

# ACADEMIC ENGLISH - GRADE 11

## PLANNED COURSE CURRICULUM GUIDE

### I. COURSE DESCRIPTION AND INTENT:

This course is intended to prepare those students who intend to go to college. It is a combination of skills and knowledge, which will be needed to perform college-level work in English. American literature is taught as a survey, emphasizing the 19<sup>th</sup> and 20<sup>th</sup> centuries. English grammar is reviewed as a useable craft for writing. Punctuation is taught with the same objective. The area of writing is stressed, especially in the research paper, which is taught in coordination with the Social Studies Department. Speech is taught and practiced as a necessary tool for academic success in college. Various American novels will be studied for one quarter in the school year.

### II. INSTRUCTIONAL TIME:

**Class Periods:** 180 days; 120 clock hours  
**Length of Class Periods (minutes):** 42  
**Length of Course:** 180 days  
**Unit of Credit:** 1  
**Course Weight:** 1.0

**A GREAT PLACE TO LEARN!**



**PINE GROVE AREA SCHOOL DISTRICT**  
PINE GROVE, PENNSYLVANIA

**PINE GROVE AREA SCHOOL DISTRICT**  
Pine Grove, Pennsylvania 17963

**PLANNED COURSE ADAPTATIONS/MODIFICATIONS**  
**Introduction**

The instructional adaptations that follow are provided as suggestions to be implemented with all students, particularly with those in need of special education services including the gifted. This listing is in no way intended to be exhaustive. Rather, it is reflective of some major considerations in the area of curriculum adaptations/modifications.

These instructional adaptations will work with any student, but are especially beneficial to those in need of learning support. Some may argue that these modifications are simply *good teaching*. Indeed, modifications of this type do represent good teaching. These principles of good teaching become instructional modifications whenever: (1) certain students in a particular class require such modifications *above and beyond* what is typically required by *most* students in that class and (2) without these modifications, these same students would not succeed.

## PREFACE

Users and information seekers should familiarize themselves with the purpose and terminology of this **Planned Course Curriculum Guide (PCCG)**. We suggest that you first read the following:

- **PCCG PURPOSE AND INTENT**
- **PCCG DEFINITIONS**

The PCCG specifies the unit lesson outcome, essential content, standards, activities, resources, and evaluation of student performance. This sector provides the means to initiate the learning activities to attain the program goal as identified in the course description and intent.

The standards and outcomes are minimal expectations; further embellishment of the course is discretionary with the instructor depending upon the capability of the students.

This PCCG is designed as an ACTIVE document capable of technological modification as required.

The instructional delivery of this curriculum is quality controlled through the lesson plan development of the teacher.

**Lawrence J. Mussoline, Jr., Ph.D.**  
**Superintendent of Schools**

# **PLANNED COURSE CURRICULUM GUIDE (PCCG) PURPOSE AND INTENT**

## **The Planned Course Curriculum Guide (PCCG) is a multi-purpose document:**

- All staff, particularly new teachers, can understand instructional expectations through the WRITTEN curriculum
- A continuing district-wide instructional process and scope and sequence of subject matter are enhanced. The WRITTEN curriculum is delivered through the TAUGHT curriculum (instructional content and learning activities) and is evaluated through the TESTED curriculum (expected levels of student achievement - learning outcomes)
- Priority student-centered outcomes are identified and attained through suggested learning activities and content designed to help insure a balanced and comprehensive basic curriculum
- Essential content and course standards provide an efficient basis for selecting appropriate instructional materials and resources
- Staff development areas for curriculum improvement are provided
- The PCCG conforms with current Pennsylvania Department of Education curriculum regulations and serves the dual feature of providing both an administrative document and an instructional guide
- Content and subject format remain flexible and adaptable to modification - an "active" document
- Special Pennsylvania Department of Education (PDE) legislation is identified
- Parents and students are provided with an overview of the instructional program and each course in particular

## PLANNED COURSE CURRICULUM GUIDE (PCCG) DEFINITIONS

- **Course Description and Intent**: a brief overview of the course and program goals
- **Instructional Time**: frequency of class meetings and time/appropriate credit at the secondary level
- **Special Notes**: emphatic features or highlights and identification of Department of Education mandates found in the course
- **Unit Lesson Outcome**: describes the knowledge, skills, attitudes, student performance behaviors and areas of study that have been identified as appropriate to help the student attain the rigorous standards of a quality education
- **Teaching-Learning Activities**: suggested activities designed to help all students achieve the learning outcomes and standards
- **Standards**: statements establishing the minimal knowledge, skills, performance behaviors, and essential learning (content) a student must attain. A standard defines what students should know and be able to do
- **Expected Levels of Achievement (Learning Outcomes)**: what students will be expected to do as a result of the application of teaching-learning activities and content
- **Evaluation Criteria (Actual Level of Attainment)**: student performance level achieved and measured through specified evaluation criteria

## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

**Academic Content Standard #1:** All students read and comprehend texts using a variety of strategies.

<b>ESSENTIAL CONTENT PERFORMANCE STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</b> <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<p><b>STANDARD 1</b></p> <p>89. Before reading locate various texts, media and traditional resources for assigned and independent projects.</p> <p>90. Analyze the structure of informational materials explaining how authors used these to achieve their purposes.</p> <p>91. During reading use knowledge of root words and words from literary works to recognize and understand the meaning of new words. Use these words accurately in speaking and writing.</p> <p>92. Identify, describe, evaluate, and synthesize the essential ideas in text. Assess these reading strategies that were most effective in learning from a variety of texts.</p>	<p>89. Students will review the process of research. Students will do research for a research paper. Student will do research for speeches of persuasion, information and debate.</p> <p>89/94. Students will organize, analyze materials for a research paper, a debate, and speeches of information, persuasion, and debate.</p> <p>90. Students will write a rough draft for a research paper.</p> <p>91. Students will write final draft. Students will present speeches of information, and persuasion to the class, students will take part in a debate.</p> <p>92/93. Develop a vocabulary list from works which are read as a part of the</p>	<ul style="list-style-type: none"> <li>• Tests - objective and essay combination.</li> <li>• Research paper.</li> <li>• Speech - teacher rubric</li> <li>• Compare and contrast essay</li> <li>• Vocabulary test - objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Library - magazines, newspapers, books</li> <li>• Textbooks</li> <li>• Teacher</li> <li>• Internet</li> <li>• Novels</li> </ul>

<p>93. Establish a reading vocabulary by identifying and correctly using new words acquired throughout the study of their relationships to other words. Use a dictionary or related reference.</p> <p>94. Understand the meaning of and apply key vocabulary across the various subject areas.</p> <p>95. After reading demonstrate understanding interpretation of both fiction and nonfiction text, including public documents. Make and support with evidence, assertions about texts; compare and contrast texts using themes, settings, characters and ideas; make extensions to related ideas, topics or information; assess the validity of the document based on context; evaluate the strategies of the author; critique public documents to identify strategies common in public discourse.</p> <p>96. Demonstrate fluency and comprehension in reading. Read familiar materials aloud with accuracy; self-correct mistakes; use appropriate rhythm, flow, meter and pronunciation; read a variety of genres and types of text; demonstrate comprehension.</p>	<p>course.</p> <p>95. Students will read specific parts of a novel and short stores aloud. Participate in an oral performance of a play. Select a piece of literature; practice and make an oral interpretation.</p> <p>94. Compare and contrast short stories and nonfiction works.</p> <p><b>Correctives:</b> Students will be given extra teacher input on an individual basis.</p> <p><b>Extensions:</b> Students will be encouraged to use multi-media presentations. Students will use computer lab when available and appropriate.</p>		
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## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

**Academic Content Standard #2:** All students read critically, understanding fact from fiction, and evaluate the quality of material from a variety of media sources.

<b>ESSENTIAL CONTENT PERFORMANCE STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</b> <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<p><b>STANDARD 2</b></p> <p>35. Read and understand essential content of informational texts and documents in all academic areas. Differentiate fact from opinion across a variety of texts by using complete and accurate information, coherent arguments and points of view. Distinguish between essential and nonessential information across a variety of resources, identifying the use of proper references or authorities and propaganda techniques where present. Use teacher and student established criteria for making decisions and drawing conclusions. Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy, thoroughness, logic and reasoning.</p>	<p>35. Students will research for an in-class debate. Students will participate in that debate.</p> <p>36. Students will research for poetry presentation. Students will make group poetry presentations.</p> <p>37. Students will write a narrative.</p> <p>36. Evaluate Web sites for research papers and other research projects such as speeches and debates.</p> <p><b>Correctives:</b> Teacher will circulate in class while students are working giving instruction on an individual basis.</p> <p><b>Extensions:</b> Students may cross-reference with other groups for additions to their own presentation.</p>	<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Debate</li> <li>• Poetry Presentation</li> <li>• Bibliography portion of research paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Library, magazines, newspapers, Internet, books, filmstrips.</li> <li>• Teacher</li> <li>• Textbook</li> </ul>

36. Use and understand a variety of media and evaluate the quality of material produced. Select appropriate electronic media for research and evaluate the quality of the information received. Explain how the techniques used in the electronic media modify traditional forms of discourse for different purposes. Use, design, and develop media to demonstrate understanding (e.g., a major writer or literary period or movement).

