

<b>Mifflin County School District Planned Instruction</b>
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**Title of Planned Instruction:** English

**Subject Area:** Reading, Writing, Speaking, and Listening

**Grade Level:** 11

**Prerequisites:** English 10

**Course Description:** This is a course designed to accommodate the needs of the student who is not necessarily college-bound. Emphasis is placed upon American Literature, vocabulary building, composition, reading comprehension, and interpretation, and the use of standard English in all forms of communication. Critical thinking skills are improved through various activities. In addition, students will complete a graduation project under the direction of the junior English teacher.

**Required Time:** One Year

**Course Credit:** 1.0

**Major Text(s) and Resources:**

The Language of Literature, McDougal Littell, 1997  
Literature and Integrated Studies, Scott Foresman, 1997  
Supplemental Reading List

**Names of District Subject Area Curriculum Writing Committee:**

Mary Jo Everhart  
Beth A. Fauth  
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**Date of Board Approval:** April 25, 2002

Subject Area: Reading, Writing, Speaking, and Listening  
Strand: 1.1 Learning to Read Independently  
Grade/Course: English 11

Grade Level Objectives	Performance Indicators	Assessment
A. Locate various texts, media, and traditional resources for assigned and independent projects.	Determine the relevance and reliability of the source.	<ul style="list-style-type: none"> <li>• Teacher conference</li> </ul>
B. Analyze informational materials explaining how authors use these to achieve their purposes.	Read and discuss related materials.	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Test essay</li> </ul>
C. During reading, use knowledge of root words and words from literary works to recognize and understand the meaning of new words.	Apply decoding strategies Use these words accurately in speaking and writing..	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Class discussion</li> </ul>
D. Identify, describe, evaluate, and synthesize the essential ideas in text.	Summarize and/or respond to text.	<ul style="list-style-type: none"> <li>• Journal</li> <li>• Reading check</li> <li>• Reflective writing</li> <li>• Study guides</li> </ul>
E. Establish a reading vocabulary by identifying and correctly using new words acquired throughout the study of their relationships to other words.	Use words in context.	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Writing assignment</li> </ul>
F. Understand the meaning of an applied key vocabulary related to language arts.	Discuss text using appropriate terminology.	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Test</li> <li>• Class discussion</li> </ul>
G. After reading, demonstrate understanding and interpretation of a variety of genres and types of text.	<ul style="list-style-type: none"> <li>• Make and support 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 selection based on context.</li> <li>• Evaluate the strategies of the author.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Performance task</li> <li>• Quiz</li> </ul>

H. Demonstrate fluency in oral reading.	<ul style="list-style-type: none"> <li>• Read aloud with accuracy.</li> <li>• Correct own mistakes.</li> <li>• Use appropriate rhythm, flow, meter, and pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>
I. Value reading for information and entertainment.	Share information or reaction to self-selected reading.	<ul style="list-style-type: none"> <li>• Peer observation</li> <li>• Self-reporting</li> </ul>

Strand: 1.2 Reading Critically in All Content Areas

Grade/Course: English – Grade 11

<b>Grade Level Objectives</b>	<b>Performance Indicators</b>	<b>Assessment</b>
A. Read and understand informational texts and/or documents.	<ul style="list-style-type: none"> <li>• Differentiate fact from opinion.</li> <li>• Distinguish between essential and non-essential information.</li> <li>• Make decisions and draw conclusions using established criteria.</li> <li>• Evaluate text organization and content.</li> </ul>	<ul style="list-style-type: none"> <li>• Test</li> <li>• Note taking</li> <li>• Study guides</li> <li>• Discussion</li> <li>• PSSA</li> </ul>
B. Use, understand, and evaluate a variety of media.	<ul style="list-style-type: none"> <li>• Evaluate and select appropriate electronic media.</li> <li>• Compare and contrast the techniques used in traditional and electronic media.</li> <li>• Use, design, or develop media to enhance an understanding of works studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Project</li> <li>• Performance task</li> <li>• Discussion</li> </ul>

Strand: 1.3 Reading, Analyzing, and Interpreting Literature

Grade/Course: English – Grade 11

<b>Grade Level Objectives</b>	<b>Performance Indicators</b>	<b>Assessment</b>
A. Read and understand works of literature.	Read, discuss, and analyze works of literature.	<ul style="list-style-type: none"> <li>• Study guide</li> <li>• Class discussion</li> <li>• Reading check quiz</li> <li>• Written response</li> <li>• Test</li> <li>• PSSA</li> </ul>

