



# Pine Grove Area

## SCHOOL DISTRICT

**English**

**English 11, PSSA PREPARATION**

**September 18, 2008**

### **I. PHILOSOPHY**

The English 11: PSSA Preparation course of the Pine Grove Area School District has been structured to refine the acquisition of reading comprehension skills *specifically within the confines of American Literature* with an emphasis of refining, developing, and perfecting skills in the two major areas of language, reading, and writing. English 11: PSSA Preparation course continues to refine the skills of English 10 and English 9 in preparation for the PSSA and advancement to post secondary instruction. The course will allow for the accommodation of many learning styles, motivational levels, and academic abilities. This course will work with the curriculum of the Post Secondary English 11, American Literature course of the Pine Grove Area School District to ensure student understanding of American Literature in addition to remediation of reading and writing skills.

## **II. CORE CONCEPTS:\***

1. Reading Independently - Read independently for both research and for analysis.
2. Reading Comprehension - Demonstrate comprehension during and after reading in a variety of ways.
3. Interpretation and Analysis of Non Fiction - Interpret and analyze non-fiction texts in a variety of ways for effectiveness, clarity, validity, and literary structure/style.
4. Reading Critically Across Content Areas - Read a variety of fiction and non-fiction texts from different content areas appropriate to a typical high school curriculum to become familiar with various procedures and methods of different writers and textual styles.
5. Interpretation and Analysis of Fiction/Literature - Read and analyze fiction for increased comprehension and retention.
6. Open Ended Response - Respond to literature in a variety of ways including written response.
7. Writing - Refine informational and persuasive writing for sophistication, voice, and organization, style and conventions; use the steps of the writing process to develop strong content, main ideas, thesis statements, and to refine written conventions of expression.

\* Consult Post Secondary English 11 Curriculum for Units of literary study for use in achieving the above core concepts.

### **III. COURSE OF STUDY**

A. Course Name: English 11: PSSA Preparation

B. Grade Level: 11

C. Length of Course: Full Year

1. Frequency: Daily

2. Duration: 45 minutes per session

D. Academic Level: Remedial/Post Secondary

E. Credits: 1

F. Prerequisites: Teacher recommendation

G. Course Description: - In this course, students survey American literature from the Colonial Period to the Contemporary Period, with an intensive focus on refining the dominant skills of reading and writing in response to literature and non-fiction. Students will strive towards proficiency on regular “bench-mark” assessments and will be given individualized instruction in their areas of greatest need.

**IV. CONTENT: English 11: PSSA Preparation**  
**CORE CONCEPT 1: Learning to Read Independently**

**MAJOR OBJECTIVE: Read independently for both research and for analysis.**

<b>CURRICULUM STANDARD:</b>			
PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.1.11</b>            A Locate various texts, media and traditional resources for assigned and independent projects before reading.</p>	<p>Teacher will guide students to use various methods for textual location.</p> <p>Teacher will guide students to choose the best resource for intended purpose.</p> <p>Teacher will guide students to distinguish various research tools for their purposes and goals.</p>	<p>Teacher Assessment of:</p> <p>Reading Journal            Research            Bibliography            Outline            Essay            Presentation/Media Project</p>	<p>Teacher generated worksheets            Online resources            Textbook supplements            Textbook</p>
<p><b>PA Standard 1.1.11</b>            B. Analyze the structure of informational materials explaining how authors used these to achieve their purposes.</p>	<p>Teacher will guide students to analyze the organization of different research tools and sources including but not limited to dictionaries, encyclopedias, almanacs, card catalogues, indexes, research books, and electronic research materials including websites and search engines.</p>	<p>Teacher Assessment of:</p> <p>Presentation/Media Project            Research            Essay            Outline            Bibliography</p>	<p>Online quiz materials            Teacher generated worksheets            Textbook supplements            Graphic organizers            Dictionaries            Etymological resources (online or print)</p>

