

APPLIED (NON-ACADEMIC) ENGLISH – GRADE 11

PLANNED COURSE CURRICULUM GUIDE

I. COURSE DESCRIPTION AND INTENT:

II. INSTRUCTIONAL TIME:

Class Periods: 180 days; 120 clock hours

Length of Class Periods (minutes): 42

Length of Course: 180 days

Unit of Credit: 1.0

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 will read and comprehend grade appropriate text using a variety of strategies.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD 1</p> <p>88. <i>Before reading locate various texts, media and traditional resources for assigned and independent projects.</i></p> <p>89. <i>Analyze the structure of informational materials explaining how authors used these to achieve their purposes.</i></p> <p>90. <i>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.</i></p> <p>91. <i>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.</i></p>	<p>88. Research for a career search.</p> <p>89. Research for speech of information and persuasion. Research for debate.</p> <p>90. Analyze information for use in speeches and career search.</p> <p>91. Write up a career search from format given by teacher. Present speeches of information and persuasion. Participate in a debate.</p> <p>93. Create class vocabulary list from words read in class.</p> <p>94. Compare and contrast short stories and other works; discuss theme etc. Students will relate to their own experience.</p>	<ul style="list-style-type: none"> • Written-up career search • Speeches of information and persuasion • Debate • Vocabulary tests • Reading assessment of literature read • Oral reading 	<ul style="list-style-type: none"> • Textbook • Teacher • Internet • Library – books, magazines, videos, audios • Student

92. *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.*

93. *Understand the meaning of and apply key vocabulary across the various subject areas.*

94. *After reading demonstrate understanding and 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.*

95. *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.*

95. Students will read aloud from a variety of texts such as short stories, poems, non-fiction, etc.

Correctives: Teacher assistance as necessary

Extensions: Students will be encourage to use the Internet. Students will be encouraged to use word processing when available.

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 will identify and solve situational problems and justify decisions in written or oral form from information gained by reading texts and using other selected media.

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<p>STANDARD 2</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. Research for a debate; participate in debate; research for poetry presentation; participate in poetry presentation.</p> <p>36. Evaluate web sites and other sources for career search.</p> <p>37. Students will produce a short story which follows conventions of short story.</p> <p>Correctives: Teacher will make individual suggestions for improvement of work.</p> <p>Extensions: Students will be encouraged to use a multi-media approach to some of their presentations.</p>	<ul style="list-style-type: none"> • Debate • Poetry presentation • Short story 	<ul style="list-style-type: none"> • Teacher • Textbooks • Library – magazines, books, video, audio • Student • Internet

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

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

Academic Content Standard #3: All students will read, analyze, and interpret literature through a variety of literary devices, elements, styles, and genre.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD 3</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, alliteration). Figurative language (e.g., personification, simile, metaphor, hyperbole, irony, satire). Literary structures (e.g., foreshadowing, flashbacks, progressive and digressive time).</p>	<p>67. Read American works of literature in short stories, poems, plays, and non-fiction.</p> <p>68. Analyze these works using characterization theme, tone, point of view, etc.</p> <p>69/72. Analyze poetry using devices of sound and sense and literary structure with prose pieces.</p> <p>70/72. Analyze and evaluate American poems using devices of sense, like irony, etc.</p> <p>71/72. View famous works on video and analyze how the screen writer creates mood and tone and advances the theme.</p>	<ul style="list-style-type: none"> • Objective tests • Essay tests • Poetry presentation • Video evaluation • Play evaluation 	<ul style="list-style-type: none"> • Textbooks • Teacher • Video • Library • Internet

<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>72. Students will read a play aloud and respond to it verbally and in writing. Read non-fiction and respond to it in writing and verbally.</p> <p>Correctives: Teacher will guide students through literary work, discussing setting, plot, characterization, theme, point of view, genre, etc.</p> <p>Extensions: Students will be encouraged to choose a literary element and research its use in several literary pieces.</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 demonstrate the ability to write a variety of pieces, including poetry, fiction, nonfiction, and personal resumes.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD 4</p> <p>39. Write short stories, poems, and plays the 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. Write a short story; write a poem; participate in writing a play.</p> <p>40. Students will research a career using charts, maps and graphs as necessary. Students will write essays. Students will write literary evaluations.</p> <p>41. Students will write a persuasive piece of literature using position or opinion and support it with arguments.</p> <p>42. Students will keep a written record of activities.</p> <p>43. Students will review and then write a personal resume.</p>	<ul style="list-style-type: none"> • A short story • A play • A poem • A career search • An essay • A persuasive essay • A record of activities • A personal resume 	<ul style="list-style-type: none"> • Student • Teacher • Textbook • Internet • Library

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.

