



Pine Grove Area

SCHOOL DISTRICT

English

Post Secondary English 11, American Literature

September 18, 2008

I. PHILOSOPHY

The Post Secondary English 11, American Literature course of the Pine Grove Area School District has been structured to refine the acquisition of literary analysis and reading comprehension skills specifically within the confines of American Literature with an emphasis of refining skills in the four major areas of language, listening, speaking, reading, and writing. The Post Secondary English 11, American Literature 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.

II. CORE CONCEPTS

1. Colonial Literature (1607 – 1750) - Define the major traits of Colonial Literature and discuss their influence on studied texts
2. Revolutionary Literature/Early National Literature (1750 – 1828) - Define the major traits of Revolutionary Literature and discuss their influence on studied texts.
3. Romantic Literature (1828 – 1865) - Define the major traits of Romantic Literature and discuss their influence on studied texts.
4. American Transcendentalism (1840 – 1860) - Define the major traits of Transcendentalism and discuss its influence on studied texts, with particular attention to the analysis of poetry.
5. American Realism (1865 – 1900) - Define the major traits of American Realist Literature and discuss their influence on studied texts.
6. American Naturalism (1900 – 1914) - Define the major traits of American Naturalistic Literature and discuss their influence on studied texts.
7. American Modernism (1920 – 1945) and Contemporary Literature (1945 – Present) - Define the major traits of American Modern and Contemporary Literature and discuss their influence on studied texts.
8. The Short Story - Read an American short story and analyze it for theme and biographical influence through an essay of approximately three to five pages in length or a group presentation.
9. The Personal Resume - Continue a career search and work on a personal resume for future use.

III. COURSE OF STUDY

A. Course Name: Post Secondary English 11

B. Grade Level: 11

C. Length of Course: Full Year

1. Frequency: Daily

2. Duration: 45 minutes per session

D. Academic Level: Post Secondary

E. Credits: 1

F. Prerequisites: Teacher recommendation

G. Course Description: - In this course, students will survey American literature from the Colonial Period to the Contemporary Period, focusing on the major trends and reading comprehension skills in the areas of fiction, poetry, drama, and non-fiction. The course stresses writing in response to literature in addition to informational and persuasive papers. Students explore various modes of technology as a means of responding to literature. An individual analysis of a chosen short story forms the culminating project of the course. The course reviews some of the more recent history of the English language in America.

IV. CONTENT: Post Secondary English 11
CORE CONCEPT 1: The Colonial Period

MAJOR OBJECTIVE: Define the major traits of Colonial Literature and discuss their influence on studied texts.

CURRICULUM STANDARD:			
PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.1.11 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>Teacher will guide students to discuss key concepts in studied texts.</p> <p>Teacher will guide students to discuss various approaches to difficult language/language structures in both prose and poetry, emphasizing formal and informal paraphrasing.</p>	<p>Students will discuss key concepts in poetry and prose. Students will paraphrase texts (poetry and prose) to retain key content.</p> <p>Students will show understanding through informal and formal questioning.</p>	<p>Teacher generated worksheets Online resources Textbook supplements Textbook</p>
<p>PA Standard 1.1.11 F. Understand the meaning of and apply key vocabulary across the various subject areas.</p>	<p>Teacher will guide students to define several vocabulary words that have been chosen from literary texts of this period.</p> <p>Teacher will guide students to review several words through the vocabulary acquisition model</p>	<p>Students will use vocabulary in new sentences assessed for correct usage. Students will produce graphic organizers, image galleries, and/or word walls.</p> <p>Students will research the history and development of vocabulary words for presentation to the class.</p> <p>Objective Assessment Informal assessment through homework, practice worksheets, online quizzes, etc.</p>	<p>Online quiz materials Teacher generated worksheets Textbook supplements Graphic organizers Dictionaries Etymological resources (online or print)</p>

CONTENT: Post Secondary English 11

CORE CONCEPT 1: The Colonial Period

MAJOR OBJECTIVE: Define the major traits of Colonial Literature and discuss their influence on studied texts.

CURRICULUM STANDARD:

PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.1.11</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"> • 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. • Analyze the positions, arguments and evidence in public documents. • Evaluate the author’s strategies. • Critique public documents to identify strategies common in public discourse. 	<p>Teacher will guide students to respond to literature in writing with respect to plot, conflict, theme, characterization, and personal response.</p>	<p>Essay Conferencing Revisions</p>	<p>Teacher generated essay prompts Teacher generated rubrics</p>
<p>PA Standard 1.2.11</p> <p>C. Produce work in at least one literary genre that follows the conventions of the genre.</p>	<p>Teacher will guide students to define the parts of a traditional adventure narrative.</p> <p>Teacher will guide students to write personal adventure narratives in imitation of early Colonial writers such as John Smith.</p> <p>Teacher will demonstrate editing conventions and facilitate peer editing.</p>	<p>Adventure Narrative Plot Diagram Studies Peer Editing Oral Presentation</p>	<p>Textbook Textbook Supplement Teacher generated editing conventions guide Teacher generated rubric for editing Word processing software</p>

CONTENT: Post Secondary English 11

CORE CONCEPT 1: The Colonial Period

MAJOR OBJECTIVE: Define the major traits of Colonial Literature and discuss their influence on studied texts.