**CONTENT: English 11: PSSA Preparation**

**CORE CONCEPT 1: Learning to Read Independently**

**MAJOR OBJECTIVE: Read independently for both research and for analysis.**

**CURRICULUM STANDARD:**

PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.1.11</b></p> <p>C. Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading. Use these words accurately in speaking and writing.</p> <p><b>PA Standard 1.1.11 E</b></p> <p>E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.</p>	<p>Teacher will guide students to use several root words, suffixes, and prefixes to determine the meaning of words.</p> <p>Teacher will guide students to keep a ongoing log of reading vocabulary including common root words and examples of the usage of prefixes and suffixes.</p> <p>Teacher will guide students to create words from a list of root words, prefixes, and suffixes.</p>	<p>Teacher Assessment of:</p> <p>Quiz/Test</p> <p>Graphic Organizers</p> <p>Presentations</p> <p>Media Projects</p>	<p>Teacher generated essay prompts</p> <p>Teacher generated rubrics</p>

**CONTENT: English 11: PSSA Preparation**

**CORE CONCEPT 1: Learning to Read Independently**

**MAJOR OBJECTIVE: Read independently for both research and for analysis.**

**CURRICULUM STANDARD:**

PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.1.11</b></p> <p>D. Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts.</p> <p><b>PA Standard 1.1.11</b></p> <p>E. Understand the meaning of and apply key vocabulary across the various subject areas.</p>	<p>Teacher will guide students to use a variety of reading strategies to define the key concepts, main ideas, and themes of various texts.</p> <p>Teacher will guide students to write in response to literature before discussion.</p> <p>Teacher will guide students to compare and contrast main ideas and or themes before discussion via writing or graphic organizers.</p> <p>Teacher will guide students to use graphic organizers while reading to maximize comprehension.</p> <p>Teacher will encourage students to find a reading strategy most suited to them to use on independent reading.</p> <p>Teacher will guide students to establish a varied vocabulary by reading texts that apply to various disciplines (science, social studies, mathematics, the arts, etc).</p> <p>Teacher will guide students to appreciate and describe the differences in writing style according to different subject matter and author.</p>	<p>Teacher Assessment of:</p> <p>Quiz/Test</p> <p>Graphic Organizers</p> <p>Presentations</p> <p>Media Projects</p> <p>Reading Journal</p> <p>Written Response</p>	<p>Textbook</p> <p>Textbook Supplement</p> <p>Teacher generated editing conventions guide</p> <p>Teacher generated rubric for editing</p> <p>Word processing software</p>

**CONTENT: English 11: PSSA Preparation**

**CORE CONCEPT 1: Learning to Read Independently**

**MAJOR OBJECTIVE: Read independently for both research and for analysis.**

**CURRICULUM STANDARD:**

PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.1.11</b></p> <p>G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.</p> <ul style="list-style-type: none"> <li>• Make, and support with evidence, assertions about texts.</li> <li>• Compare and contrast texts using themes, settings, characters and ideas.</li> <li>• Make extensions to related ideas, topics or information.</li> <li>• Assess the validity of the document based on context.</li> <li>• Analyze the positions, arguments and evidence in public documents.</li> <li>• Evaluate the author’s strategies.</li> <li>• Critique public documents to identify strategies common in public discourse.</li> </ul>	<p>Teacher will guide students to analyze poetry and fiction for theme, the effectiveness of literary and poetic devices, and for comparison to other studied texts.</p> <p>Teacher will guide students to analyze setting, character, plot, conflict, and symbolism within and between works of fiction.</p> <p>Teacher will guide students to examine a non-fiction text for sources of bias and the presence of propaganda.</p> <p>Teacher will guide students to differentiate fact and opinion and the types of support that are required for each.</p> <p>Teacher will guide students to examine various public documents (newspapers, government papers, board minutes, etc) for content, style, and purpose.</p>	<p>Essay Written response Quiz Multimedia Presentations Reading Journals Objective Assessment Informal Discussion</p>	<p>Word processing software Online resources Teacher generated list of poetic devices Teacher discussion notes Computer presentation tool Textbook Supplementary materials</p>

**CONTENT: English 11: PSSA Preparation**

**CORE CONCEPT 1: Learning to Read Independently**

**MAJOR OBJECTIVE: Read independently for both research and for analysis.**

**CURRICULUM STANDARD:**

PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.1.11</b></p> <p>H. 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> <li>• Demonstrate comprehension (Standard 1.1.11.G.).</li> </ul>	<p>Teacher will guide students to self correct while reading aloud.</p> <p>Teacher will guide students to add meaning to sentences while reading aloud.</p> <p>Teacher will guide students to improve pace of reading.</p> <p>Teacher will guide students to become familiar with the voice attributed to various genres including fiction, non-fiction, poetry, drama, and essay.</p> <p>Teacher will guide students to demonstrate comprehension while and after reading through a variety of responses including written responses and objective assessments.</p>	<p>Teacher Assessment of:</p> <p>Reading Prompts                      Guided Readings                      Reading Guides                      Reading Journal                      Worksheets                      Tests/Quizzes                      Informal Discussion                      Graphic Organizers</p>	<p>Teacher generated essay prompts                      Textbook                      Textbook supplements                      Supplementary materials                      Student sample work                      Teacher generated rubric</p>