B. Analyze the relationships, uses, and effectiveness of literary elements used by various authors.	<ul style="list-style-type: none"> <li>Analyze genres, characters, setting, plot, theme, point of view, tone, mood, irony, style, allusion, and symbolism.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Test</li> <li>Graphic organizer</li> <li>Written response</li> </ul>
C. Evaluate the effectiveness of the author's use of literary devices in both poetry and prose.	<ul style="list-style-type: none"> <li>Identify and analyze the following: <ul style="list-style-type: none"> <li>Sound techniques (e.g., rhyme, rhythm, meter, alliteration, onomatopoeia).</li> <li>Figurative language (e.g., personification, simile, metaphor, hyperbole).</li> <li>Literary structures (e.g., foreshadowing, flashbacks, and chronological order).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Graphic organizer</li> <li>Test</li> <li>Homework</li> <li>Independent analysis</li> <li>Written response</li> </ul>
E. Analyze the components of drama.	<ul style="list-style-type: none"> <li>Identify dramatic conventions (e.g., staging, stage directions, and dialogue).</li> </ul>	<ul style="list-style-type: none"> <li>Performance</li> <li>Illustration</li> <li>Test</li> <li>Class discussion</li> </ul>
F. Appreciate various literary works.	<ul style="list-style-type: none"> <li>Express reactions to literary works.</li> <li>Support personal opinion.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> <li>Written response</li> </ul>

Strand: 1.4 Types of Writing

Grade/Course: English – Grade 11

<b>Grade Level Objectives</b>	<b>Performance Indicators</b>	<b>Assessment</b>
A. Write creatively.	<ul style="list-style-type: none"> <li>Write pieces that may include the following: <ul style="list-style-type: none"> <li>Varying organizational methods</li> <li>Relevant illustrations</li> <li>Dialogue</li> <li>A literary conflict</li> <li>Literary elements</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Writing sample</li> </ul>

B. Write informatively.	<ul style="list-style-type: none"> <li>• Write informational pieces such as research papers, analyses, evaluations, and essays that may include the following:</li> <li>• A variety of methods to develop the main idea</li> <li>• Precise language and specific detail</li> <li>• Cause and effect</li> <li>• Relevant graphics such as maps, charts, graphs, illustrations, photographs, and tables</li> <li>• Use of primary and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>• Writing sample</li> <li>• Graduation Project</li> </ul>
C. Write persuasively.	<ul style="list-style-type: none"> <li>• Write persuasive pieces that may include the following:</li> <li>• A clearly stated position or opinion</li> <li>• Convincing, elaborated and properly cited evidence</li> <li>• An approach which effectively advances the argument</li> </ul>	<ul style="list-style-type: none"> <li>• Writing sample</li> <li>• Tests</li> </ul>

Strand: 1.5 Quality of Writing  
Grade/Course: English – Grade 11

<b>Grade Level Objectives</b>	<b>Performance Indicators</b>	<b>Assessment</b>
A. Write with a sharp, distinct focus.	<ul style="list-style-type: none"> <li>• Identify topic, task, and audience.</li> <li>• Establish and maintain a single point of view.</li> </ul>	<ul style="list-style-type: none"> <li>• PSSA and rubric</li> <li>• Writing sample</li> <li>• Teacher-made rubric</li> <li>• Peer assessment</li> </ul>
B. Write using well-developed content appropriate for the topic.	<ul style="list-style-type: none"> <li>• Gather, verify, 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>	<ul style="list-style-type: none"> <li>• PSSA and rubric</li> <li>• Writing sample</li> <li>• Teacher-made rubric</li> <li>• Peer assessment</li> </ul>

C. Write with effective and logical organization that supports unity and clarity.	<ul style="list-style-type: none"> <li>• Include an effective introduction and conclusion.</li> <li>• Sustain a logical order.</li> <li>• Employ effective transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• PSSA and rubric</li> <li>• Writing sample</li> <li>• Teacher-made rubric</li> <li>• Peer assessment</li> </ul>
D. Write with effective style.	<ul style="list-style-type: none"> <li>• Use a variety of sentence structures.</li> <li>• Use precise language.</li> <li>• Maintain consistent voice and tone.</li> </ul>	<ul style="list-style-type: none"> <li>• PSSA and rubric</li> <li>• Writing sample</li> <li>• Teacher-made rubric</li> <li>• Peer assessment</li> </ul>
E. Revise to improve writing.	<ul style="list-style-type: none"> <li>• Improve the following: <ul style="list-style-type: none"> <li>• Style</li> <li>• Word choice</li> <li>• Sentence variety</li> <li>• Paragraph development</li> <li>• Clarity of meaning</li> <li>• Organization in the context of purpose, audience, and genre</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• PSSA and rubric</li> <li>• Writing sample</li> <li>• Teacher-made rubric</li> <li>• Peer assessment</li> </ul>
F. Edit writing using the conventions of language.	<ul style="list-style-type: none"> <li>• Spell words correctly.</li> <li>• Use proper grammar and standard usage.</li> <li>• Vary sentence structure.</li> <li>• Use appropriate mechanics.</li> </ul>	<ul style="list-style-type: none"> <li>• PSSA and rubric</li> <li>• Writing sample</li> <li>• Teacher-made rubric</li> <li>• Peer assessment</li> <li>• Caught' yas</li> </ul>
G. Present and/or defend written work when appropriate.	Prepare an oral presentation.	<ul style="list-style-type: none"> <li>• Rubric/checklist</li> <li>• Graduation Project</li> </ul>