CURRICULUM STANDARD:

PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.3.11</p> <p>C. Analyze the effectiveness, in terms of literary quality, of the author’s use of literary devices.</p> <ul style="list-style-type: none">• 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>Teacher will guide students to analyze poetry for theme, the effectiveness of literary and poetic devices, and for comparison to other studied texts.</p>	<p>Essay Written response Quiz Test Multimedia Presentations</p>	<p>Word processing software Online resources Teacher generated list of poetic devices Teacher discussion notes Computer presentation tool Textbook Supplementary materials</p>
<p>PA Standard 1.3.11</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 explore the literary theme of individuality versus conformity and its influence in Colonial literature and modern works with Puritan characters (i.e. <i>The Crucible</i>).</p>	<p>Essay Presentation Written response</p>	<p>Teacher generated essay prompts Textbook Textbook supplements Supplementary materials Student sample work Teacher generated rubric</p>

CONTENT: Post Secondary English 11

CORE CONCEPT 1: The Colonial Period

MAJOR OBJECTIVE: Define the major traits of Colonial Literature and discuss their influence on studied texts.

CURRICULUM STANDARD:

PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.6.11</p> <p>B. Listen to selections of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none">• 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>Teacher will guide students to analyze the limitations of drama as a genre.</p> <p>Teacher will guide students to imitate the conventions of the stage (blocking, stage directions, set design, etc).</p> <p>Teacher will guide students to imitate the conventions of drama script writing.</p> <p>Teacher will guide students to imitate by performance scenes from drama.</p>	<p>Graded Discussion Stage Diagram Student products such as skits and commercials Written script to accompany student product above. Multimedia Presentations Dramatic readings</p>	<p>Teacher generated worksheets Online resources Word processing software Textbook Textbook supplements</p>

CONTENT: Post Secondary English 11

CORE CONCEPT 1: The Colonial Period

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CURRICULUM STANDARD:

PA State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.6.11</p> <p>E. Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none">• Initiate everyday conversation.• Select and present an oral reading on an assigned topic.• Conduct interviews.• Participate in a formal interview (e.g., for a job, college).• Organize and participate in informal debate around a specific topic.• Use evaluation guides (e.g., National Issues Forum, Toastmasters) to evaluate group discussion (e.g., of peers, on television).	<p>Teacher will guide students to determine the influence of Puritan culture on literature of the period.</p> <p>Teacher will guide students to examine the influence of Puritan culture on contemporary or modern literature.</p> <p>Teacher will guide students to research and define other major influences on Colonial literature (mercenary, freedom, adventure, hardship, family, etc.)</p>	<p>Student Research Group Presentation Informal Discussion Quizzes Student Essay</p>	<p>Research Materials such as encyclopedias, websites, specialized texts, etc. Textbook Textbook Supplement Teacher generated notes and lecture</p>
<p>PA Standard 1.7.11</p> <p>A. Describe the influence of historical events on the English language.</p>	<p>Teacher will guide students to define the major methods of word adoption into American English.</p> <p>Teacher will model how to find a word's etymology and guide students to follow this process.</p> <p>Teacher will guide students to research and explain the influence of the Lewis and Clark Expedition on American English.</p>	<p>Graphic Organizers Research Student Presentation Quizzes</p>	<p>Online Etymological Dictionaries Dictionaries Textbook Textbook Supplement Teacher generated worksheets</p>

CONTENT: Post Secondary English 11

CORE CONCEPT 2: The Revolutionary Period

MAJOR OBJECTIVE: Define the major traits of Revolutionary Literature and discuss their influence on studied texts.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.2.11 A</p> <p>Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none">• 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 sources, 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>Teacher will guide students to analyze various non-fiction texts including essays, speeches, pamphlets, and persuasive pieces that focus on the cause of the American Revolution.</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 from the Revolutionary and Colonial Period, noting differences in style, structure, and author's purpose.</p> <p>Teacher will guide students to compare and contrast poetry from the Colonial and Revolutionary Period, noting differences in style, structure, and author's purpose.</p>	<p>Teacher evaluation of:</p> <p>Reading Quizzes 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: Post Secondary English 11

