



# **Pine Grove Area**

SCHOOL DISTRICT

**Language Arts**

**English 11 CT**

**February 19, 2009**

## **I. PHILOSOPHY**

English 11 CT is geared to the student pursuing a high school degree that will enable him/her to enter the work force or attend a trade school upon graduation. The course will emphasize creative thinking skills as well as basic grammatical, mechanical, and usage skills. Literature themes will be studied and applied to various works of art in varying forms. Basic inter-personal communication skills will be reinforced and refined.

## **II. CORE CONCEPTS**

1. Sentence structure Review - **Review the definition and correct usage of parts of speech in order to develop well written sentences.**
2. Non-fiction - **Define, identify, and demonstrate literary elements**
3. Reading and Comprehension - **Understand and apply techniques to better understand reading material**
4. Agreement Review - **Understand and demonstrate the agreement principles between subject-verb and pronoun-antecedent**
5. Interpretation and Analysis of Literature - **Define, identify, and demonstrate literary elements**
6. Creative Writing - **Compose a well written essay utilizing precise language and specific detail**
7. Public Speaking - **Demonstrate public speaking skills appropriate to various situations**
8. The Short Story - **Analyze short stories for various aspects of literature through a comparative/contrast essay**
9. Career Speech - **Research chosen profession demonstrate understanding through both oral and written word**
10. Lyric Poetry - **Interpret and analyze lyric poetry as it relates to 21<sup>st</sup> Century Music**

### III. COURSE OF STUDY

Course Name: English 11 CT

A.

Grade Level: 11

B.

Length of Course: 1 semester

C.

1. Frequency: Twice per day

2. Duration:  
42 minutes per class/ 84 minutes per day

D. Academic Level: Grade eleven, career technology curriculum

E. Credits: 1.0

F. Prerequisites: none

G. Course Description:

This course continues the Career Technology sequence of skills from English/Literature. Students read and analyze American literature. The course stresses expository and persuasive writing. Students make a career search using the library as a resource. This course provides opportunities for public speaking both on an individual and group basis. Students will review the American influence on the history of the English language.

**CONTENT:** English 11 CT  
**CORE CONCEPT 1:** Sentence structure & combination  
**MAJOR OBJECTIVE:** Review the definition and correct usage of parts of speech in order to develop well written sentences.

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>PA Standard 1.5.11 F</b> Use complete sentences (simple, compound, complex, compound-complex)	Teacher will guide students to:  Define components of a sentence  Construct complete sentences  Utilize a variety of types of sentences throughout variety of types of writing	Teacher evaluation of:  Individual work  Small group work  Classroom discussion	Textbooks  Teacher generated worksheets  Supplemental material

**CONTENT:** English 11 CT  
**CORE CONCEPT 2:** Non-Fiction  
**MAJOR OBJECTIVE:** Define, identify, and demonstrate literary elements

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.2.11</b>            Read and understand essential content of informational texts and documents in all academic areas.</p>	<p>Teacher will guide students to:</p> <p>Develop well-written compositions relating personal experiences to those of the author.</p> <p>Differentiate between essential and non-essential information.</p> <p>Identify areas of professional interest and search relevant periodicals.</p> <p>Prepare demographic information relevant to chosen career paths</p>	<p>Teacher evaluation of:</p> <p>Compositions</p> <p>Quizzes/tests</p>	<p>Textbooks</p> <p>Assorted short stories</p> <p>Internet</p>

**CONTENT:** English 11 CT  
**CORE CONCEPT 3:** Reading and Comprehension  
**MAJOR OBJECTIVE:** Understand and apply techniques to better understand reading material

