

**WARREN COUNTY SCHOOL DISTRICT**

PLANNED INSTRUCTION

**COURSE DESCRIPTION**

**Course Title:** English 11 Honors

**Course Number:** 00016

**Course Prerequisites:** Successful completion of required English 9 and Honors English 10 courses; however, a student who successfully completes English 10 College Preparatory may enter the course with teacher recommendation

**Course Description:** This course is the second level of a three-year program ending with Advanced Placement English Literature and Composition in grade 12 or a dual enrollment program. Based on American literature from the Puritans to Arthur Miller, the course has its base in a cross section of literature including letters, journals, novels, speeches, poetry, and plays. This course provides instruction in the analysis of literature with a focus on genres, universal themes, character development, and literary devices to give each student a foundation for critical reading in future academic courses. Students will write effectively and with a purpose appropriate to their audience, while incorporating the essential types of writing – analytical, reflective, informative, and argumentative. Composition skills will be further expanded with students reading and responding to a wide variety of readings. Students will establish a mastery of language conventions and mechanics. Through various discussions and a required formal speech, students will be proficient public speakers. Students choosing this course should be advised that the reading load is heavy and a research paper is required.

**Suggested Grade Level:** Grade 11

**Length of Course:** Two Semesters

**Units of Credit:** 1

**PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:**  
CSPG 42

To find the CSPG information, go to [CSPG](#)

**Certification verified by the WCSD Human Resources Department:**  Yes  No

**WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** Academic

**Mark Types:** Check all that apply.

F – Final Average  MP – Marking Period  EXM – Final Exam

**GPA Type:**  GPAEL-GPA Elementary  GPAML-GPA for Middle Level  NHS-National Honor Society

UGPA-Non-Weighted Grade Point Average  GPA-Weighted Grade Point Average

**State Course Code:** 01102 English/Composition

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and chose the correct code that corresponds with the course.

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**TEXTBOOKS AND SUPPLEMENTAL MATERIALS**

**Board Approved Textbooks, Software, and Materials:**

**Title:** Into Literature: American Literature (gr. 11)  
**Publisher:** Houghton Mifflin Harcourt  
**ISBN #:** Volume 1: 978-1-328-47482-7 Volume 2: 978-1-328-51106-5  
**Copyright Date:** 2020  
**WCSD Board Approval Date:** 6/29/2020

**Supplemental Materials:** Summer reading will include a minimum of two novels from the required reading list.

Required	Optional
<b>Required Dramas (min of 2 dramas):</b> The Crucible The Taming of the Shrew Fences All My Sons The Emperor Jones Death of a Salesman	Click or tap here to enter text.
<b>Required Novels (8 of the 14):</b> The Adventures of Huckleberry Finn Of Mice and Men The Great Gatsby The Kite Runner Into the Wild A Tree Grows in Brooklyn Ethan Frome The Grapes of Wrath My Antonia The Jungle The Old Man and the Sea The Red Badge of Courage The Scarlet Letter Selections from Autobiography of Ben Franklin Selections from Walden	Click or tap here to enter text.
<b>Oral Component</b>	<b>Written Component</b>
<b>Persuasive Speech</b>	<b>One research-based essay and a minimum of three Critical Analyses</b>

**Curriculum Document**

**WCSD Board Approval:**

**Date Finalized:** 6/5/2020  
**Date Approved:** 6/29/2020  
**Implementation Year:** 2020-2021

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**SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS**

The teacher shall make appropriate modifications to instruction and assessment based on a student’s Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

**SCOPE AND SEQUENCE OF CONTENT, CONCEPTS, AND SKILLS**

<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Month Taught and Assessed for Mastery</b>
Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	1.2.11-12.C	September November
Vocabulary Acquisition and Use ~ Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	1.2.11-12.K	September May
Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	1.2.11-12.L	September April
Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.	1.3.11-12.C	September November
Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.	1.3.11-12.H	September November
Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by an American dramatist.)	1.3.11-12.G	September November
Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.	1.4.11-12.C	September January
Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.	1.4.11-12D	September February
Write with a sharp, distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim.	1.4.11-12.H	September November