CORE CONCEPT 2: The Revolutionary Period

MAJOR OBJECTIVE: Define the major traits of Revolutionary Literature and discuss their influence on studied texts.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA Standard 1.1.11 B Analyze the structure of informational materials explaining how authors used these to achieve their purposes.	Teacher will guide students to discover the use of rhetorical devices in non fiction texts and to explain their influence on persuasive arguments (aphorism, parallelism, rhetorical questions, repetition, etc).	Teacher evaluation of: Reading Quizzes Media Presentations Worksheets Discussion	Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets
PA Standard 1.8.11 A Select and refine a topic for research.	Teacher will guide students to select a topic for research and to find sources (electronic and print) that are likely to support their idea.	Teacher evaluation of: Research Prospectus Informal/Formal Conferencing	Research Materials (books, encyclopedias, special collections, websites, etc)
PA Standard 1.4.11 C Write persuasive pieces. <ul style="list-style-type: none">• Include a clearly stated position or opinion.• Include convincing, elaborated and properly cited evidence.• Develop reader interest.• Anticipate and counter reader concerns and arguments.• Include a variety of methods to advance the argument or position.	Teacher will guide students to write a well-researched persuasive essay that takes a single side of a controversial subject. Teacher will guide students to incorporate and argue directly against one point of the opposing argument to their thesis. Teacher will guide students to incorporate organizational structures, facts and figures into their writing to bolster their ideas and enhance their writing style.	Teacher evaluation of: Persuasive Research Essay Test/Quizzes Notecards Outline Rough Draft Peer-Edit Participation	Research Materials (books, encyclopedias, special collections, websites, etc) Textbooks Supplemental Materials Rubrics Editing Conventions

CONTENT: Post Secondary English 11

CORE CONCEPT 2: The Revolutionary Period

MAJOR OBJECTIVE: Define the major traits of Revolutionary Literature and discuss their influence on studied texts.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.6.11 C Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none">• Use a variety of sentence structures to add interest to a presentation.• Pace the presentation according to audience and purpose.• Adjust stress, volume and inflection to provide emphasis to ideas or to influence the audience.	<p>Teacher will guide students to develop a well-researched speech based on their topic of research that clearly argues one side of a controversial subject.</p>	<p>Teacher evaluation of:</p> <p>Speech Speech Notes/Notecards Informal/Formal Conferencing</p>	<p>Research Materials (books, encyclopedias, special collections, websites, etc) Textbooks Supplemental Materials Rubrics Index cards</p>

CONTENT: Post Secondary English 11

CORE CONCEPT 3: The Romantic Period

MAJOR OBJECTIVE: Define the major traits of Romantic Literature and discuss their influence on studied texts.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.3.11 B</p> <p>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 read and analyze fiction for plot, theme, characterization, and author’s intent.</p> <p>Teacher will guide students to compare and contrast different approaches to the short story as a genre.</p> <p>Teacher will guide students to analyze the “single effect” of a short story.</p> <p>Teacher will guide students to define symbolism and discuss a symbol’s function in a novel or short story.</p> <p>Teacher will guide students to define allegory and discuss its function in a novel or short story.</p> <p>Teacher will guide students to different interpretations of one text.</p>	<p>Teacher evaluation of:</p> <p>Reading quizzes Reading journals Tests Graphic Organizers Presentation Multi-media presentation Informal Discussion Group Presentation Worksheets Written Response Logs</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets</p>

CONTENT: Post Secondary English 11

CORE CONCEPT 3: The Romantic Period

MAJOR OBJECTIVE: Define the major traits of Romantic Literature and discuss their influence on studied texts.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA Standard 1.3.11 D Analyze and evaluate in poetry the appropriateness of diction and figurative language (e.g., irony, understatement, overstatement, paradox).	Teacher will guide students to read and analyze poetry, with particular attention to diction, and sound devices in the poetry of major Romantic authors including Poe. Teacher will guide students to compare and contrast works of poetry for effectiveness of purpose, style, and theme.	Teacher Evaluation of: Tests Graphic Organizers Multi-media presentation Informal Discussion Group Presentation Worksheets Written Response	Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets
PA Standard 1.3.11 A Read and understand works of literature.	Teacher will guide students to an understanding of the Gothic archetype in American Literature. Teacher will guide students to analyze a text for its Gothic elements. Teacher will guide students to present the Gothic elements in a text through individual analysis.	Teacher Evaluation of: Reading quizzes Reading journals Tests Graphic Organizers Multi-media presentation Informal Discussion Worksheets Written Response Logs	Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets
PA Standard 1.3.11 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.	Teacher will guide students to analyze the effectiveness, appropriateness, and viability of a film as a text for analysis in both discussion and writing.	Teacher Evaluation of: Multi-media presentation Quiz Test Informal Discussion Film Notes Written Response log	Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Films (such as <i>The Birds</i>)

CONTENT: Post Secondary English 11

CORE CONCEPT 3: The Romantic Period

MAJOR OBJECTIVE: Define the major traits of Romantic Literature and discuss their influence on studied texts.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.3.11 F Read and respond to nonfiction and fiction including poetry and drama.</p>	<p>Teacher will guide students to analyze literature with respect to theme to defend a particular thesis they have developed.</p> <p>Teacher will guide students to refine writing for complexity of ideas and use of textual support through conferencing and revision.</p>	<p>Teacher Evaluation of:</p> <p>Essay Peer Edit Participation Quiz Outline Rough Draft</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets</p>
<p>PA Standard 1.4.11 A Write short stories, poems and plays.</p> <ul style="list-style-type: none">• Apply varying organizational methods.• Use relevant illustrations.• Utilize dialogue.• Apply literary conflict.• Include varying characteristics (e.g., from limerick to epic, from whimsical to dramatic).• Include literary elements (Standard 1.3.11.B.) .• Use literary devices (Standard 1.3.11.C.).	<p>Teacher will guide students to reinterpret a work of fiction (short story or novel) as a dramatization using the conventions appropriate to the drama genre.</p> <p>Teacher will guide students to maintain a clear parallel with the original texts in style and mood.</p> <p>Teacher will guide students to incorporate literary devices including simile, metaphor, and symbolism into their work.</p>	<p>Teacher Evaluation of:</p> <p>Student Drama Script Skit Presentations Video</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets</p>