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.2.11 A</b>            Differentiate fact from opinion across a variety texts by using complete and accurate information, coherent arguments, and points of view</p>	<p>Teacher will guide students to:</p> <ul style="list-style-type: none"> <li>Categorize opinion vs. fact statements</li> <li>Comparing differing viewpoints</li> <li>Chose opinions based on personal opinions</li> </ul>	<p>Teacher evaluation of:</p> <ul style="list-style-type: none"> <li>Student work</li> <li>Classroom discussion</li> </ul>	<ul style="list-style-type: none"> <li>Textbooks</li> <li>Short stories</li> <li>Plays</li> <li>Lyric poems</li> <li>Newspaper and magazine articles</li> <li>Study Island</li> </ul>
<p><b>PA Standard 1.1.11 E</b>            Establish a reading vocabulary by identifying and correctly using new words acquired through the study relationships to other words. Use a dictionary or related resource.</p>	<p>Teacher will guide students to:</p> <ul style="list-style-type: none"> <li>Develop student vocabulary notebook</li> </ul>	<p>Teacher evaluation of:</p> <ul style="list-style-type: none"> <li>Student notebook</li> </ul>	<ul style="list-style-type: none"> <li>Textbooks</li> <li>Short stories</li> <li>Plays</li> <li>Lyric poems</li> <li>Newspaper and magazine articles</li> <li>Study Island</li> </ul>

**CONTENT:** English 11 CT  
**CORE CONCEPT 3:** Reading and Comprehension  
**MAJOR OBJECTIVE:** Understand and apply techniques to better understand reading material

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.3.11 A</b></p> <p>Read and understand works of literature.</p>	<p>Teacher will guide students to :</p> <p>Summarize a short story, dividing the main events into the five key elements of the plot (exposition, rising action, climax, falling action, denouement).</p> <p>Identify the main conflict of a novel or play.</p> <p>Write a brief synopsis of the theme of a short story.</p>	<p>Teacher evaluation of:</p> <p>Student work</p> <p>Student interactions in classroom</p>	<p>Textbooks</p> <p>Short stories</p> <p>Plays</p> <p>Lyric poems</p> <p>Newspaper and magazine articles</p> <p>Internet/web pages</p>

**CONTENT:** English 11 CT  
**CORE CONCEPT 4:** Agreement  
**MAJOR OBJECTIVE:** Understand and demonstrate the agreement principles between subject-verb and pronoun-antecedent.

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>PA Standard 1.5.11 D</b> Write with a command of stylistic aspects of compositions	Teacher will guide students to:  Differentiate meanings and uses of singular and plural  Differentiate meanings and uses of gender  Choose correct forms in agreement	Teacher evaluation of:  Individual work  Small group work	Textbooks  Worksheets

**CONTENT:** English 11 CT  
**CORE CONCEPT 5:** Interpretation and Analysis of Literature  
**MAJOR OBJECTIVE:** Define, identify, and demonstrate literary elements

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.3.11 A</b>            Read and understand works of literature</p>	<p>Teacher will guide students to:</p> <p>Read a variety of literary works</p> <p>Demonstrate understanding through a variety of means</p>	<p>Teacher evaluation of:</p> <p>Classroom discussion</p> <p>Informal reading responses</p> <p>Formal reading responses</p> <p>Reading check quizzes</p> <p>Short answer quizzes</p>	<p>Textbooks</p> <p>Articles</p> <p>Handouts</p> <p>Study Island</p> <p>Short Stories</p> <p>Lyric Poems</p> <p>Plays</p>
<p><b>PA Standard 1.3.11 B</b>            Analyze the relationships, uses, and effectiveness of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone and style</p>	<p>Teacher will guide students to</p> <p>Define literary elements</p> <p>Identify elements within literary pieces</p> <p>Analyze use of literary elements within different works of literature</p>	<p>Teacher evaluation of:</p> <p>Classroom discussion</p> <p>Informal reading responses</p> <p>Formal reading responses</p> <p>Reading check quizzes</p> <p>Short answer quizzes</p>	<p>Textbooks</p> <p>Articles</p> <p>Handouts</p> <p>Study Island</p> <p>Short Stories</p> <p>Lyric Poems</p> <p>Plays</p>

