <ul style="list-style-type: none"> Accuracy Cause/effect Compare/contrast Conclusion Expository 	<ul style="list-style-type: none"> Write a 5-sentence introduction and 5-sentence conclusion within each essay Write 10 sentence body paragraphs within each essay Demonstrate after reading understanding and interpretation of both fiction and non-fiction texts Demonstrate fluency and comprehension in reading Evaluate text organization and content to determine author's purpose Read and respond to nonfiction and fiction Write complex informational pieces 		

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Unit: **Writing**

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> Focus Graphic organizer Informational text Problem/solution Semantics Summarize Style Syntax Thesis Validity Voice 	<ul style="list-style-type: none"> Write persuasive pieces Write different types and lengths of sentences including compound/complex Revise writing to improve style, word choice, sentence variety Edit writing using the conventions of language Analyze and synthesize the selections relating them to others Use a variety of sentence structures to add interest to a presentation Respond with relevant information or opinions to questions asked Listen to and acknowledge the contributions of others Participate in small/large group discussions/presentations 		

English Planned Course – Grade 11 Basic

Unit: **Vocabulary**

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PSSA Anchor: **See Checklist**

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Course Content	Student Performance	Resources	Assessments
<p>A. <u>Townsend Advancing Vocabulary 3/e</u> Chapters 1-10</p> <p>B. Vocabulary From the Given Literary Texts</p> <p>C. Glossary Terms (see Appendix B)</p> <ul style="list-style-type: none"> • Students will be familiar with the following glossary terms <ul style="list-style-type: none"> • Antonym • Compound word • Content specific words • Context clues • Figurative language • Idiomatic language • Multiple-meaning words • Prefix • Root word • Suffix • Synonym • Theme 	<ul style="list-style-type: none"> • Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationship to other words • Understand the meaning of and apply key vocabulary across the various subject areas • Read and understand essential content of informational text • Read and understand works of literature • Use precise language and specific detail • Spell all words correctly • Listen to others • Vocabulary units are cumulative 	<ul style="list-style-type: none"> • <u>Townsend Advancing Vocabulary 3/e</u> (Copyright 2002) • Select from the menu of texts • On-line improving resources • Teaching resources for board-approved texts 	<ul style="list-style-type: none"> • <u>Advancing Vocabulary Skills</u> unit quiz booklet • Teacher made quizzes • Essays • Responses to literature • Flashcards and study aids

English Planned Course – Grade 11 Basic

Unit: **PSSA Prep**

State Curriculum Standard: **1.1.11 Learning to Read Independently**

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PSSA Anchor: **See Checklist**

Appendix: **A. PA Academic Standards for Reading, Writing, Speaking and Listening - Grade 11**

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E. PSSA Assessment Anchor Glossary

Course Content	Student Performance	Resources	Assessments
<p>A. Diagnostic Pre-tests: pp. 2-5, 7-10, 19-20; Selection 2 p.25 prompt 2</p> <p>B. Practice Tests: p. 238-262</p> <p>C. Chapter 3: Understanding/Interpreting Non-fiction Texts</p> <p>D. Chapter 4: Lessons 4.2, 4.3, 4.5, 4.6, 4.7, 4.8, 4.9</p> <p>E. Chapter 5: Lessons 5.7, 5.8, 5.9</p> <p>F. Glossary Terms (see Appendix B)</p> <ul style="list-style-type: none"> • Students will be familiar with the following glossary terms <ul style="list-style-type: none"> • Author's purpose • Character • Conflict • Dialogue • Figurative language • Figures of speech <ul style="list-style-type: none"> • Simile • Metaphor • Personification 	<ul style="list-style-type: none"> • Attain proficiency in timed writing and response writing • Demonstrate after reading understanding and interpretation of both fiction and non-fiction texts • Demonstrate fluency and comprehension in reading • Read and understand essential content of informational text • Read and understand works of literature • Analyze the relationships, uses and effectiveness of literary elements • Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices 	<ul style="list-style-type: none"> • <u>Preparing for the PA PSSA in Reading & Writing – Grade 11</u> (Copyright 2006) • PA Dept of Education online resources 	<ul style="list-style-type: none"> • Timed writing • Reader response writing • Multiple choice questions • Comprehension checks • Workbook exercises • Teacher made quizzes and prompts

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Unit: **PSSA Prep**

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> • Personification • Hyperbole • Onomatopoeia • Oxymoron • Flashback • Foreshadowing • Imagery • Inference • Irony • Literary structure • Mood • Plot <ul style="list-style-type: none"> • Exposition • Rising action • Climax • Falling action • Resolution • Point of view • Repetition • Rhetorical question • Satire • Setting • Style • Symbolism • Theme • Tone 	<ul style="list-style-type: none"> • Read and respond to nonfiction and fiction • Write complex informational pieces • Write persuasive pieces • Write with a sharp, distinct focus • Write using well-developed content appropriate for the topic • Write with logical order • Include an effective introduction and conclusion • Contribute to discussions • Ask relevant questions and clarifying questions • Paraphrase and summarize as needed • Participate in small and large group discussions and presentations 		

English Planned Course – Grade 11 Basic

Unit: **Research**

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1.8.11 Research

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Course Content	Student Performance	Resources	Assessments
A. Direct Quotations B. Indirect Quotations C. Blending of Quotations D. Parenthetical References (documenting page numbers and/or line numbers correctly, author information when necessary) E. Works Cited for All Forms of Media F. Glossary Terms (see Appendix B) <ul style="list-style-type: none"> Students will be familiar with the following glossary terms Accuracy 	<ul style="list-style-type: none"> Locate various text, media and traditional resources Analyze the structure of informational materials Identify, describe, evaluate, synthesize the essential ideas in a text Demonstrate after reading understanding and interpretation of nonfiction text Read and understand essential content of informational text and documents in all academic areas 	<ul style="list-style-type: none"> <u>Prentice Hall Writing & Grammar</u> Ruby Level (Copyright, 2007) Noodlebib (MLA reference) Citationmachine.net School library databases and resources Library technologies/computer on-line sources 	<ul style="list-style-type: none"> 3-5 page informational research paper on propaganda techniques and persuasive tactics in student chosen media and print with 3-5 multi-media sources Writing prompts Teacher generated projects Works cited page Student presentations

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> • Analysis • Author's thesis • Bias • Compare • Conclusion • Evaluate • Focus • Generalization • Graphic organizer • Heading, graphics, charts • Inference • Informational text • Main idea • Nonfiction • Paraphrase • Primary source 	<ul style="list-style-type: none"> • Use and understand a variety of media and evaluate quality of material • Write complex informational pieces • Write persuasive pieces • Write with sharp distinct focus • Write using well-developed content appropriate for topic • Write with organization • Use proper MLA formatting techniques • Revise writing to improve style, word choice, sentence variety • Edit writing using conventions of language 		

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none">• Propaganda techniques and persuasive tactics• Reading critically• Research• Source (primary/secondary)• Summarize• Thesis• Validity	<ul style="list-style-type: none">• Listen to others• Contribute to discussion in small/large groups		