CONTENT: Post Secondary English 11

CORE CONCEPT 4: Emily Dickinson, Walt Whitman and Transcendentalism

MAJOR OBJECTIVE: Define the major traits of Transcendentalism and discuss its influence on studied texts, with particular attention to the analysis of poetry.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.1.11 A Locate various texts, media and traditional resources for assigned and independent projects before reading.</p>	<p>Teacher will guide students to read and analyze essays for main points, thesis, and stylistic elements.</p> <p>Teacher will guide students to find the main elements of Transcendentalism in non-fiction by Emerson and Thoreau.</p> <p>Teacher will guide students to summarize main ideas and present key points.</p>	<p>Teacher evaluation of:</p> <p>Reading quizzes Reading journals Tests Graphic Organizers Essay Informal Discussion Worksheets</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets</p>

CONTENT: Post Secondary English 11

CORE CONCEPT 4: Emily Dickinson, Walt Whitman and Transcendentalism

MAJOR OBJECTIVE: Define the major traits of Transcendentalism and discuss its influence on studied texts, with particular attention to the analysis of poetry.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.1.11 H</p> <p>Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> • 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 (Standard 1.1.11.G.). 	<p>Teacher will guide students to read and analyze poetry with particular attention to tone, mood, theme, poetic devices, and imagery.</p> <p>Teacher will guide students to differentiate tone and mood through the use of diction.</p> <p>Teacher will guide students to analyze theme by using quotations from poetry.</p> <p>Teacher will guide students to compare and contrast poems with respect to style, author’s purpose, and poetic conventions.</p> <p>Teacher will guide students to read and analyze poetry from multiple perspectives by analyzing different close reading of specific diction in the poems.</p>	<p>Teacher Evaluation of:</p> <p>Reading quizzes</p> <p>Reading journals</p> <p>Tests</p> <p>Graphic Organizers</p> <p>Essay</p> <p>Multi-media presentation</p> <p>Informal Discussion</p> <p>Group Presentation</p> <p>Worksheets</p> <p>Media Projects</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: Post Secondary English 11

CORE CONCEPT 4: Emily Dickinson, Walt Whitman and Transcendentalism

MAJOR OBJECTIVE: Define the major traits of Transcendentalism and discuss its influence on studied texts, with particular attention to the analysis of poetry.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.1.11 E</p> <p>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 form a reading vocabulary while reading works of poetry and prose.</p> <p>Teacher will guide students to choose a correct definition from among several by using context clues.</p> <p>Teacher will guide students to use vocabulary in new ways, emphasizing words that can possess different parts of speech when used differently.</p>	<p>Teacher Evaluation of:</p> <p>Reading journals</p> <p>Tests</p> <p>Graphic Organizers</p> <p>Multi-media presentation</p> <p>Worksheets</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>Dictionary (print and electronic)</p>

CONTENT: Post Secondary English 11

CORE CONCEPT 4: Emily Dickinson, Walt Whitman and Transcendentalism

MAJOR OBJECTIVE: Define the major traits of Transcendentalism and discuss its influence on studied texts, with particular attention to the analysis of poetry.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.6.11 F</p> <p>Use media for learning purposes.</p> <ul style="list-style-type: none">• Use various forms of media to elicit information, to make a student presentation and to 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) presentation for display or transmission that demonstrates an understanding of a specific topic or issue or teaches others about it.	<p>Teacher will guide students to present a work of poetry through an explanation of its elements including tone, mood, poetic devices, theme, and imagery.</p> <p>Teacher will guide students to create multi-media products that represent different aspects of a poem (tone, mood, poetic devices, theme, imagery).</p> <p>Teacher will guide students to find contemporary connection to poetry of the nineteenth century. Teacher will guide students to analyze the influence of an author's life on his or her work.</p>	<p>Teacher Evaluation of:</p> <p>Graphic Organizers Multi-media presentation Informal Discussion Group Presentation Worksheets Speech</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

CONTENT: Post Secondary English 11

CORE CONCEPT 4: Emily Dickinson, Walt Whitman and Transcendentalism

MAJOR OBJECTIVE: Define the major traits of Transcendentalism and discuss its influence on studied texts, with particular attention to the analysis of poetry.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.4.11 B Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).</p> <ul style="list-style-type: none">• Include a variety of methods to develop the main idea.• Use precise language and specific detail.• Include cause and effect.• Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs).• Use primary and secondary sources.	<p>Teacher will guide students to analyze poetry with respect to theme in which students use quotations from primary sources to defend a particular thesis they have developed about a literary text.</p> <p>Teacher will guide students to refine writing for complexity of ideas and use of textual support through conferencing and revision.</p> <p>Teacher will guide students to compare and contrast poetry in writing succinctly with a single interpretation.</p>	<p>Teacher Evaluation of:</p> <p>Reading journals Tests Graphic Organizers Essay</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