**CONTENT:** English 11 CT  
**CORE CONCEPT 6:** Creative Writing  
**MAJOR OBJECTIVE:** Compose a well written essay in narrative form utilizing precise language and specific detail

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.4.11 B</b>            Write complex informational pieces</p> <ul style="list-style-type: none"> <li>▪ Include a variety of methods to develop main idea</li> <li>▪ Use precise language and specific detail</li> </ul>	<p>Teacher will guide students to:</p> <p>Apply organizational methods to write a short story.</p> <p>Complete a short story maintaining previously established style, tone, and language</p> <p>Revise and edit original work</p>	<p>Teacher evaluation of:</p> <p>Class discussion</p> <p>Written work</p> <p>Small group work</p>	<p>Textbooks</p> <p>Articles</p> <p>Handouts</p> <p>Study Island</p> <p>Textbook resources</p> <p>Internet and web resources</p>

**CONTENT:** English 11 CT  
**CORE CONCEPT 7:** Public Speaking  
**MAJOR OBJECTIVE:** Demonstrate public speaking skills appropriate to various situations

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>PA Standard 1.6.11 C</b> Speak using skills appropriate to formal speech situations	Teacher will guide students to:  Organize thoughts and ideas  Demonstrate proper speech mechanics  Present a topic orally in front of classmates	Teacher evaluation of:  Student speech	Teacher materials  Textbooks and resources  Internet and web resources

**CONTENT: English 11 CT**

**CORE CONCEPT 8: The Short Story**

**MAJOR OBJECTIVE: Analyze short stories for various aspects of literature through a comparative/contrast essay**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.4.11 B</b> Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).</p> <ul style="list-style-type: none"><li>• Include a variety of methods to develop the main idea.</li><li>• Use precise language and specific detail.</li><li>• Include cause and effect.</li><li>• Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs).</li><li>• Use primary and secondary sources.</li></ul> <p><b>PA Standard 1.5.11 B</b> Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"><li>• Gather, determine validity and reliability of, analyze and organize information.</li><li>• Employ the most effective format for purpose and audience.</li><li>• Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.</li></ul>	<p>Teacher will guide students to:</p> <p>Examine the development of theme, plot development and characterization in short works of fiction.</p> <p>Analyze the difference styles used by authors to establish and develop theme, plot development and characterization in short works of fiction.</p>	<p>Teacher evaluation of:</p> <p>Research Paper</p> <p>Outline</p> <p>Rough Draft</p> <p>Final Draft</p> <p>Peer Edit Process</p> <p>Progress Presentations</p> <p>Story summary</p>	<p>Textbook resources</p> <p>Textbook</p> <p>Websites</p> <p>Supplemental materials</p> <p>Rubrics</p> <p>Teacher generated worksheets</p> <p>Media presentations</p> <p>Research Materials</p> <p>Word Processing Software</p>

**CONTENT: English 11 CT**

**CORE CONCEPT 8: The Short Story**

**MAJOR OBJECTIVE: Analyze short stories for various aspects of literature through a comparative/contrast essay**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.8.11 B</b> Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"><li>• Determine valid resources for researching the topic, including primary and secondary sources.</li><li>• Evaluate the importance and quality of the sources.</li><li>• Select sources appropriate to the breadth and depth of the research (e.g., dictionaries, thesauruses, other reference materials, interviews, observations, computer databases).</li><li>• Use tables of contents, indices, key words, cross-references and appendices.</li><li>• Use traditional and electronic search tools.</li></ul>	<p>Teacher will guide students to:</p> <p>Use a variety of resources including print and electronic sources.</p> <p>Evaluate electronic sources for validity and purpose.</p> <p>Document sources through works cited, parenthetical citations, note cards, and annotated bibliographies.</p> <p>Find possible sources of literary criticism.</p>	<p>Teacher Evaluation of:</p> <p>Research Paper</p> <p>Outline</p> <p>Annotated Bibliography</p> <p>Works Cited Page</p> <p>MLA Conventions</p> <p>Rough Draft</p> <p>Final Draft</p> <p>Peer Edit Process</p> <p>Progress Presentations</p>	<p>Textbook resources</p> <p>Websites</p> <p>Supplemental materials</p> <p>Rubric</p> <p>Teacher prepared media Presentations</p> <p>Research Materials</p> <p>Word Processing Software</p>

