

English Planned Course – Grade 11 Honors

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

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. Literary Selections That Introduce Literary Historical and Cultural Influences</p> <ul style="list-style-type: none"> Unit 1: A Gathering of Voices, <i>Of Plymouth Plantation</i>, <i>The Crucible</i> Unit 2: A Nation is Born “Speech in the VA Convention Unit 3: A Growing Nation, <i>Self Reliance</i>, <i>The Scarlet Letter</i> Unit 4: Age of Realism <i>An Occurrence at Owl Creek Bridge</i>, <i>The Notorious Jumping Frog of Calaveras County</i>, <i>The Awakening</i> 	<ul style="list-style-type: none"> Demonstrate after reading an understanding and interpretation of fiction texts Locate texts for independent projects Demonstrate understanding of new words encountered while reading Demonstrate fluency and comprehension in reading Read and understand works of literature Practice SSR Analyze the relationships, uses and effectiveness of literary elements 	<ul style="list-style-type: none"> <i>The Awakening</i> <i>The Crucible</i> <i>The Scarlet Letter</i> <u>Prentice Hall Literature Grade 11: American Experience</u> (Copyright 2007) Prentice Hall provided CD's, videos, audios Selected video's <ul style="list-style-type: none"> <i>The Occurrence at Owl Creek Bridge</i> A&E biographies <i>To Build a Fire</i> <i>The Crucible</i> <i>The Scarlet Letter</i> <i>The Salem Witch Trials</i> <i>The Fall of the House of Usher</i> <i>Roots</i> excerpt <i>The Great Gatsby</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 Projects Rubrics Cooperative learning activities Oral presentations Teacher generated activities Shared inquiry Role playing

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> Unit 5: The Modern Age, <i>From Dust Tracks on a Road</i> Unit 6: The Contemporary Period, <i>The Woman Warrior</i> Other choices at teacher discretion for each unit <ul style="list-style-type: none"> <i>The Great Gatsby</i> (Unit 5) <i>The Death of a Salesman</i> (Unit 6) Any short selections from the literature book at teacher discretion <p>B. Glossary of Terms</p> <ul style="list-style-type: none"> Allusion Autobiography Author's purpose 	<ul style="list-style-type: none"> Analyze and evaluate in poetry the appropriateness of diction and figurative language Read and respond to poetry and drama Practice SSR Read and respond to 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 	<ul style="list-style-type: none"> <i>The Death of a Salesman</i> Other novel choices <ul style="list-style-type: none"> <i>Death of a Salesman</i> <i>The Great Gatsby</i> <i>A Raisin in the Sun</i> <i>Fallen Angels</i> Curriculum guides for novels and plays 	

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none">• Conflict• Characterization• Dialogue• Plot• Imagery• Irony• Mood• Paraphrase• Point of view (third person/omniscient/first person/limited)• Public document• Tone• Theme• Symbolism	<ul style="list-style-type: none">• Listen to others• Listen to selections of literature• Contribute to discussions• Participate in small and large group discussions and presentations• Use media for learning purposes		

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Unit: **Grammar**

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Course Content	Student Performance	Resources	Assessments
<p>A. Selected Chapters from <u>Prentice Hall Writing & Grammar</u> Ruby Level (Copyright 2007)</p> <ul style="list-style-type: none"> Active and Passive Voice; Chapter 21.4 Parallelism; Chapter 20.6 Preparing a Paper/Proofreading; Chapters 12 & 13 Complete Standardized Test Prep Workshops pages: 430-431, 472-473, 516-517, 558-559, 580-581, 616-617, 638-639, 664-665, 688-689, 768-769 with remediation to bring students to proficiency through use of corresponding chapters Glossary Terms <ul style="list-style-type: none"> Conventions of language Syntax 	<ul style="list-style-type: none"> Understand the meaning of and apply key vocabulary Demonstrate after reading an understanding and interpretation of both fiction and nonfiction texts Maintain a 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"> <u>Prentice Hall Writing & Grammar</u> Ruby Level (Copyright 2007) <u>Prentice Hall Literature Grade 11: The American Experience</u> (Copyright 2007) 	<ul style="list-style-type: none"> Text exercises Teacher made tests and quizzes Prentice Hall tests and quizzes Worksheets Student generated essays <ul style="list-style-type: none"> Response to literature Informative Persuasive Response to PSSA prompts

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Unit: **Writing**

State Curriculum Standard: **11.1.11 Learning to Read Independently**
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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"> Sentences/paragraphs/compositions structure & style (Chapter 3) Writing for assessment (Chapter 15) Persuasive essay (Chapter 7) Comparison/contrast essay (Chapter 9) Cause/effect essay (Chapter 10) Problem and solution essay (Chapter 11) Response to Literature (Chapter 14) 	<ul style="list-style-type: none"> Write a minimum of two multi paragraph essays teacher chooses from the following: <ul style="list-style-type: none"> Response to literature Informational (nonfiction) Persuasive (see research unit) 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) Write a funnel introduction and an inverted conclusion within each essay 	<ul style="list-style-type: none"> <u>Prentice Hall Writing & Grammar</u> Ruby Level (Copyright, 2007) Prentice Hall on-line essay scorer <u>Prentice Hall Literature Grade 11: The American Experience</u> (Copyright 2007) <i>The Awakening</i> <i>The Crucible</i> <i>The Scarlet Letter</i> Other novel choices: <ul style="list-style-type: none"> <i>The Great Gatsby</i> <i>Death of a Salesman</i> <i>A Raisin in the Sun</i> <i>Fallen Angels</i> 	<ul style="list-style-type: none"> Teacher made prompts Essays Prentice Hall on-line essay scorer Teacher generated activities Self evaluation Rubrics Peer Editing Conferencing Multi paragraph timed writings