CONTENT: Post Secondary English 11

CORE CONCEPT 5: American Realism

MAJOR OBJECTIVE: Define the major traits of American Realist Literature and discuss their influence on studied texts.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.1.11 G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.</p> <ul style="list-style-type: none">• 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.• Analyze the positions, arguments and evidence in public documents.• Evaluate the author's strategies.• Critique public documents to identify strategies common in public discourse.	<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 for existentialism, noting its definition and literary background.</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: Post Secondary English 11

CORE CONCEPT 5: American Realism

MAJOR OBJECTIVE: Define the major traits of American Realist Literature and discuss their influence on studied texts.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA Standard 1.3.11 A Read and understand works of literature.	Teacher will guide students to interpret irony and explain its influence on a text with respect to plot and theme.	Teacher Evaluation of: Reading quizzes Reading journals Graphic Organizers Informal Discussion Worksheets	Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets
PA Standard 1.7.11 C Explain and evaluate the role and influence of the English language within and across countries.	Teacher will guide students to an understanding of American dialects and their shifting nature in time. Teacher will guide students to analyze the influence of different forms of American English in America and abroad. Teacher will guide students to interpret the role of vernacular language in fiction including works by Mark Twain.	Teacher Evaluation of: Quizzes Reading journals Graphic Organizers Informal Discussion Group Presentation Worksheets	Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher generated media presentations Films/Film Clips Teacher prepared media presentations

CONTENT: Post Secondary English 11**CORE CONCEPT 5: American Realism****MAJOR OBJECTIVE: Define the major traits of American Realist Literature and discuss their influence on studied texts.****CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.4.11 A Write short stories, poems and plays.</p> <ul style="list-style-type: none"> • Apply varying organizational methods. • Use relevant illustrations. • Utilize dialogue. • Apply literary conflict. • Include varying characteristics (e.g., from limerick to epic, from whimsical to dramatic). • Include literary elements (Standard 1.3.11.B.) . • Use literary devices (Standard 1.3.11.C.). 	<p>Teacher will guide students to write using the conventions appropriate to dialogue.</p> <p>Teacher will guide students to discuss the influence of dialogue in the creation of character.</p> <p>Teacher will guide students to develop characters similar to those in American literature using dialogue.</p>	<p>Teacher Evaluation of:</p> <p>Quizzes Reading journals Graphic Organizers Creative Writing (dialogue, short story, etc) Multi-media presentation Group Presentation Worksheets</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>
<p>PA Standard 1.7.11 B Analyze when differences in language are a source of negative or positive stereotypes among groups.</p>	<p>Teacher will guide students to discuss the significance of regionalism in Realist texts.</p> <p>Teacher will guide students to examine the effects of history on the development of regionalistic writing.</p> <p>Teacher will guide students to discuss the importance of Native American literature in American literary history.</p>	<p>Teacher Evaluation of:</p> <p>Reading quizzes Reading journals Tests Graphic Organizers Multi-media presentation Informal Discussion Worksheets</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

CONTENT: Post Secondary English 11

CORE CONCEPT 5: American Realism

MAJOR OBJECTIVE: Define the major traits of American Realist Literature and discuss their influence on studied texts.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.3.11 C Analyze the effectiveness, in terms of literary quality, of the author’s use of literary devices.</p> <ul style="list-style-type: none">• 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>Teacher will guide students to read and analyze poetry as examples of American Realism.</p> <p>Teacher will guide students to examine the use of personification and the role of the speaker in poetic works.</p> <p>Teacher will guide students to examine differing poetic forms including lyric, limerick, and ode.</p>	<p>Teacher Evaluation of:</p> <p>Reading journals Graphic Organizers Multi-media presentation Informal Discussion Group Presentation Worksheets Media Products Poems</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

CONTENT: Post Secondary English 11

CORE CONCEPT 6: American Naturalism

MAJOR OBJECTIVE: Define the major traits of American Naturalistic Literature and discuss their influence on studied texts.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.3.11 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 examine literary conflict including man vs. nature, man vs. man, man vs. society, man vs. himself, and man vs. supernatural, for its influence in literary theme.</p> <p>Teacher will guide students to analyze several different pieces of literary fiction (novel or short story) for standard themes of the American Naturalism.</p> <p>Teacher will guide students to read and analyze literature for the influence of individual character and the influence of society.</p> <p>Teacher will guide students to examine the role of nature as a character in fiction of the early twentieth century.</p>	<p>Teacher evaluation of:</p> <p>Reading quizzes Reading journals Tests Graphic Organizers Multi-media presentation Informal Discussion Group Presentation Worksheets</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