37. Produce work in at least one literary genre that follows the conventions of the genre.

## LEARNING STANDARDS AND CONTENT ACTIVITIES

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**Academic Content Standard #3:** All students will read, analyze, and interpret words of literature.

<b>ESSENTIAL CONTENT PERFORMANCE STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</b> <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ©</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<p><b>STANDARD 3</b></p> <p>67. Read and understand works of literature.</p> <p>68. Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres including characterizations, setting, plot, theme, point of view, tone, and style.</p> <p>69. Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices. Sound techniques (e.g., rhyme, rhythm, meter, and alliteration). Figurative language (e.g., personification, simile, metaphor, hyperbole, irony, satire). Literary structures (e.g., foreshadowing, flashbacks, progressive and digressive time).</p>	<p>67/68/69. Students will read works of major American writers, including a novel. Students will study the lives of major American writers and how their lives and work relate.</p> <p>68. Short stories will be analyzed and compared to other short stories from the vantage point of theme, setting, plot, tone, and point of view.</p> <p>69. Prose will be examined in relationship to the author's use of devices of sound and sense and literary devices.</p> <p>70. Poetry will be analyzed from the point of devices of sound and sense in poetry presentations. A unit of devices of sound and sense and other techniques will be done.</p>	<ul style="list-style-type: none"> <li>• Objective tests</li> <li>• Essay tests</li> <li>• Poetry presentation</li> <li>• Homework assignments</li> <li>• Play response</li> <li>• Poetry response</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher</li> <li>• Textbook</li> <li>• Library, magazines, newspapers, Internet, books</li> <li>• Novel</li> <li>• Video</li> </ul>

<p>70. Analyze and evaluate in poetry the appropriateness of diction and figurative language (e.g., irony, understatement, overstatement and paradox).</p> <p>71. Analyze how a scriptwriter's use of words creates tone and mood, how choice of words advances the theme or purpose of the work.</p> <p>72. Read and respond to nonfiction and fiction, including poetry and drama.</p>	<p>71/72. A play will be read and analyzed by teacher and students in-group discussions. A play will be viewed by the students and discussed by teacher and students in-group discussions.</p> <p>72. In participating in a debate, students will read and respond to fiction and nonfiction. Students will read and respond to poetry in a poetry presentation.</p> <p><b>Correctives:</b> Students will be given individual instruction by the teacher during work sessions.</p> <p><b>Extensions:</b> Students will be encouraged to react to a character in literature, which is read.</p>		
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## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

**Academic Content Standard #4:** All students will write for a variety of purposes, including to narrate, to inform, and to persuade.

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<p><b>STANDARD 4</b></p> <p>39. Write short stories, poems and plays that include: varying organizational methods, relevant illustrations, dialogue, a literary conflict, varying literary characteristics (e.g., limerick, epic, whimsical, dramatic), literary elements (Standard 1.3.11.B.), and literary devices (Standard 1.3.11.C).</p> <p>40. Write complex informational pieces such as research papers, analyses, evaluations, and essays, that include: a variety of methods to develop the main idea, precise language and specific detail, cause and effect, relevant graphics such as maps, charts, graphs, illustrations, photographs, and tables, and use of primary and secondary sources.</p>	<p>39. Students will write a narrative about the story. Students will participate in writing a short play. Students will write a poem. Literary characteristics, elements, and devices will be studied and used.</p> <p>40. Students will review the process of writing a research paper and then produce a rough draft and re-write a final draft. Students will write essays. Students will write evaluations. Students will rewrite an analysis of literature.</p> <p>41. Student will study persuasive writing and produce a persuasive piece, which follows the connections of persuasive writing.</p>	<ul style="list-style-type: none"> <li>• To narrate a short story</li> <li>• A short play</li> <li>• A poem</li> <li>• A research paper</li> <li>• An essay</li> <li>• An evaluation</li> <li>• A persuasive piece</li> <li>• A record of activities</li> <li>• A personal resume</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher</li> <li>• Textbook</li> <li>• Library, magazines, newspapers, Internet, books.</li> <li>• Student</li> </ul>