**CONTENT: English 11: PSSA Preparation**

**CORE CONCEPT 2: Reading Comprehension Skills**

**MAJOR OBJECTIVE: Demonstrate comprehension during and after reading in a variety of ways.**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.1.11 G</b></p> <p>Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.</p> <ul style="list-style-type: none"> <li>• Make, and support with evidence, assertions about texts.</li> <li>• Compare and contrast texts using themes, settings, characters and ideas.</li> <li>• Make extensions to related ideas, topics or information.</li> <li>• Assess the validity of the document based on context.</li> <li>• Analyze the positions, arguments and evidence in public documents.</li> <li>• Evaluate the author’s strategies.</li> <li>• Critique public documents to identify strategies common in public discourse.</li> </ul> <p>I. 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> <li>• Demonstrate comprehension (Standard 1.1.11.G.).</li> </ul>	<p>Teacher will guide students to respond in a variety of ways to literature and non-fiction to demonstrate comprehension.</p> <p>Teacher will guide students to respond through an organized essay to a text before discussion and after discussion has occurred.</p> <p>Teacher will guide students to answer multiple choice questions about a reading passage while and after reading.</p> <p>Teacher will guide students to answer short response questions after reading that include specific textual details from memory.</p> <p>Teacher will guide students to answer short response questions after reading that include specific quotations from a text as support of generalizations.</p> <p>Teacher will guide students to compare and contrast readings through writing and through discussion.</p> <p>Teacher will guide students to evaluate various media sources for validity and reliability as research/ a resource.</p> <p>Teacher will guide students to restate a thesis statement or theme.</p>	<p>Teacher Evaluation of:</p> <p>Essay</p> <p>Short Response</p> <p>Objective Assessment</p> <p>Reading Journal</p> <p>Graphic Organizers</p> <p>Research Evaluation</p> <p>Personal Response/Textual Connection</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>

**CONTENT: English 11: PSSA Preparation**

**CORE CONCEPT 3: Interpretation and Analysis of Non-Fiction**

**MAJOR OBJECTIVE: Interpret and analyze non-fiction texts in a variety of ways for effectiveness, clarity, validity, and literary structure/style.**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.2.11 A</b></p> <p>Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"><li>• Differentiate fact from opinion across a variety of texts by using complete and accurate information, coherent arguments and points of view.</li><li>• Distinguish between essential and nonessential information across a variety of sources, identifying the use of proper references or authorities and propaganda techniques where present.</li><li>• Use teacher and student established criteria for making decisions and drawing conclusions.</li><li>• Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy, thoroughness, logic and reasoning.</li></ul>	<p>Teacher will guide students to analyze various non-fiction texts including essays, speeches, pamphlets, and persuasive pieces.</p> <p>Teacher will guide students to discuss key concepts including thesis statement, main points, and main procedures.</p> <p>Teacher will guide students to differentiate fact from opinion with an emphasis on the impact of bias and propaganda.</p> <p>Teacher will guide students to compare and contrast prose noting differences in style, structure, and author's purpose.</p>	<p>Teacher evaluation of:</p> <p>Reading Quizzes Reading Journals Graphic Organizers Tests Teacher developed worksheets Multi-media presentations Informal Discussion</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets</p>

