

English Planned Course – Grade 12 Basic

Unit: **Literature**

State Curriculum Standard: **1.1.11 Learning to read independently**
1.2.11 Learning to read in the content areas
1.3.11 Reading, analyzing and interpreting literature
1.4.11 Types of writing
1.5.11 Quality of writing
1.6.11 Speaking and listening
1.8.11 Research

PSSA Anchor: **See Checklist**

Appendix: **A. PA Academic Standards for Reading, Writing, Speaking and Listening – Grade 11**
B. PSSA Reading Assessment Anchors Checklist – Grade 11
C. PSSA Writing Rubrics
D. PSSA Reading Rubric
E. PSSA Assessment Anchor Glossary

Course Content	Student Performance	Resources	Assessments
<p>A. Fiction and Non-fiction literature through media</p> <ul style="list-style-type: none"> • www.StudyIsland.com • www.Homeroom.com <p>B. Fictional literature through print materials</p> <ul style="list-style-type: none"> • Stories to Live by <ul style="list-style-type: none"> • The World Within • Reaching Out • A Common Purpose • Caretakers of The Earth • <i>Beowulf</i> (Adapted) • <i>The Canterbury Tales</i> (Adapted) • <i>The Adventures of Sherlock Holmes</i> (Adapted) 	<p>Students will:</p> <ul style="list-style-type: none"> • Understand the meaning of and apply key vocabulary • Identify, describe, evaluate and synthesize the essential ideas in text • Demonstrate after reading, understanding, and interpretation of both fiction and non-fiction texts • Demonstrate fluency and comprehension in reading • Read and understand essential content of informational text • Read and understand works of literature 	<ul style="list-style-type: none"> • www.StudyIsland.com • <i>Stories to Live By</i> • <i>Words, Words, Words</i> • <i>Prentice Hall Resource Grammar Packet</i> • <i>The Adventures of Sherlock Holmes</i> (Adapted) • <i>The Canterbury Tales</i> (Adapted) • <i>Beowulf</i> (Adapted) • <i>Tuesdays With Morrie</i> • <i>Stories To Live By</i> • <i>Othello</i> • Classroom library, high school library, public library 	<ul style="list-style-type: none"> • Tests and quizzes • Classroom discussions • Written responses: <ul style="list-style-type: none"> • Reader response (PSSA format) • Essays • Journals • Cooperative learning activities • Teacher-generated activities • Text exercises • Oral presentations • Role-playing

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> • <i>Othello</i> • Independent Reading <p>C. Non-fictional literature</p> <ul style="list-style-type: none"> • <i>Tuesdays With Morrie</i> • Periodicals (Newspapers and/or magazines) • Independent Reading <p>D. PSSA Terminology</p> <ul style="list-style-type: none"> • Alliteration • Allusion • Analysis • Author's Purpose • Cause and Effect • Characterization • Climax • Comparison • Conclusion • Conflict/Problem 	<ul style="list-style-type: none"> • Analyze the relationships, uses and effectiveness of literary elements • Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices • Analyze and evaluate in poetry the appropriateness of diction and figurative language • Read and respond to non-fiction and fiction including poetry and drama • Write with a sharp, distinct focus • Write using well-developed content appropriate for the topic 		

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<ul style="list-style-type: none"> Context Clues Contrast Dialogue Differentiate Epic Evaluate Exaggeration Explanatory sentence Explicit Expository Text Fiction Figurative language First person Flashback Fluency Folktales Foreshadowing Generalization genre 	<ul style="list-style-type: none"> Write with logical order Include an effective introduction and conclusion Revise writing to improve style, word choice, sentence variety and subtlety of meaning Use media for learning purposes Take notes Participate in small and large group discussions Students will engage in S.S.R. Organize, summarize, and present the main ideas from research 		

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<ul style="list-style-type: none">• Graphic organizer• Idiomatic language• Imagery• Implicit• Inference• Informational text• Irony• Limited view• Literary conflict• Literary devices• Literary elements• Literary non-fiction• Main Idea• Metaphor• Mood• Narrative• Omniscient• Paraphrase• Personification			

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<ul style="list-style-type: none">• Plot• Poetic purpose• Poetry• Point of view• Reading critically• Resolution• Rhyme• Rising action• Setting• Simile• Summarize• Symbolism• Theme• Tone• Voice			

English Planned Course – Grade 12 Basic

Unit: **Vocabulary**

State Curriculum Standard: **1.1.11 Learning to read independently**

1.5.11 Quality of writing

1.6.11 Speaking and listening

1.7.11 Characteristics and functions of the English language

1.8.11 Research

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Course Content	Student Performance	Resources	Assessments
<p>A. Words, Words, Words</p> <ul style="list-style-type: none"> Places How We Act How We Move What We'd Like Said About Us All Types of People Skilled or Not So Skilled Who Wants TO Be Called That? How Much – Or How Little? 	<p>Students will:</p> <ul style="list-style-type: none"> Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading Understand the meaning and apply key vocabulary across the various subject areas 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. Use these words accurately in speaking and writing 	<ul style="list-style-type: none"> <i>Words, Words, Words</i> <i>Writing In The Real World</i> <i>USA Today</i> www.StudyIsland.com <i>Stories To Live By</i> <i>The Adventures of Sherlock Holmes (Adapted)</i> <i>The Canterbury Tales (Adapted)</i> <i>Beowulf (Adapted)</i> <i>Tuesdays With Morrie</i> <i>Stories To Live By</i> <i>Othello</i> 	<ul style="list-style-type: none"> Text exercises Teacher-made tests and quizzes Worksheets Classroom discussions Cooperative learning activities Oral presentations Teacher-generated activities Students projects Research project