**CONTENT: English 11 CT**

**CORE CONCEPT 8: The Short Story**

**MAJOR OBJECTIVE: Analyze short stories for various aspects of literature through a comparative/contrast essay**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.5.11 D</b> Write with a command of the stylistic aspects of composition.</p> <ul style="list-style-type: none"><li>• Use different types and lengths of sentences.</li><li>• Use precise language.</li></ul>	<p>Teacher will guide students to:</p> <p>Write and refine writing for controlled style and sophisticated sentence structure.</p> <p>Incorporate literary devices into their writing that develops an awareness of writer's voice.</p>	<p>Teacher Evaluation of:</p> <p>Research Paper</p> <p>Outline</p> <p>Annotated Bibliography</p> <p>Works Cited Page</p> <p>MLA Conventions</p> <p>Rough Draft</p> <p>Final Draft</p> <p>Peer Edit Process</p> <p>Progress Presentations</p>	<p>Textbook resources</p> <p>Textbook</p> <p>Websites</p> <p>Journal or notebook</p> <p>Supplemental materials</p> <p>Rubrics</p> <p>Teacher generated worksheets</p> <p>Teacher prepared media presentations</p> <p>Research Materials</p> <p>Computers</p> <p>Word Processing Software</p>

**CONTENT: English 11 CT**

**CORE CONCEPT 8: The Short Story**

**MAJOR OBJECTIVE: Analyze short stories for various aspects of literature through a comparative/contrast essay**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.5.11 F</b> Edit writing using the conventions of language.</p> <ul style="list-style-type: none"><li>• Spell all words correctly.</li><li>• Use capital letters correctly.</li><li>• Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).</li><li>• Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.</li><li>• Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).</li></ul>	<p>Teacher will guide students to:</p> <p>Edit writing for conventions.</p> <p>Edit each others' writing for conventions.</p> <p>Revise writing for sentence structure and clarity.</p>	<p>Teacher Evaluation of:</p> <p>Research Paper</p> <p>Outline</p> <p>Annotated Bibliography</p> <p>Works Cited Page</p> <p>MLA Conventions</p> <p>Rough Draft</p> <p>Final Draft</p> <p>Peer Edit Process</p> <p>Progress Presentations</p>	<p>Textbook resources</p> <p>Textbook</p> <p>Websites</p> <p>Journal or notebook</p> <p>Supplemental materials</p> <p>Rubrics</p> <p>Teacher generated worksheets</p> <p>Teacher prepared media presentations</p> <p>Research Materials</p> <p>Computers</p> <p>Word Processing Software</p>

**CONTENT: English 11 CT**

**CORE CONCEPT 8: The Short Story**

**MAJOR OBJECTIVE: Analyze short stories for various aspects of literature through a comparative/contrast essay**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.5.11 E</b> Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.</p>	<p>Teacher will guide students to:</p> <p>Write and revise writing with the intention of writing to an academic audience.</p> <p>Write and revise writing that is strictly analytic and does not summarize events of a novel or play's plot.</p>	<p>Teacher Evaluation of:</p> <p>Research Paper</p> <p>Outline</p> <p>Annotated Bibliography</p> <p>Works Cited Page</p> <p>MLA Conventions</p> <p>Rough Draft</p> <p>Final Draft</p> <p>Peer Edit Process</p> <p>Progress Presentations</p>	<p>Textbook resources</p> <p>Textbook</p> <p>Websites</p> <p>Journal or notebook</p> <p>Supplemental materials</p> <p>Rubrics</p> <p>Teacher generated worksheets</p> <p>Teacher prepared media presentations</p> <p>Research Materials</p> <p>Computers</p> <p>Word Processing Software</p>