**CONTENT: English 11: PSSA Preparation**

**CORE CONCEPT 3: Interpretation and Analysis of Non-Fiction**

**MAJOR OBJECTIVE: Interpret and analyze non-fiction texts in a variety of ways for effectiveness, clarity, validity, and literary structure/style.**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.2.11 B</b></p> <p>B. Use and understand a variety of media and evaluate the quality of material produced.</p> <ul style="list-style-type: none"><li>• Select appropriate electronic media for research and evaluate the quality of the information received.</li><li>• Explain how the techniques used in electronic media modify traditional forms of discourse for different purposes.</li><li>• Use, design and develop a media project to demonstrate understanding (e.g., a major writer or literary period or movement).</li></ul>	<p>Teacher will guide students to discuss the differences in effectiveness and availability of electronic sources and print sources.</p> <p>Teacher will guide students to use web-site evaluation forms to assess the validity of a web-site.</p> <p>Teacher will guide students to complete an annotated bibliography to determine the usefulness of a print source prior to research.</p> <p>Teacher will guide students to analyze and interpret research materials for main idea, key points, organizational tactics, and author's purpose.</p>	<p>Teacher Evaluation of:</p> <p>Tests</p> <p>Graphic Organizers</p> <p>Multi-media presentation</p> <p>Informal Discussion</p> <p>Group Presentation</p> <p>Worksheets</p> <p>Written Response</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>

**CONTENT: English 11: PSSA Preparation**

**CORE CONCEPT 3: Interpretation and Analysis of Non-Fiction**

**MAJOR OBJECTIVE: Interpret and analyze non-fiction texts in a variety of ways for effectiveness, clarity, validity, and literary structure/style.**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.2.11 B</b></p> <p>C. Use and understand a variety of media and evaluate the quality of material produced.</p> <ul style="list-style-type: none"><li>• Select appropriate electronic media for research and evaluate the quality of the information received.</li><li>• Explain how the techniques used in electronic media modify traditional forms of discourse for different purposes.</li><li>• Use, design and develop a media project to demonstrate understanding (e.g., a major writer or literary period or movement).</li></ul>	<p>Teacher will guide students to complete a multi-media project with respect to an area of American literature (specific author, time period, or literary movement).</p> <p>Teacher will guide students to incorporate primary and secondary sources into research.</p> <p>Teacher will guide students to document research.</p> <p>Teacher will guide students to analyze the subject in the context of both American history and American literary history.</p> <p>Teacher will guide students to incorporate print and electronic sources into research.</p> <p>Teacher will guide students to use a variety of media methods for presentation purposes (PowerPoint, MovieMaker, etc).</p>	<p>Teacher Evaluation of:</p> <p>Essay</p> <p>Annotated Bibliography</p> <p>Website Evaluation</p> <p>Peer Edit</p> <p>Informal</p> <p>Discussion/Conferencing</p> <p>Works Cited Page</p> <p>Multimedia Presentation</p> <p>Graphic Organizer</p> <p>Progress Presentations</p> <p>Presentations</p> <p>Peer Evaluation</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>Research Materials</p> <p>Research Guides</p> <p>MLA Guides</p> <p>Computers</p> <p>Presentation Software</p>

**CONTENT: English 11: PSSA Preparation**

**CORE CONCEPT 4: Reading Critically in all Content Areas**

**MAJOR OBJECTIVE: Read a variety of fiction and non-fiction texts from different content areas appropriate to a typical high school curriculum to become familiar with various procedures and methods of different writers and textual styles.**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.2.11 A</b></p> <p>Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"><li>• Differentiate fact from opinion across a variety of texts by using complete and accurate information, coherent arguments and points of view.</li><li>• Distinguish between essential and nonessential information across a variety of sources, identifying the use of proper references or authorities and propaganda techniques where present.</li><li>• Use teacher and student established criteria for making decisions and drawing conclusions.</li><li>• Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy, thoroughness, logic and reasoning.</li></ul>	<p>Teacher will guide students to distinguish fiction and non fiction.</p> <p>Teacher will guide students to analyze similarities and differences in style, tone, mood, and method in fiction and non-fiction.</p> <p>Teacher will guide students to use the appropriate written response (fiction/personal experience and/or non-fiction/documented research) in response to various questions and prompts.</p> <p>Teacher will guide students to explain the incorporation of different content areas (art, physical education, science, business, etc) into works of both fiction and non-fiction, according to intent, purpose, and style.</p>	<p>Teacher evaluation of:</p> <p>Reading quizzes Reading journals Tests Graphic Organizers Essay Informal Discussion Worksheets Essay Research</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Electronic sources Research materials</p>