<p>41. Write persuasive pieces that include: a clearly stated position or opinion, including convincing, elaborated and properly cited evidence, develop reader interest, anticipate and counter reader concerns and arguments, and include a variety of methods to advance the argument or position.</p> <p>42. Make a written record of activities, course work, experience, honors, and interests.</p> <p>43. Write a personal resume.</p>	<p>42. Student will keep a record of their activities.</p> <p>43. Students will study the personal resume and then produce one.</p> <p><b>Correctives:</b> Teacher will give individualized instruction during writing of rough drafts.</p> <p><b>Extensions:</b> Students will be encouraged to use some other form of communication in addition to writing (graphs, charts, illustrations, etc.)</p>		
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## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

**Academic Content Standard #5:** All students write with a focus in mind, use well developed content, apply subtle organization, understanding style, and utilizing the connections of language.

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<p><b>STANDARD 5</b></p> <p>78. Write with a sharp, distinct focus. Identify topic, task and audience. Establish and maintain a single point of view.</p> <p>79. Write using well-developed content appropriate for the topic. Gather, determine validity and reliability of, analyze and organize information. Employ the most effective format for the purpose and audience. Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.</p> <p>80. Write with controlled and/or subtle organization. Sustain a logical order throughout the piece. Include an effective introduction and conclusion.</p>	<p>78. For formal papers - essay, persuasion, research paper - students will begin by identifying topic, task and audience.</p> <p>79. For research papers and essays students will gather and organize information, always writing with well-developed paragraphs.</p> <p>80. In essays, persuasive pieces, and research papers, students will use a logical order. Logical order and other methods of organization will be discussed.</p> <p>81. Discussion of sentence structure and variety of types and lengths of sentence for stylistic purposes will be discussed and practiced in writing.</p>	<ul style="list-style-type: none"> <li>• Persuasive pieces</li> <li>• Narrative</li> <li>• Essay</li> <li>• Cause-effect essay</li> <li>• Research paper</li> </ul>	<ul style="list-style-type: none"> <li>• Student</li> <li>• Teacher</li> <li>• Library, magazines, newspapers, Internet, books.</li> </ul>

<p>81. Write with a command of the stylistic aspects of composition. Use different types and lengths of sentences. Use precise language.</p> <p>82. 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>83. Edit writing using the conventions of language: Spell all words correctly. Use capital letters correctly. Punctuate correctly (period, exclamation point, question marks, commas, quotation marks, apostrophe, colon, semicolon, parentheses, hyphen, brackets, and ellipsis). Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly. Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).</p> <p>84. Present and/or defend written work for publications when appropriate.</p>	<p>Rough drafts will be criticized in groups by peers for the above purpose. The research paper rough draft will be reviewed by the teacher.</p> <p>82/83. A final draft will be written based on the rough draft incorporating criticism of style, grammar, punctuation, spelling and capitalization.</p> <p>84. A final draft will be published and defended when appropriate.</p> <p><b>Correctives:</b> Students will correct each other's rough drafts with the teacher as a resource.</p> <p><b>Extensions:</b> Students will be encouraged to enter contests with their work when appropriate.</p>		
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## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

**Academic Content Standard #6:** All students demonstrate active listening skills and utilize speaking skills to be able to contribute to discussions.

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<p><b>STANDARD 6</b></p> <p>67. Listen to others. Ask clarifying questions. Synthesize why information, ideas and opinions are relevant or irrelevant. Take notes.</p> <p>68. Listen to selections of literature (fiction and/or nonfiction). Relate them to previous knowledge. Predict solutions to identified problems. Summarize and reflect on what has been heard. Identify and define new words and concepts. Analyze and synthesize the selections relating them to other selections heard or read.</p> <p>69. Speak using skills appropriate to formal speech situations. Use a variety of sentence structures to add interest to a presentation.</p>	<p>67. During debates listen to information so that students can ask questions during the third round and synthesize information. Listen and ask questions during class and group discussions.</p> <p>68. Listen to audio and video renditions of literature and relate them to personal background. Students will summarize, synthesize and reflect orally.</p> <p>69. Students will make speeches of information, persuasion, and debate using public speaking abilities. Students will also participate in a poetry presentation using multi-media presentations.</p>	<ul style="list-style-type: none"> <li>• Debate</li> <li>• Poetry presentation</li> <li>• Group discussion</li> <li>• Make an informative speech</li> <li>• Persuasive Speech</li> <li>• Oral Interpretation</li> </ul>	<ul style="list-style-type: none"> <li>• Library, magazines, newspapers, Internet, books, filmstrips, videos, audios.</li> <li>• Teacher</li> <li>• Student</li> </ul>