CONTENT: Post Secondary English 11

CORE CONCEPT 6: American Naturalism

MAJOR OBJECTIVE: Define the major traits of American Naturalistic Literature and discuss their influence on studied texts.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.3.11 C Analyze the effectiveness, in terms of literary quality, of the author’s use of literary devices.</p> <ul style="list-style-type: none">• 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>Teacher will guide students to read and analyze poetry for the standard themes of American Naturalism.</p> <p>Teacher will guide students to analyze character sketch poetry (such as Robinson and Masters) and determine the role of character in establishing theme.</p> <p>Teacher will guide students to imitate the poetic form of character sketch (such as Masters and Robinson) with careful attention to the development of both a central character and a central theme.</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)</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>
<p>PA Standard 1.1.11 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>Teacher will guide students to establish a reading journal which centers on the acquisition of new vocabulary, examination of theme, and a comparison of characters within and outside of American Naturalism.</p>	<p>Teacher Evaluation of:</p> <p>Reading quizzes Reading journals Tests Graphic Organizers Multi-media presentation Worksheets</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

CONTENT: Post Secondary English 11

CORE CONCEPT 7: American Modernism (1920 – 1945) and Contemporary Literature (1945 – Present)

MAJOR OBJECTIVE: Define the major traits of American Modern and Contemporary Literature and discuss their influence on studied texts.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.3.11 A Read and understand works of literature.</p>	<p>Teacher will guide students to examine literature with non linear plots, abnormal structures, unreliable narrators, and works that defy the conventions of literature of the early twentieth century and late nineteenth century.</p> <p>Teacher will guide students to examine the role of style in determining an author’s purpose and theme.</p> <p>Teacher will guide students to examine the themes of the American Dream, Discontent, and the changing role of the individual in pieces of fiction (novel and short story).</p>	<p>Teacher evaluation of:</p> <p>Reading quizzes Reading journals Tests Graphic Organizers Multi-media presentation Informal Discussion Group Presentation Worksheets</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

CONTENT: Post Secondary English 11

CORE CONCEPT 7: American Modernism (1920 – 1945) and Contemporary Literature (1945 – Present)

MAJOR OBJECTIVE: Define the major traits of American Modern and Contemporary Literature and discuss their influence on studied texts.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.6.11 D Contribute to discussions.</p> <ul style="list-style-type: none">• 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>Teacher will guide students to interpret works of fiction on their own, without prompting by the instructor, through monitored discussion as a whole class and/or in small groups.</p>	<p>Teacher Evaluation of:</p> <p>Reading quizzes Reading journals Graphic Organizers Multi-media presentation Informal Discussion Presentation Group Presentation</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

CONTENT: Post Secondary English 11

CORE CONCEPT 7: American Modernism (1920 – 1945) and Contemporary Literature (1945 – Present)

MAJOR OBJECTIVE: Define the major traits of American Modern and Contemporary Literature and discuss their influence on studied texts.

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.3.11 F Read and respond to nonfiction and fiction including poetry and drama.</p>	<p>Teacher will guide students to understand the role of Imagism in American Poetry.</p> <p>Teacher will guide students to understanding the conventions of Imagism and will guide students through interpretations of Imagist poetry.</p> <p>Teacher will guide students to analyze the effectiveness of Imagism as poetry and compare and contrast it with other studied styles of poetry and poetry movements.</p>	<p>Teacher Evaluation of:</p> <p>Reading quizzes Reading journals Graphic Organizers Multi-media presentation Group Presentation</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>
<p>PA Standard 1.6.11 A Listen to others.</p> <ul style="list-style-type: none"> • Ask clarifying questions. • Synthesize information, ideas and opinions to determine relevancy. • Take notes. <p>PA Standard 1.3.11 A Read and understand works of literature.</p>	<p>Teacher will guide students to examine the role of the Harlem Renaissance in American Literature.</p> <p>Teacher will guide students to examine works of literature (poetry and prose) for the ideas of the Harlem Renaissance.</p> <p>Teacher will guide students to make contemporary connections through music to works of the Harlem Renaissance.</p>	<p>Teacher Evaluation of:</p> <p>Reading quizzes Reading journals Tests Graphic Organizers Multi-media presentation Group Presentation</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

CONTENT: Post Secondary English 11

CORE CONCEPT 7: American Modernism (1920 – 1945) and Contemporary Literature (1945 – Present)

MAJOR OBJECTIVE: Define the major traits of American Modern and Contemporary Literature and discuss their influence on studied texts.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.2.11 B</p> <p>Use and understand a variety of media and evaluate the quality of material produced.</p> <ul style="list-style-type: none">• Select appropriate electronic media for research and evaluate the quality of the information received.• Explain how the techniques used in electronic media modify traditional forms of discourse for different purposes.• Use, design and develop a media project to demonstrate understanding (e.g., a major writer or literary period or movement).	<p>Teacher will guide students to read and analyze works of poetry for theme, symbolism, style, mood, tone, and imagery.</p> <p>Teacher will guide students to examine the differences between modern and contemporary poetry in style, conventions, and theme.</p> <p>Teacher will guide students to examine contemporary poetry for allusions to earlier studied American poems.</p>	<p>Teacher Assessment of:</p> <p>Media Presentation Poetry Imitations Song Presentations Literary Devices Chart/Quiz Graphic Organizers Teacher Generated Worksheets Quiz or Test</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

CONTENT: Post Secondary English 11

CORE CONCEPT 7: American Modernism (1920 – 1945) and Contemporary Literature (1945 – Present)

MAJOR OBJECTIVE: Define the major traits of American Modern and Contemporary Literature and discuss their influence on studied texts.