**CONTENT: English 11 CT**

**CORE CONCEPT 8: The Short Story**

**MAJOR OBJECTIVE: Analyze short stories for various aspects of literature through a comparative/contrast essay**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.5.11 C</b> Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"><li>• Sustain a logical order throughout the piece.</li><li>• Include an effective introduction and conclusion.</li></ul>	<p>Teacher will guide students to:</p> <p>Divide or revise writing to consist of separate sections with appropriate headings and titles.</p> <p>Integrate subtle transitions between body paragraphs and between major sections of the essay's body.</p> <p>Write a comprehensive introduction and conclusion to a work containing multiple parts but achieving a single purpose.</p>	<p>Teacher Evaluation of:</p> <p>Research Paper</p> <p>Outline</p> <p>Annotated Bibliography</p> <p>Works Cited Page</p> <p>MLA Conventions</p> <p>Rough Draft</p> <p>Final Draft</p> <p>Peer Edit Process</p> <p>Progress Presentations</p> <p>Novel/Play summary</p>	<p>Textbook resources</p> <p>Textbook</p> <p>Websites</p> <p>Journal or notebook</p> <p>Supplemental materials</p> <p>Rubrics</p> <p>Teacher generated worksheets</p> <p>Teacher prepared media presentations</p> <p>Research Materials</p> <p>Computers</p> <p>Word Processing Software</p>

**CONTENT: English 11 CT**

**CORE CONCEPT 8: The Short Story**

**MAJOR OBJECTIVE: Analyze short stories for various aspects of literature through a comparative/contrast essay**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.5.11 A</b> Write with a sharp, distinct focus.</p> <ul style="list-style-type: none"><li>• Identify topic, task and audience.</li><li>• Establish and maintain a single point of view.</li></ul>	<p>Teacher will guide students to:</p> <p>Maintain a single thesis throughout their paper that is directly linked in each section and reinforced in each body paragraph.</p> <p>Write in the present when analyzing literature and will guide students to revise writing to maintain a single tense.</p>	<p>Teacher Evaluation of:</p> <p>Research Paper</p> <p>Outline</p> <p>Annotated Bibliography</p> <p>Works Cited Page</p> <p>MLA Conventions</p> <p>Rough Draft</p> <p>Final Draft</p> <p>Peer Edit Process</p> <p>Progress Presentations</p> <p>Novel/Play summary</p>	<p>Textbook resources</p> <p>Textbook</p> <p>Websites</p> <p>Journal or notebook</p> <p>Supplemental materials</p> <p>Rubrics</p> <p>Teacher generated worksheets</p> <p>Teacher prepared media presentations</p> <p>Research Materials</p> <p>Computers</p> <p>Word Processing Software</p>

**CONTENT: English 11 CT**

**CORE CONCEPT 8: The Short Story**

**MAJOR OBJECTIVE: Analyze short stories for various aspects of literature through a comparative/contrast essay**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.3.11 A</b></p> <p>Read and understand works of literature.</p>	<p>Teacher will guide students to:</p> <p>Summarize a short story, dividing the main events into the five key elements of the plot (exposition, rising action, climax, falling action, denouement).</p> <p>Identify the main conflict of a novel or play.</p> <p>Write a brief synopsis of the theme of a short story.</p>	<p>Teacher Evaluation of:</p> <p>Research Paper</p> <p>Outline</p> <p>Annotated Bibliography</p> <p>Works Cited Page</p> <p>MLA Conventions</p> <p>Rough Draft</p> <p>Final Draft</p> <p>Peer Edit Process</p> <p>Progress Presentations</p> <p>Novel/Play summary</p>	<p>Textbook resources</p> <p>Textbook</p> <p>Websites</p> <p>Journal or notebook</p> <p>Supplemental materials</p> <p>Rubrics</p> <p>Teacher generated worksheets</p> <p>Teacher prepared media presentations</p> <p>Research Materials</p> <p>Computers</p> <p>Word Processing Software</p>