42. Make a written record of activities, course work, experience, honors, and interests.

43. Write a personal resume.

Correctives: Students will be individually guided through the various pieces of writing.

Extensions: Students will be encouraged to share final drafts with the class.

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 will demonstrate the ability to effectively write, revise, edit, and publish original pieces of writing.

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<p>STANDARD 5</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. Written pieces will identify the topic and audience. They will be written from a single point of view.</p> <p>79. Essays will be researched and materials will be evaluated. Essays and persuasive pieces will use paragraphs and have transitions, introductions, and closings.</p> <p>80. Essays will have introductions and closings. Logical order will be discussed and used in essays.</p> <p>81. Exercises will be done in pointing out the need for varying sentence structure and length for stylistic purposes.</p> <p>82. For major writing assignments, rough</p>	<ul style="list-style-type: none"> • Short story • Play • Essay • Persuasive piece • Characterization 	<ul style="list-style-type: none"> • Teacher • Library – books, magazines • Internet • Students

<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>drafts will be done, and they will be critiqued by peers in groups.</p> <p>83. Students will rewrite rough drafts, correcting capitalization, punctuation, and grammar.</p> <p>84. Present writing to the class and defend it when appropriate.</p> <p>Correctives: Teacher will aid students on an individual basis with their writing projects.</p> <p>Extensions: Students will be encouraged to contribute work to the school literary magazine.</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 will speak well in formal and informal settings using speech presentation skills and media resources.

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<p>STANDARD 6</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. Pace the presentation according to audience</p>	<p>67. Listen to student debates and synthesize information, asking questions during their portion of the debate.</p> <p>68. Students will listen to some selections of literature—fiction and nonfiction. They will relate the literature to previous knowledge and summarize facts, analyze and synthesize.</p> <p>69. Students will make speeches of information and persuasion, using proper verbal techniques.</p> <p>70. Students will participate in group discussions based on literature, interacting with other students and using proper speaking techniques, analyzing and organizing and</p>	<ul style="list-style-type: none"> • Debate participation • Group discussion participation • Informative speech • Persuasive speech • Poetry presentation participation 	<ul style="list-style-type: none"> • Library – books, magazines, videos, audios • Internet • Teacher • Student

<p>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 opinions. Create a multi-media (e.g., film, music, computer-graphic, verbal) presentation for display or transmission that demonstrates an</p>	<p>evaluating material.</p> <p>71. Students will participate in poetry presentations and debates using more than one media for presentation.</p> <p>72. Students will use the media in the process of learning.</p> <p>Correctives: Teacher will be a guide in various projects.</p> <p>Extensions: Students will be encourage to use as much multi-media as possible with their projects.</p>		
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understanding of a specific topic or issue or teaches others about it.			
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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 #7: All students will recognize the influence of historical events on the English language, the stereotyping caused by differences in language, and the global influence of the English language.

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<p>STANDARD 7</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. Review on a broad basis historical events on the English language using selected pieces from videos.</p> <p>30. Review a list of words with positive and negative connotations. Discuss possibilities why these words are positive and negative.</p> <p>31. Review how the English language influences countries.</p> <p>Correctives: Teacher will aid students in showing how certain words create good and bad feelings in individuals.</p> <p>Extensions: Students will be encourage to write about a personal experience in which the connotation of a word created a positive or negative outcome.</p>	<ul style="list-style-type: none"> • A written review of some of the major historical events • Create a list of positive and negative words. 	<ul style="list-style-type: none"> • Videos • Textbook • Teacher • Library • Internet • Student

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 #8: All students use effective research and information management skills including the use of primary and secondary sources of information with traditional and emerging library technologist.

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<p>STANDARD 8</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>36. Organize, summarize, and present the main ideas from the research.</p>	<p>34. Select a career for research.</p> <p>35. Locate information using primary and secondary sources, and evaluate the appropriateness and value of the source regarding that career.</p> <p>36. Develop a job description and summarize the career by taking notes and writing up the substance of the entire career taking into account compensation, job progress, hazards and benefits.</p> <p>Correctives: Teacher will aid students in helping them to locate sources for research. The teacher will aid students in evaluating the material.</p>	<ul style="list-style-type: none"> • A career search 	<ul style="list-style-type: none"> • Library – books, magazines • Internet • Teacher

Take notes relevant to the research topic. Develop a thesis statement based on the research. 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 share the substance of their research with class.