Strand: 1.6 Speaking and Listening  
Grade/Course: English – Grade 11

<b>Grade Level Objectives</b>	<b>Performance Indicators</b>	<b>Assessment</b>
A. Listen to others.	<ul style="list-style-type: none"> <li>• Ask clarifying questions.</li> <li>• Evaluate the relevance of information, ideas, and opinions.</li> <li>• Take notes when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Notebook</li> <li>• Teacher observation</li> </ul>
B. Listen to selections of literature (fiction and/or non-fiction).	<ul style="list-style-type: none"> <li>• Relate to previous knowledge.</li> <li>• Make predictions.</li> <li>• Summarize and reflect on content.</li> <li>• Identify and define new words and concepts.</li> <li>• Analyze and synthesize the selections heard or read.</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Writing sample</li> <li>• Class discussion</li> <li>• Teacher observation</li> </ul>

C. Speak using skills appropriate to formal speech situations.	<ul style="list-style-type: none"> <li>• Adjust presentation according to audience and purpose.</li> <li>• Use effective verbal communication skills to create the desired impression or effect on the audience.</li> <li>• Adjust volume, content, and style to provide emphasis or to influence the audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric</li> <li>• Peer assessment</li> <li>• Teacher observation</li> <li>• Graduation Project</li> </ul>
D. Contribute to discussions.	<ul style="list-style-type: none"> <li>• Ask relevant, clarifying questions.</li> <li>• Enhance the discussion by introducing and responding with relevant information, ideas, and opinions.</li> <li>• Listen to and acknowledge the contributions of others.</li> <li>• Paraphrase and summarize as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Peer assessment</li> </ul>
E. Participate in cooperative activities and collaborative presentations.	<ul style="list-style-type: none"> <li>• Engage in some of the following activities:</li> <li>• Initiate everyday conversation.</li> <li>• Select and present an oral reading.</li> <li>• Conduct an interview.</li> <li>• Participate in informal debates.</li> <li>• Critique group discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Peer assessment</li> <li>• Checklist</li> </ul>
F. Use media for learning purposes.	<ul style="list-style-type: none"> <li>• Use media to gather information to make a presentation.</li> <li>• Recognize the impact of media on public opinion.</li> </ul>	<ul style="list-style-type: none"> <li>• Graduation Project</li> <li>• Projects</li> </ul>

Strand: 1.7 Characteristics and Functions of the English Language

Grade/Course: English – Grade 11

<b>Grade Level Objectives</b>	<b>Performance Indicators</b>	<b>Assessment</b>
A. Recognize the evolution of the English language.	<ul style="list-style-type: none"> <li>• Identify historical events and their impact on language.</li> <li>• Recognize the effects of societal change on the evolution of American dialects.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Teacher observation</li> <li>• Quiz</li> </ul>

B. Recognize how differences in language can lead to stereotyping.	<ul style="list-style-type: none"> <li>• Identify stereotypical language.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>
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Strand: 1.8 Research  
Grade/Course: English – Grade 11

Grade Level Objectives	Performance Indicators	Assessment
A. Select and refine a topic for research.	Identify a career or career cluster for research.	<ul style="list-style-type: none"> <li>• Teacher conference</li> <li>• Student Contract</li> </ul>
B. Locate information using appropriate sources and strategies.	<ul style="list-style-type: none"> <li>• Determine valid resources for researching the topic, including primary and secondary sources.</li> <li>• Evaluate the relevance and credibility of the sources.</li> <li>• Select sources appropriate to the breadth and depth of the research (e.g., career encyclopedias, interviews, observations, and computer databases, and other reference materials).</li> <li>• Use table of contents, indices, key words, cross references, and appendices.</li> <li>• Use print and electronic search tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Checklist</li> <li>• Note cards</li> <li>• Teacher observation</li> <li>• Graduation Project</li> </ul>
C. Organize, summarize, and present the main ideas from the research.	<ul style="list-style-type: none"> <li>• Take notes relevant to the research topic.</li> <li>• Organize research findings.</li> <li>• Give precise, formal credit for others' ideas, images, or information using the MLA method of documentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Outline</li> <li>• Graduation Project</li> <li>• Rubric</li> <li>• Checklist</li> <li>• Note cards</li> </ul>

**District Recommended Instructional Approach For the Course  
To Drive Teacher’s Instructional Activities**

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| <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Composition models</li> <li>• Word processing</li> <li>• Audiovisual aids</li> <li>• Study guides</li> <li>• Oral reading</li> <li>• Whole group instruction</li> <li>• Small group instruction</li> <li>• Flexible groups</li> <li>• Cooperative groups</li> <li>• Peer revising and editing</li> <li>• Writing workshop</li> <li>• Teacher and peed conferencing</li> <li>• Games</li> <li>• Projects</li> <li>• Creative activities</li> </ul> | <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Modeling process</li> <li>• Direct instruction</li> <li>• Self-reflection</li> <li>• Oral presentations</li> <li>• Thematic units</li> <li>• Individual instruction</li> <li>• Contract grading</li> <li>• Role playing dramatizations</li> <li>• Independent study</li> <li>• Research</li> <li>• Literature Circles</li> <li>• Graphic organizers</li> <li>• Independent reading</li> <li>• Guest speakers</li> <li>• Guided reading</li> </ul> |
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