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA Standard 1.2.11 C Produce work in at least one literary genre that follows the conventions of the genre.	Teacher will guide students to imitate the conventions of a modern or contemporary short story. Teacher will guide students to imitate the conventions of a modern or contemporary poem.	Teacher Evaluation of: Reading journals Creative Writings (short story, poems) Informal Discussion Worksheets (preparatory)	Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations

CONTENT: Post Secondary English 11

CORE CONCEPT 7: American Modernism (1920 – 1945) and Contemporary Literature (1945 – Present)

MAJOR OBJECTIVE: Define the major traits of American Modern and Contemporary Literature and discuss their influence on studied texts.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.2.11 A Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> • 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 sources, 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>Teacher will guide students to examine the genre of essay.</p> <p>Teacher will guide students to read several modern and contemporary essays from authors such as Faulkner, Steinbeck, and Frost as well as modern and contemporary essays from such publications as Time Magazine and the New York Times.</p> <p>Teacher will guide students to consider the effectiveness of the genre in relation to the effectiveness of other genres (drama, short story, poetry, fiction) with respect to theme and author’s purpose.</p>	<p>Teacher Evaluation of:</p> <p>Reading quizzes Reading journals Essay Multi-media presentation Worksheets</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations</p>

CONTENT: Post Secondary English 11

CORE CONCEPT 8: The Short Story

MAJOR OBJECTIVE: Read an American short story and analyze it for theme and biographical influence through an essay of approximately three to five pages in length or a group presentation.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.4.11 B Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).</p> <ul style="list-style-type: none">• Include a variety of methods to develop the main idea.• Use precise language and specific detail.• Include cause and effect.• Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs).• Use primary and secondary sources. <p>PA Standard 1.5.11 B Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none">• Gather, determine validity and reliability of, analyze and organize information.• Employ the most effective format for purpose and audience.• Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.	<p>Teacher will guide students to examine the role of biography in establishing theme and characters.</p> <p>Teacher will guide students to understand the principles behind the two major American themes of Individuality vs. Conformity and the American Dream.</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 Story summary</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>

CONTENT: Post Secondary English 11

CORE CONCEPT 8: The Short Story

MAJOR OBJECTIVE: Read an American short story and analyze it for theme and biographical influence through an essay of approximately three to five pages in length or a group presentation.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.8.11 B Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> • Determine valid resources for researching the topic, including primary and secondary sources. • Evaluate the importance and quality of the sources. • Select sources appropriate to the breadth and depth of the research (e.g., dictionaries, thesauruses, other reference materials, interviews, observations, computer databases). • Use tables of contents, indices, key words, cross-references and appendices. • Use traditional and electronic search tools. 	<p>Teacher will guide students to use a variety of resources including print and electronic sources.</p> <p>Teacher will guide students to evaluate electronic sources for validity and purpose.</p> <p>Teacher will guide students to document sources through works cited, parenthetical citations, note cards, and annotated bibliographies.</p> <p>Teacher will guide students to find possible sources of literary criticism.</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 Novel/Play summary</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>

CONTENT: Post Secondary English 11

CORE CONCEPT 8: The Short Story

MAJOR OBJECTIVE: Read an American short story and analyze it for theme and biographical influence through an essay of approximately three to five pages in length or a group presentation.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.5.11 D Write with a command of the stylistic aspects of composition.</p> <ul style="list-style-type: none">• Use different types and lengths of sentences.• Use precise language.	<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 Novel/Play summary</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>

CONTENT: Post Secondary English 11

CORE CONCEPT 8: The Short Story

MAJOR OBJECTIVE: Read an American short story and analyze it for theme and biographical influence through an essay of approximately three to five pages in length or a group presentation.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.5.11 F Edit writing using the conventions of language.</p> <ul style="list-style-type: none">• Spell all words correctly.• Use capital letters correctly.• Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).• Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.• Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).	<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>Novel/Play summary</p>	<p>Textbook resources</p> <p>Textbook</p> <p>Websites</p> <p>Journal or notebook</p> <p>Supplemental materials</p> <p>Rubrics</p> <p>Teacher generated worksheets</p> <p>Teacher prepared media presentations</p> <p>Novels</p> <p>Plays</p> <p>Research Materials</p> <p>Computers</p> <p>Word Processing Software</p>

CONTENT: Post Secondary English 11

CORE CONCEPT 8: The Short Story

MAJOR OBJECTIVE: Read an American short story and analyze it for theme and biographical influence through an essay of approximately three to five pages in length or a group presentation.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.5.11 E 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 events of a novel or play's plot.</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 Novel/Play summary</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>PA Standard 1.5.11 C Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none">• Sustain a logical order throughout the piece.• Include an effective introduction and conclusion.	<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 Novel/Play summary</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>