**CONTENT: English 11: PSSA Preparation**

**CORE CONCEPT 4: Reading Critically in all Content Areas**

**MAJOR OBJECTIVE: Read a variety of fiction and non-fiction texts from different content areas appropriate to a typical high school curriculum to become familiar with various procedures and methods of different writers and textual styles.**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.2.11 B</b> B Use and understand a variety of media and evaluate the quality of material produced.</p> <ul style="list-style-type: none"><li>• Select appropriate electronic media for research and evaluate the quality of the information received.</li><li>• Explain how the techniques used in electronic media modify traditional forms of discourse for different purposes.</li><li>• Use, design and develop a media project to demonstrate understanding (e.g., a major writer or literary period or movement).</li></ul>	<p>Teacher will incorporate skills listed above in section III (Interpretation and Analysis of Non-Fiction) into the analysis of various fiction and non-fiction texts from different subject/content areas including science, business, history, art, education, current events, technology, English, mathematics, and other topics at the discretion of the instructor.</p> <p>Teacher will guide students to become familiar with reading a variety of instructional materials (directions/procedures) in a variety of subject areas.</p> <p>Teacher will guide students to examine the differences in style, tone, mood, and presentation in writings of different content areas.</p>	<p>Teacher Evaluation of:</p> <p>Reading quizzes Reading journals Tests Graphic Organizers Essay Informal Discussion Worksheets Essay Research</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Electronic sources Research materials</p>

**CONTENT: English 11: PSSA Preparation**

**CORE CONCEPT 5: Interpretation and Analysis of Fiction**

**MAJOR OBJECTIVE: Read and analyze fiction for increased comprehension and retention.**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.3.11 A</b> A. Read and understand works of literature.</p>	<p>Teacher will guide students to read and analyze fiction (short story and novel) for multiple interpretations.</p> <p>Teacher will guide students to read and analyze literature using various methods for retention and comprehension.</p> <p>Teacher will guide students to use graphic organizers while reading to maximize comprehension and retention.</p> <p>Teacher will guide students to use graphic organizers after reading as a means to organize thoughts for responses to literature.</p> <p>Teacher will guide students to analyze literature for the themes of identity and individuality vs. conformity and discuss their prominence in literature of the nineteenth and twentieth centuries.</p>	<p>Teacher evaluation of:</p> <p>Reading quizzes Reading journals Tests Graphic Organizers Informal Discussion Worksheets Written Response</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

**CONTENT: English 11: PSSA Preparation**

**CORE CONCEPT 5: Interpretation and Analysis of Fiction**

**MAJOR OBJECTIVE: Read and analyze fiction for increased comprehension and retention.**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.3.11 C</b> Analyze and evaluate in poetry the appropriateness of diction and figurative language (e.g., irony, understatement, overstatement, paradox).</p>	<p>Teacher will guide students to interpret irony and explain its influence on a text with respect to plot and theme.</p> <p>Teacher will guide students to explain the relationship between figurative language and theme in both poetry and prose.</p>	<p>Teacher Evaluation of:</p> <p>Reading quizzes Reading journals Graphic Organizers Informal Discussion Worksheets</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets</p>

**CONTENT: English 11: PSSA Preparation**

**CORE CONCEPT 5: Interpretation and Analysis of Fiction**

**MAJOR OBJECTIVE: Read and analyze fiction for increased comprehension and retention.**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.3.11 B</b></p> <p>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 explain the relevance of setting in the context of a text.</p> <p>Teacher will guide students to compare and contrast works of literature for difference in setting, characterization, theme, point of view, tone and style.</p> <p>Teacher will guide students to interpret literature for author's tone and purpose.</p> <p>Teacher will guide students to explain the relationship between tone and theme.</p> <p>Teacher will guide students to name and recognize the various points of view (1<sup>st</sup> person, 3<sup>rd</sup> person, limited, omniscient, etc).</p> <p>Teacher will guide students to explain the limitations and benefits of various points of view.</p> <p>Teacher will guide students to analyze a writer's style by use of diction and literary devices among other elements.</p>	<p>Teacher Evaluation of:</p> <p>Reading quizzes</p> <p>Reading journals</p> <p>Tests</p> <p>Graphic Organizers</p> <p>Multi-media presentation</p> <p>Informal Discussion</p> <p>Group Presentation</p> <p>Worksheets</p> <p>Creative Writings (poems)</p> <p>Essay</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 generated media presentations</p> <p>Films/Film Clips</p> <p>Teacher prepared media presentations</p>

