

Course Title: English 11

Topic/Concept: Writing skills

Time Allotment: One week

Unit Sequence: 1

Major Concepts to be learned:

1. Apply organizational skill
2. Establish focus; write a thesis sentence.
3. Use editing skills.
4. The conventions of language (complete sentences, punctuation, etc.)

Expected Skills to be demonstrated:

1. Structuring complete sentences.
2. Placing commas correctly.
3. Organizing material in logical order.

PA Standards/Anchors:

Eligible Content:

C.E.11.1	<ul style="list-style-type: none">• C.E.11.1.1• C.E.11.1.2• C.E.11.1.3• C.E.11.1.4• C.E.11.1.5
----------	--

Instructional Strategies:

Assessments:

Performance task Written work Hands-on activity Outlining	<ul style="list-style-type: none">• Evaluation of the student's essay
--	---

Course Title: English 11

Topic/Concept: Colonial Literature (The Crucible and The Scarlet Letter)

Time Allotment: Eight weeks

Unit Sequence: 2

Major Concepts to be learned:

1. Literary forms such as narrative accounts, sermons, etc.
2. Differences between elements of fiction and nonfiction.
3. Puritan influence on American culture as well as on literature.

Expected Skills to be demonstrated:

1. Using context clues.
2. Summarizing techniques.
3. Critical thinking.
4. Organizing an essay that analyzes the era.

PA Standards/Anchors:

Eligible Content:

L.F.1.1
L.F.1.2
L.F.1.3
L.F.2.1

- L.F.1.2.3
- L.F.2.1.1
- L.F.1.3.2
- L.F.1.1.1

Instructional Strategies:

Assessments:

Cooperative groups
Lecture
Group discussion
Written work
Role Play
Note Taking
Summarizing
Evaluating

- Lecture, group discussion
- Summarizing
- Assessment with comprehensive test, including recall, inference, and essay questions

Course Title: English 11

Topic/Concept: National literature and the Romantic era of writing in America

Time Allotment: Nine weeks

Unit Sequence: 3

Major Concepts to be learned:

1. The emergence of a national literary culture/style.
2. Literary forms: speeches, legends, tales, short stories, poems, novels.
3. Various styles of writers based on regions, dialect, beliefs, etc.
4. Writers' techniques of mystery, foreshadowing, point of view, etc.

Expected Skills to be demonstrated:

1. Using context clues.
2. Ability to inference and summarize.
3. Evaluate a variety of literary devices, including simile, metaphor, hyperbole, etc.
4. Researching a legend and presenting as informal speech.
5. Interpreting symbols and writing an essay explaining the uses of symbols by an author.
6. Understanding point of view

PA Standards/Anchors:

Eligible Content:

L.F.1.2
L.F.2.1
L.N.1.3
L.F.2.5
L.N.2.4

- L.F.2.1.1
- L.F.2.1.2
- L.N. 1.3.2
- L.F.2.5.1
- L.N.2.4.3

Instructional Strategies:

Assessments:

Lecture Group discussion
Written work Role Play
Oral presentation Note Taking
Summarizing Outlining
Evaluating

- Evaluation of student's presentation of a legend
- Assessment of the concepts/styles of the literature period through objective and open-ended questions
- Evaluation of student's analysis and summary of various stories

Course Title: English 11

Topic/Concept: 20th Century American Literature (Of Mice and Men, Inherit the Wind, To Kill a Mockingbird)

Time Allotment: Nine Weeks

Unit Sequence: 4

Major Concepts to be learned:

1. Variations in literary forms and styles.
2. Understanding realism in modern American literature.
3. Analyze techniques and their effectiveness considering purpose of author.

Expected Skills to be demonstrated:

1. Citing evidence to support inferences and conclusions.
2. Evaluating the relationships across fiction and nonfiction materials.
3. Analyzing effectiveness of author's use of foreshadowing, flashbacks, and other literary devices.

PA Standards/Anchors:

Eligible Content:

L.N.2.5	C.E.1.1	• C.E.1.1.1	L.F.1.1.1	L.N.1.1.1
L.F.2.3		• C.E.1.1.2	L.F.1.2.3	L.N.2.3.6
L.F.2.1		• C.E.1.1.3	L.F.2.1.2	L.N.2.5.4
L.F.1.1		• C.E.1.1.4	L.F.2.3.6	
L.F.1.2		• C.E.1.1.5	L.F.2.1.1	

Instructional Strategies:

Assessments:

Group discussion	Research	• Assessment with objective and open-ended questions • Evaluation of student-created poster depicting one of the scenes from a novel/drama
Written work	Role Play	
Summarizing	Outlining	
Evaluating	Specific Reading	

Course Title: English 11

Topic/Concept: Contemporary American Literature, including The Pigman, The Pigman's Legacy, Lovely Bones, Runaway Jury

Time Allotment: Nine weeks

Unit Sequence: 5

Major Concepts to be learned:

- | |
|---|
| <ol style="list-style-type: none">1. Change in literature from colonial period to present.2. Contemporary style of writing/Issues of concern for contemporary writers. |
|---|

Expected Skills to be demonstrated:

- | |
|---|
| <ol style="list-style-type: none">1. Analyzing literary trends and themes.2. Analyzing a text for fact and opinion.3. Understanding cause/effect relationships.4. Using main ideas and details to support an argument. |
|---|

PA Standards/Anchors:

Eligible Content:

L.F.1.1 L.F.2.1 L.F.2.3 L.N.2.5 L.F.1.1	<ul style="list-style-type: none">• L.F.1.1.1• L.F.2.1.1• L.F.2.1.2 <p>L.F.2.3.6 L.N.2.3.6 L.N.2.5.4</p>
---	--

Instructional Strategies:

Assessments:

Group discussion Research Written work Hands-on activity Oral presentation Summarizing Outlining Evaluating	<ul style="list-style-type: none">• Assessment with objective and open-ended questions• Evaluation of student oriented and created artistic renderings based on materials read and analyzed in this unit• Assessment of student presentation of research into a major issue presented by a contemporary American writer
--	---