CONTENT: Post Secondary English 11

CORE CONCEPT 8: The Short Story

MAJOR OBJECTIVE: Read an American short story and analyze it for theme and biographical influence through an essay of approximately three to five pages in length or a group presentation.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.5.11 A Write with a sharp, distinct focus.</p> <ul style="list-style-type: none">• Identify topic, task and audience.• Establish and maintain a single point of view.	<p>Teacher will guide students to maintain a single thesis throughout their paper that is directly linked in each section and reinforced in each body paragraph.</p> <p>Teacher will guide students to write in the present when analyzing literature and will guide students to revise writing to maintain a single tense.</p>	<p>Teacher Evaluation of:</p> <p>Research Paper Outline Note Cards Annotated Bibliography Works Cited Page MLA Conventions Rough Draft Final Draft Peer Edit Process Progress Presentations Novel/Play summary</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>PA Standard 1.3.11 A Read and understand works of literature.</p>	<p>Teacher will guide students to summarize a short story, dividing the main events into the five key elements of the plot (exposition, rising action, climax, falling action, denouement).</p> <p>Teacher will guide students to identify the main conflict of a novel or play.</p> <p>Teacher will guide students to write a brief synopsis of the theme of a short story.</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 Novel/Play summary</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>

CONTENT: Post Secondary English 11

CORE CONCEPT 8: The Short Story

MAJOR OBJECTIVE: Read an American short story and analyze it for theme and biographical influence through an essay of approximately three to five pages in length or a group presentation.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.5.11 G</p> <p>Present and/or defend written work for publication when appropriate.</p>	<p>Teacher will guide students to prepare a brief short story summation for presentation to the class or in one-on-one conferences.</p> <p>Teacher will guide students to defend their position with respect to a novel or play's theme by supporting their assertions with elements of the plot, characterization or conflict.</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 Novel/Play summary</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>

CONTENT: Post Secondary English 11

CORE CONCEPT 8: The Short Story

MAJOR OBJECTIVE: Read an American short story and analyze it for theme and biographical influence through an essay of approximately three to five pages in length or a group presentation.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.8.11 C Organize, summarize and present the main ideas from research.</p> <ul style="list-style-type: none">• Take notes relevant to the research topic.• Develop a thesis statement based on 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.	<p>Teacher will guide students to prepare regular presentations of progress to the class. Students may report research progress or problems, interesting finds, parts of analysis, or parts of their research.</p> <p>Teacher will guide students to properly document research by checking documentation during or after research presentations.</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 Novel/Play summary</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>

CONTENT: Post Secondary English 11

CORE CONCEPT 8: The Short Story

MAJOR OBJECTIVE: Read an American short story and analyze it for theme and biographical influence through an essay of approximately three to five pages in length or a group presentation.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.1.11 H Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none">• 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. <p>Demonstrate comprehension</p>	<p>Teacher will guide students to read independently, resolving analytical and comprehension questions on their own.</p> <p>Teacher will guide students to make predictions.</p> <p>Teacher will guide students to examine a text for literary elements such as foreshadowing, surprise ending, flashback, etc.</p> <p>Teacher will guide students to explain the development of character in longer and shorter works of fiction.</p>	<p>Teacher Assessment of:</p> <p>Short Story Project Book Reports Reading Guides Informal and Formal Essay Multiple Choice Questions Reading Journal Quiz and Test</p>	<p>Textbook resources Textbook Websites Journal or notebook Supplemental materials Rubrics Teacher generated worksheets Teacher prepared media presentations Novels</p>

CONTENT: Post Secondary English 11

CORE CONCEPT 9: Personal Resume

MAJOR OBJECTIVE: Continue a career search and work on a personal resume for future use.

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.4.11 D Maintain a written record of activities, course work, experience, honors and interests.</p>	<p>Teacher will guide students to initiate a career search in a field of personal interest.</p> <p>Teacher will guide students to research a career of their choice.</p> <p>Teacher will provide career-related presentations by outside presenters.</p> <p>Teacher will guide students to prepare a list of personal achievements, honors, and activities and interpret the skills gained from those experiences as work-related skills.</p>	<p>Teacher Evaluation of:</p> <p>Personal Resume Career Research Presentation Journal</p>	<p>Various Presenters Research Materials Computers Word Processing Software Journal or Notebook</p>
<p>PA Standard 1.4.11 E Write a personal résumé.</p>	<p>Teacher will guide students to prepare a personal resume based on their achievements, honors, and activities with a clear objective.</p> <p>Teacher will guide students to prepare a personal resume using appropriate templates and conventions for this purpose.</p>	<p>Teacher Evaluation of:</p> <p>Personal Resume Career Research Presentation Journal</p>	<p>Various Presenters Research Materials Computers Word Processing Software Journal or Notebook</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 Post Secondary English 11 classes:

Grading Scale	
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.