**CONTENT: English 11: PSSA Preparation**

**CORE CONCEPT 5: Interpretation and Analysis of Fiction**

**MAJOR OBJECTIVE: Read and analyze fiction for increased comprehension and retention.**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.3.11 B</b></p> <p>C. 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 recognize and recall the five key elements of plot (exposition, rising action, climax, falling action and resolution).</p> <p>Teacher will guide students to analyze a literary text by plot.</p> <p>Teacher will guide students to analyze characters comparatively within a text.</p> <p>Teacher will guide students to analyze characters with respect to contextual elements (literary movement, time period, etc).</p> <p>Teacher will guide students to recognize and recall the various types of conflict (man vs. man, man vs. society, man vs. nature, man vs. himself, man vs. supernatural, etc) and explain their relationship to characterization, theme, and plot.</p>	<p>Teacher Evaluation of:</p> <p>Reading quizzes</p> <p>Reading journals</p> <p>Tests</p> <p>Graphic Organizers</p> <p>Multi-media presentation</p> <p>Informal Discussion</p> <p>Group Presentation</p> <p>Worksheets</p> <p>Creative Writings (poems)</p> <p>Essay</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 generated media presentations</p> <p>Films/Film Clips</p> <p>Teacher prepared media presentations</p>

**CONTENT: English 11: PSSA Preparation**

**CORE CONCEPT 5: Interpretation and Analysis of Fiction**

**MAJOR OBJECTIVE: Read and analyze fiction for increased comprehension and retention.**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.3.11 C</b> D. Analyze the effectiveness, in terms of literary 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><li>• Literary structures (e.g., foreshadowing, flashbacks, progressive and digressive time).</li></ul>	<p>Teacher will guide students to analyze poetry for theme, style, mood, tone, imagery and the use of poetic devices.</p> <p>Teacher will guide students to use graphic organizers and annotation to analyze poetry.</p> <p>Teacher will guide students to analyze poetry for sound devices including meter, rhyme, rhythm, alliteration, assonance, consonance, onomatopoeia, internal rhyme, etc.</p> <p>Teacher will guide students to explain the relationship between sound devices and theme or purpose.</p> <p>Teacher will guide students to recall the definitions of at least 25 terms of figurative language.</p> <p>Teacher will guide students to analyze poetry for the use of figurative language by recognizing examples.</p>	<p>Teacher Evaluation of:</p> <p>Reading quizzes Reading journals Tests Graphic Organizers Multi-media presentation Informal Discussion Group Presentation Worksheets Creative Writings (poems) Essay</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

**CONTENT: English 11: PSSA Preparation**

**CORE CONCEPT 5: Interpretation and Analysis of Fiction**

**MAJOR OBJECTIVE: Read and analyze fiction for increased comprehension and retention.**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.3.11 C</b> D. Analyze the effectiveness, in terms of literary 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><li>• Literary structures (e.g., foreshadowing, flashbacks, progressive and digressive time).</li></ul>	<p>Teacher will guide students to create examples of figurative language.</p> <p>Teacher will guide students to recall the definitions of at least 20 terms with respect to literary structure.</p> <p>Teacher will guide students to find examples of literary structure including linear and non linear plot in examples of modern and contemporary fiction.</p> <p>Teacher will guide students to analyze the relationships among figurative language, literary structures, theme, and plot.</p> <p>Teacher will guide students to explain the use of literary structures with respect to author’s purpose.</p>	<p>Teacher Evaluation of:</p> <p>Reading quizzes Reading journals Tests Graphic Organizers Multi-media presentation Informal Discussion Group Presentation Worksheets Creative Writings (poems) Essay</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

**CONTENT: English 11: PSSA Preparation**

**CORE CONCEPT 5: Interpretation and Analysis of Fiction**

**MAJOR OBJECTIVE: Read and analyze fiction for increased comprehension and retention.**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.3.11 E</b></p> <p>E Analyze how a scriptwriter’s use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.</p>	<p>Teacher will guide students to read and analyze drama for theme, purpose, plot, characterization, style, tone, mood, and literary structures/devices.</p> <p>Teacher will guide students to examine the differences between drama and fiction.</p> <p>Teacher will guide students to explain the limitations of drama as a genre.</p> <p>Teacher will guide students to interpret tone with respect to spoken word in performances.</p> <p>Teacher will guide students to explain the conventions of the drama genre and reproduce it in a script, skit, or video.</p> <p>Teacher will guide students to analyze various dramas to compare and contrast tone, mood, plot, theme, and characterization.</p>	<p>Teacher Evaluation of:</p> <p>Reading quizzes</p> <p>Reading journals</p> <p>Tests</p> <p>Graphic Organizers</p> <p>Multi-media presentation</p> <p>Informal Discussion</p> <p>Group Presentation</p> <p>Worksheets</p> <p>Creative Writings (poems)</p> <p>Essay</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>