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Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.	1.4.11-12.J	September December
Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.	1.4.11-12.N	September October
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	1.4.11-12.R	September May
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	1.4.11-12.X	September May
Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	1.5.11-12.A	September May
Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.	1.5.11-12.G	September May
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	1.3.11-12.I	September October
Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.	1.5.11-12.B	October May
Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.	1.2.11-12.A	October January
Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.	1.3.11-12.A	October February
Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.	1.2.11-12.I	October December
Write narratives to develop real or imagined experiences or events.	1.4.11-12.M	October <small>Choose an item.</small>
Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.	1.4.11-12.O	October <small>Choose an item.</small>
Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	1.4.11-12.P	October <small>Choose an item.</small>

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Write with an awareness of the stylistic aspects of writing. <ul style="list-style-type: none"> <li>• Use parallel structure.</li> <li>• Use various types of phrases and clauses to convey specific meanings and add variety and interest.</li> <li>• Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> </ul>	1.4.11-12.Q	October November
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.	1.4.11-12.U	October May
Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.	1.5.11-12.D	October May
Evaluate how words and phrases shape meaning and tone in texts	1.3.11-12.F	October December
Evaluate how an author’s point of view or purpose shapes the content and style of a text.	1.2.11-12.D	November February
Analyze seminal texts based upon reasoning, premises, purposes, and arguments.	1.2.11-12.H	November March
Evaluate how an author’s point of view or purpose shapes the content and style of a text.	1.3.11-12.D	November December
Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.	1.3.11-12.H	November April
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	1.4.11-12.A	November May
Informative/Explanatory ~ Focus ~ Write with a sharp, distinct focus identifying topic, task, and audience.	1.4.11-12.B	November May
Informative/Explanatory ~ Conventions of Language ~ Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	1.4.11-12.F	November May
Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> <li>• Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul>	1.4.11-12.K	November December
Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	1.2.11-12.E	December March
Evaluate how words and phrases shape meaning and tone in texts.	1.2.11-12.F	December March
Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.	1.3.11-12.E	December <small>Choose an item.</small>
Opinion/Argumentative ~ Write arguments to support claims in an analysis of substantive topics.	1.4.11-12.G	December May

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Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.	1.4.11-12.H	December May
Opinion/Argumentative ~ Content ~ Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.	1.4.11-12.I	December May
Opinion/Argumentative ~ Conventions of Language ~ Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	1.4.11-12.L	December May
Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.	1.2.11-12.B	January April
Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.	1.3.11-12.B	January April
Write with an awareness of the stylistic aspects of composition. • Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing	1.4.11-12.E	January February
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	1.2.11-12.J	February May
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	1.3.11-12.J	February March
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	1.2.11-12.G	April May
Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	1.5.11-12.C	April <small>Choose an item.</small>
Adapt speech to a variety of contexts and tasks.	1.5.11-12.E	April <small>Choose an item.</small>
Response to Literature ~ Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	1.4.11-12.S	May

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Production and Distribution of Writing ~ Writing Process ~ Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	1.4.11-12.T	May
Conducting Research ~ Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	1.4.11-12.V	May
Credibility, Reliability, and Validity of Sources ~ Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	1.4.11-12.W	May

**ASSESSMENTS**

**PSSA Academic Standards, Assessment Anchors, and Eligible Content:** The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

**Formative Assessments:** The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

**Effective formative assessments for this course include:** • Pre-Assessments of prior knowledge • Bell ringers/Problems of the Day • Discussions • Teacher observation/Questioning • Graphic organizers • Summarizing • Notetaking • Oral presentations • Outlining • Journaling • Student presentations/projects • Open-ended responses

**Summative Assessments:** The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

**Effective summative assessments for this course include:** Essays • Open-Ended Responses • Projects • Quizzes/tests • Student presentations • Portfolios