**CONTENT: English 11 CT**

**CORE CONCEPT 8: The Short Story**

**MAJOR OBJECTIVE: Analyze short stories for various aspects of literature through a comparative/contrast essay**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.1.11 H</b> Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"><li>• Read familiar materials aloud with accuracy.</li><li>• Self-correct mistakes.</li><li>• Use appropriate rhythm, flow, meter and pronunciation.</li><li>• Read a variety of genres and types of text.</li></ul> <p>Demonstrate comprehension</p>	<p>Teacher will guide students to:</p> <p>Read independently, resolving analytical and comprehension questions on their own.</p> <p>Make predictions.</p> <p>Examine a text for literary elements such as foreshadowing, surprise ending, flashback, etc.</p> <p>Explain the development of character in longer and shorter works of fiction.</p>	<p>Teacher Assessment of:</p> <p>Short Story Project</p> <p>Informal and Formal Essay</p> <p>Multiple Choice Questions</p> <p>Quiz and Test</p>	<p>Textbook resources</p> <p>Textbook</p> <p>Websites</p> <p>Journal or notebook</p> <p>Supplemental materials</p> <p>Rubrics</p> <p>Teacher generated worksheets</p> <p>Teacher prepared media presentations</p> <p>Research Materials</p> <p>Computers</p> <p>Word Processing Software</p>

**CONTENT:** English 11 CT  
**CORE CONCEPT 9:** Career Speech  
**MAJOR OBJECTIVE:** Research chosen profession demonstrate understanding through both oral and written word

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.6.11 C</b>            Speak using skills appropriate to formal speech situations</p> <p><b>PA Standard 1.2.11A</b>            Distinguish between essential and nonessential information across a variety of sources, identifying the use of proper references or authorities and propaganda techniques where present.</p>	Teacher will guide students to: Organize thoughts and ideas Demonstrate proper speech mechanics Present a topic orally in front of classmates Interview a local professional Synthesize findings into a Job Description written report and an oral presentation Teacher will guide students to: Examine career-related periodicals and understand difference between essential and non-essential information Examine internet articles and understand difference between essential and non-essential information Peruse E-books and understand difference between essential and non-essential information	Teacher evaluation of: Student speech Written report Teacher evaluation of: Oral Presentation Written demographic report	Teacher materials Internet Personal Interview Periodicals Internet

**CONTENT:** English 11 CT  
**CORE CONCEPT 10:** Lyric Poetry  
**MAJOR OBJECTIVE:** Interpret and analyze lyric poetry as it relates to 21<sup>st</sup> Century Music

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.3.11 C</b>            Analyze the effectiveness, in terms of quality, of the author's use of literary devices.</p> <ul style="list-style-type: none"> <li>• Sound techniques (e.g., rhyme, rhythm, meter, alliteration)</li> <li>• Figurative language (e.g., personification, simile, metaphor, hyperbole, irony, satire)</li> </ul>	<p>Teacher will guide students to:</p> <p>Interpret a lyric poem</p> <p>Compare and contrast a lyric poem related to 21<sup>st</sup> Century musical artists</p> <p>Understanding of tone, rhythm, and rhyme</p> <p>Interpretation of author's meaning</p>	<p>Teacher evaluation of:</p> <p>Individual work</p> <p>Small group work</p> <p>Classroom discussion</p> <p>Student interpretation of provided poem</p> <p>Student interpretation of the lyrics of a song selected by the student</p>	<p>Textbooks</p> <p>Teacher generated worksheets</p> <p>Supplemental material</p>

**V. EXPECTED LEVELS OF ACHIEVEMENT**

A. Grading system is as follows:

<b>Grading Scale</b>	
90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

B. Each student's grade will be determined at the conclusion of each marking period.

C. Student progress will be reported at the conclusion of each marking period throughout the course.