**CONTENT: English 11: PSSA Preparation**

**CORE CONCEPT 6: Responding to literature**

**MAJOR OBJECTIVE: Respond to literature in a variety of ways including written response.**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.3.11 F</b></p> <p>Read and respond to nonfiction and fiction including poetry and drama.</p>	<p>Teacher will guide students to respond to all genres in writing.</p> <p>Teacher will guide students to respond to literature in writing by comparing and contrasting literature.</p> <p>Teacher will guide students to write using a format for a compare and contrast essay.</p> <p>Teacher will guide students to integrate quoted and paraphrased support from texts.</p> <p>Teacher will guide students to prepare response to various analytical questions after and during reading.</p> <p>Teacher will guide students to differentiate response to include and exclude personal experience.</p> <p>Teacher will guide students to write from the perspective of a character in a work of fiction or drama.</p>	<p>Teacher evaluation of:</p> <p>Reading journals</p> <p>Multi-media presentation</p> <p>Group Presentation</p> <p>Written Response</p> <p>Open Ended Prompts</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>

**CONTENT: English 11: PSSA Preparation**

**CORE CONCEPT 6: Responding to literature**

**MAJOR OBJECTIVE: Respond to literature in a variety of ways including written response.**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.3.11 F</b></p> <p>Read and respond to nonfiction and fiction including poetry and drama.</p>	<p>Teacher will guide students to respond in writing to poetry from a personal perspective.</p> <p>Teacher will guide students to respond to poetry by explaining poetic devices used within a poem.</p> <p>Teacher will guide students to respond to literature using a multi-media presentation, speech, poem, play, skit, or other format.</p> <p>Teacher will guide students to edit response for development, content, and sophistication.</p>	<p>Teacher evaluation of:</p> <p>Reading journals</p> <p>Multi-media presentation</p> <p>Group Presentation</p> <p>Written Response</p> <p>Open Ended Prompts</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>

**CONTENT: College Prep English 11**

**CORE CONCEPT 7: Writing**

**MAJOR OBJECTIVE: Refine informational and persuasive writing for sophistication, voice, and organization, style and conventions; use the steps of the writing process to develop strong content, main ideas, thesis statements, and to refine written conventions of expression.**

**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>Teacher will guide students to write a variety of informational essays including research papers, and traditional literary essays.</p> <p>Teacher will guide students to write a cause and effect essay.</p> <p>Teacher will guide students to write a compare and contrast essay.</p> <p>Teacher will guide students to integrate research (both primary and secondary sources) from both electronic and print research materials.</p> <p>Teacher will guide students to refine writing via workshop or conferencing for focus, content, organization, style, and conventions.</p> <p>Teacher will guide students to develop a main idea and introductory paragraph.</p> <p>Teacher will guide students to develop sophisticated concluding paragraphs.</p>	<p>Teacher evaluation of:</p> <p>Research Paper Outline Note Cards Annotated Bibliography Works Cited Page MLA Conventions Rough Draft Final Draft Peer Edit Process Progress Presentations Essay</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations Research materials Computers Word Processing Software</p>

**CONTENT: College Prep English 11**

**CORE CONCEPT 7: Writing**

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**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.4.11 C</b></p> <p>Write persuasive pieces.</p> <ul style="list-style-type: none"> <li>• Include a clearly stated position or opinion.</li> <li>• Include convincing, elaborated and properly cited evidence.</li> <li>• Develop reader interest.</li> <li>• Anticipate and counter reader concerns and arguments.</li> <li>• Include a variety of methods to advance the argument or position.</li> </ul>	<p>Teacher will guide students to write well-researched persuasive essays that takes a single side of a controversial subject.</p> <p>Teacher will guide students to incorporate and argue directly against one point of the opposing argument to their thesis.</p> <p>Teacher will guide students to incorporate rhetorical devices into their writing to bolster their ideas and enhance their writing style.</p> <p>Teacher will guide students to revise writing via workshop or conferencing for focus, content, organization, style, and conventions.</p> <p>Teacher will guide students to develop a thesis statement and introductory paragraph.</p> <p>Teacher will guide students to develop sophisticated concluding paragraphs including a repetition of position and a formal call to action.</p> <p>Teacher will guide students to write persuasive letters to governing bodies such as school boards, town government, state and national government, etc.</p>	<p>Teacher evaluation of:</p> <p>Research Paper</p> <p>Outline</p> <p>Note Cards</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>Essay</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>