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Unit: **Writing**

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Course Content	Student Performance	Resources	Assessments
B. Glossary Terms (see Appendix B) <ul style="list-style-type: none"> Students will be familiar with the following glossary terms <ul style="list-style-type: none"> Cause and Effect Compare and Contrast Conclusion Expository Focus Informational text Primary source Secondary source Direct quotations Indirect quotations Summarize Style Broad thesis Footnotes Appendix Venn diagrams 	<ul style="list-style-type: none"> Use a minimum of 5 sentences for introduction and conclusion Write a minimum 10-12 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 Write persuasive pieces 		

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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none">• 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		

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Unit: **Vocabulary**

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Course Content	Student Performance	Resources	Assessments
<p>A. <i>Vocabulary Workshop Level F</i>, (Shostak); entire book</p> <p>B. Vocabulary From the Given Literary Texts Both Long and Short</p> <p>C. Glossary Terms</p> <ul style="list-style-type: none"> Affix Prefix Suffix Context clues Root word Synonym Antonym Target words 	<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>Prentice Hall Literature Grade 11: The American Experience</u> (Copyright 2007) <i>Vocabulary Workshop</i>, Level F (Shostak) <u>Prentice Hall Writing & Grammar Ruby Level</u> (Copyright 2007) <i>The Awakening</i> <i>The Scarlet Letter</i> <i>The Crucible</i> Other choice novels and short works at teacher discretion(optional) 	<ul style="list-style-type: none"> Shostak Level F quiz booklet Teacher made quizzes Essays Responses to literature Word wall Projects Teacher generated activities

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Unit: **PSSA Prep**

State Curriculum Standard: **1.1.11 Learning to Read Independently**
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Course Content	Student Performance	Resources	Assessments
<p>A. Various Reading and Writing Response Exercises</p> <p>B. Multiple Choice Questions in Comprehension and Critical Thinking</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"> • Analysis • Author's purpose • Context clues • Expository • Fiction • Focus • Inference • Style • Main idea • Informational text 	<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>Prentice Hall Literature Grade 11: The American Experience</u> (copyright 2007) • <i>Standardized Test Preparation Workbook Grade 11</i> • PA Dept of Education online resources • Various teacher 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">• 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		

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Unit: **Research**

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1.5.11 Quality of Writing
1.6.11 Speaking and Listening
1.8.11 Research

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Course Content	Student Performance	Resources	Assessments
<p>A. Review 10th Grade Terms: Direct Quotation, Blending Quotations, Parenthetical References (which is documenting page numbers and/or line numbers correctly)</p> <p>B. Indirect Quotations</p> <p>C. Works Cited for All Forms of Media</p> <p>D. Footnotes and Appendix</p> <p>E. Paper Will Be Multi-Paragraph, Broad Thesis, Persuasive Research Paper 8-15 Pages With 7 or More Sources</p>	<ul style="list-style-type: none"> • Locate various text, media and traditional resources including library, internet, interviews, books, newspapers, magazines, and other sources • Evaluate the importance and quality of the sources • Use table of contents, indices, key words, cross references, and appendices • Take notes relevant to research topic • Anticipate readers' problems or misunderstanding • Use formatting techniques (e.g., headings, graphics) to aid the reader understanding 	<ul style="list-style-type: none"> • <u>Prentice Hall Literature Grade 11: The American Experience</u> (Copyright 2007) • <u>Prentice Hall Writing & Grammar Ruby Level</u> (Copyright, 2007): MLA pages 894-900; Internet research pages 901-903 • Library technologies/computer on-line sources • Novels used at teacher discretion • Citationmachine.com • Noodlebib.com • Teacher generated resources 	<ul style="list-style-type: none"> • Peer response groups • Teacher assessments • Rubrics • Self evaluation/self editing/reflection • Journals • Peer/outside audience editing • Conferencing • Preliminary works cited • Review of rough drafts • Review of revised drafts • Review of note cards/outlines • Final research paper

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F. Propaganda Techniques and Persuasive Tactics <ul style="list-style-type: none">• Name calling• Bandwagon• Red herring• Emotional appeal• Testimonial• Repetition• Stereotyping• Circular argument (thinking)• Appeal to numbers, facts, or statistics	<ul style="list-style-type: none">• Analyze the structure of informational materials• Identify, describe, evaluate and synthesize the essential ideas in text• Demonstrate after reading understanding and interpretation of nonfiction text• Read and understand essential content of informational text and documents in all academic areas• Use and understand a variety of media and evaluate quality of material		

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G. Other Glossary Terms Covered <ul style="list-style-type: none"> • Print media • Research • Summarize • Validity • Bias • Analysis • Evaluate • Editorials • Fallacies of logic (see propaganda) • Headings, graphics, chart 	<ul style="list-style-type: none"> • Write persuasive pieces; 8-15 pages and 7 or more sources • Write with sharp distinct focus using broad thesis • Develop working outline and precise written outline • Write using well-developed content appropriate for topic and narrowing topic appropriately • Write with organization • Use proper MLA formatting techniques • Revise writing to improve style, word choice and sentence variety • Edit writing using conventions of language • Listen to others • Contribute to discussion in small/large group 		