<p>Pace the presentation according to audience and purpose. Adjust stress, volume, and inflection to provide emphasis to ideas or to influence the audience.</p> <p>70. Contribute to discussions. Ask relevant, clarifying questions. Respond with relevant information or opinions to questions asked. Listen to and acknowledge the contributions of others. Adjust tone and involvement to encourage equitable participation. Facilitate total group participation. Introduce relevant, facilitating information, ideas and opinions to enrich the discussion. Paraphrase and summarize as needed.</p> <p>71. Participate in small and large group discussions and presentations. Initiate everyday conversation. Select and present an oral reading on an assigned topic. Conduct interviews. Participate in a formal interview (e.g., for job, college). Organize and participate in informal debate around a specific topic. Use evaluation guides (National Issues Forum, Toastmasters) to evaluate group discussion (e.g., of peers, on television).</p> <p>72. Use media for learning purposes. Use various forms of media to elicit information to make a student presentation, complete class assignments and projects. Evaluate the role of media in focusing attention and forming.</p>	<p>70/71. In debates students will ask clarifying questions and respond to information and opinions. In groups students will respond to literary videos they have seen and heard.</p> <p>71. Students will participate in an interview.</p> <p>72. Students will use audio and videos for learning and discussion.</p> <p><b>Correctives:</b> Teacher will give individual instruction during research.</p> <p><b>Extensions:</b> Students will be encouraged to use multi-media presentations.</p>		
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**Academic Content Standard #7:** All students will become familiar with dialects and word origin.

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<p><b>STANDARD 7</b></p> <p>29. Describe the influence of historical events on the English language.</p> <p>30. Analyze when differences in language are a source of negative or positive stereotypes among groups.</p> <p>31. Explain and evaluate the role and influence of the English language within and across countries.</p>	<p>29/31. Students will view and discuss videos of "The History of the English Language." Discussion will follow each video.</p> <p>31. Discussion of the negative and positive influence of terms which refer to groups. List terms which have positive and negative meaning.</p> <p>30. Videos reflect the English language's role in and across countries. Appropriate discussion will reflect this.</p> <p><b>Correctives:</b> Teacher will give personal insights into the influence of the language based on videos.</p> <p><b>Extensions:</b> Students will be encouraged to do individual research for sharing with class and introduction into portfolio.</p>	<ul style="list-style-type: none"> <li>• Historical influence paper - teacher rubric.</li> <li>• List of terms with positive and negative connotations.</li> </ul>	<ul style="list-style-type: none"> <li>• History of the English Language Video</li> <li>• Teacher</li> <li>• Students</li> </ul>

## LEARNING STANDARDS AND CONTENT ACTIVITIES

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**Academic Content Standard #8:** All students select a topic for research and locate information using appropriate sources. Then organize, summarize, and present the main ideas from the research.

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<p><b>STANDARD 8</b></p> <p>34. Select and refine a topic for research.</p> <p>35. Locate information using appropriate sources and strategies. Determine valid resources for researching the topic, including primary and secondary sources. Evaluate the importance and quality of sources. Select sources appropriate to the breadth and depth of the research (e.g., dictionaries, thesauruses, other reference materials, interviews, observations, and computer databases). Use table of contents, indices, key words, cross references, and appendices. Use traditional and electronic search tools.</p>	<p>34. Students review the process of research. Students will write a thesis and use a preliminary outline.</p> <p>35. Students will do research for a research paper from a variety of sources using methods of evaluation.</p> <p>36. Students will organize and analyze materials. Students will write a rough draft for a research paper. Students will write final draft of the research paper, based on teacher corrected rough draft.</p> <p><b>Correctives:</b> Teacher will give individual instruction during the course of the research.</p>	<ul style="list-style-type: none"> <li>• Research paper - teacher rubric, using the steps in the process of research.</li> </ul>	<ul style="list-style-type: none"> <li>• Library - newspapers, magazines, the Internet, books, etc.</li> <li>• Teacher</li> <li>• Student</li> </ul>

Organize, summarize, and present the main ideas from the research. Take notes relevant to the research topic. Develop a thesis statement based on the research..

36. Anticipate readers' problems or misunderstandings. Give precise, formal credit for others' ideas, images or information using a standard method of documentation. Use formatting techniques (e.g., headings, graphics) to aid reader understanding.

**Extensions:** Students will be encouraged to use illustrations, charts, graphs, etc., in their paper.