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**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.5.11 B</b></p> <p>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 analyze the differences of audience when determining content.</p> <p>Teacher will guide students to revise content for writing method (persuasive or informational)</p> <p>Teacher will guide students to incorporate specific details that maintain a singular focus and do not detract from the main point or thesis.</p> <p>Teacher will guide students to incorporate personal opinion in a sophisticated style with and without the use of the first person pronoun.</p>	<p>Teacher evaluation of:</p> <p>Research Paper</p> <p>Outline</p> <p>Note Cards</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>Essay</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>Novels</p> <p>Plays</p> <p>Research Materials</p> <p>Computers</p> <p>Word Processing Software</p>

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**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.5.11 D</b></p> <p>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 write and refine writing for controlled style and sophisticated sentence structure.</p> <p>Teacher will guide students to incorporate literary devices into their writing that develops an awareness of writer’s voice.</p>	<p>Teacher Evaluation of:</p> <p>Research Paper Outline Note Cards Annotated Bibliography Works Cited Page MLA Conventions Rough Draft Final Draft Peer Edit Process Progress Presentations Essay</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations Novels Plays Research Materials Computers Word Processing Software</p>

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**CORE CONCEPT 7: Writing**

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**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.5.11 F</b></p> <p>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 edit writing for conventions.</p> <p>Teacher will guide students to edit each others' writing for conventions.</p> <p>Teacher will guide students to revise writing for sentence structure and clarity.</p>	<p>Teacher Evaluation of:</p> <p>Research Paper</p> <p>Outline</p> <p>Note Cards</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>Essay</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>Novels</p> <p>Plays</p> <p>Research Materials</p> <p>Computers</p> <p>Word Processing Software</p>

**CONTENT: College Prep English 11**

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**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 write and revise writing with the intention of writing to an academic audience.</p> <p>Teacher will guide students to write and revise writing that is strictly analytic and does not summarize or ramble.</p>	<p>Teacher Evaluation of:</p> <p>Research Paper Outline Note Cards Annotated Bibliography Works Cited Page MLA Conventions Rough Draft Final Draft Peer Edit Process Progress Presentations Essay</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations Novels Plays Research Materials Computers Word Processing Software</p>

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**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 divide or revise writing to consist of separate sections with appropriate headings and titles.</p> <p>Teacher will guide students to integrate subtle transitions between body paragraphs and between major sections of the essay’s body.</p> <p>Teacher will guide students to 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 Outline Note Cards Annotated Bibliography Works Cited Page MLA Conventions Rough Draft Final Draft Peer Edit Process Progress Presentations Essay</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations Novels Plays Research Materials Computers Word Processing Software</p>
<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 maintain a single thesis throughout a paper that is directly linked in each section and reinforced in each body paragraph.</p> <p>Teacher will guide students to write in a single tense and will guide students to revise writing samples and personal writings to maintain a single tense.</p>	<p>Teacher Evaluation of:</p> <p>Research Paper Outline Note Cards Annotated Bibliography Works Cited Page MLA Conventions Rough Draft Final Draft Peer Edit Process Progress Presentations Essay</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations Novels Plays Research Materials Computers Word Processing Software</p>

**V. EXPECTED LEVELS OF ACHIEVEMENT**

A. Students are expected to reach the proficiency in reading and writing as defined by the Commonwealth of Pennsylvania and achievement in literary analysis and analytic writing at the eleventh grade level. These skills include all of those noted in the specific content area of this curriculum.

B. Grading system for all English 11: PSSA Preparation classes:

<b>Grading Scale</b>	
A	100% - 90%
B	89% - 80%
C	79% - 70%
D	69% - 60 %
F	59% - 0%

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