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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none">Analyze when differences in language are a source of negative or positive stereotypesExplain and evaluate the role and influence of the English language within and across countriesSelect sources appropriate to the breadth and depth of the research (i.e. dictionaries, thesauruses, and other reference materials)		

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Course Content	Student Performance	Resources	Assessments
<p>A. Functional Writing</p> <ul style="list-style-type: none"> Completion of forms E-mails Friendly and business letters Memorandums Letter to the editor Directions <p>B. Academic Writing</p> <ul style="list-style-type: none"> Selected chapters from Prentice Hall <i>Writing & Grammar Diamond Level</i> <ul style="list-style-type: none"> Chapter 3 Chapter 7 Chapter 9 Chapter 11 Chapter 14 Chapter 16 	<p>Student will:</p> <ul style="list-style-type: none"> Respond to Prentice Hall Online Essay (Teacher's choice except for chapter 15 topic, which reserved for the final exam) Respond to www.studyisland.com writing prompts Writing responses to literature Demonstrate after reading, understanding and interpretation of both fiction and non-fiction texts Evaluate text organization and content to determine author's purpose 	<ul style="list-style-type: none"> <i>Writing In The Real World</i> Prentice Hall Writing & Grammar Diamond Level (2007) Prentice Hall online essay scorer <i>Words, Words, Words</i> <i>Writing In The Real World</i> <i>USA Today</i> www.StudyIsland.com <i>Stories To Live By</i> <i>The Adventures of Sherlock Holmes (Adapted)</i> <i>The Canterbury Tales (Adapted)</i> <i>Beowulf (Adapted)</i> <i>Tuesdays With Morrie</i> <i>Stories To Live By</i> <i>Othello</i> 	<ul style="list-style-type: none"> Text exercises Rubrics Peer-editing Conferencing Worksheets Classroom discussions Cooperative learning activities Oral presentations Teacher-generated activities Prentice Hall online essay scorer www.StudyIsland.com

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<p>D. Glossary Term (See appendix B) Students will be familiar with the following glossary terms:</p> <ul style="list-style-type: none"> • Cause and effect • Compare and contrast • Conclusion • Conventions of Language • Direct quotation • Expository • Focus • Graphic organizer • Informational text • Literary analysis • Persuasive • Primary source • Problem and solution • Secondary source • Summarize 	<ul style="list-style-type: none"> • Write with a sharp distinct focus • Read and respond to non-fiction and fiction • Present written work for publication • Write different types and length of sentences • Listen to others • Write using well-developed content appropriate for the topic • Write with controlled and/or subtle organization • Write with a command of the stylistic aspects of composition • Revise writing to improve style, word choice, sentence variety 		

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<ul style="list-style-type: none">• Style• Syntax• Thesis• Validity• Voice	<ul style="list-style-type: none">• Edit writing using the conventions of language• Respond with relevant information or opinions to questions asked		

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Unit: **Grammar**

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Course Content	Student Performance	Resources	Assessments
<p>A. Refinement of skills:</p> <ul style="list-style-type: none"> Standardize Test Preparation Remediation for Proficiency <p>B. Consistency</p> <ul style="list-style-type: none"> Verbs Point of view <p>C. Glossary Terms (See Appendix B), Students will be familiar with the following glossary terms:</p> <ul style="list-style-type: none"> Conventions of language 	<p>Students will</p> <ul style="list-style-type: none"> Revise writing to improve style, word choice, and sentence variety Edit writing using the conventions of language Ask clarifying questions Write with a command of the stylistic aspects of composition Listen to others 	<ul style="list-style-type: none"> <i>Prentice Hall Writing and Grammar Diamond Level</i> Prentice Hall online essays corer <i>Prentice Hall Grammar Exercise Workbook Diamond Level</i> www.StudyIsland.com 	<ul style="list-style-type: none"> Text exercises Teacher-generated tests and quizzes Teacher-generated exercises Worksheets Student-generated written responses www.StudyIsland.com

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Course Content	Student Performance	Resources	Assessments
A. Direct Quotations B. Indirect Quotations C. Blending of Quotations D. Parenthetical References <ul style="list-style-type: none"> Documenting page numbers and/or line numbers correctly Author information when necessary E. Works Cited for a Variety of Media F. Glossary Terms (see Appendix B) G. Students will be familiar with the following glossary terms: <ul style="list-style-type: none"> Accuracy Analysis Bias Compare Conclusions 	Students will: <ul style="list-style-type: none"> Locate various text, media and traditional resources Analyze the structure of informational materials Identify, describe, evaluate and synthesize the essential ideas in an text Demonstrate after reading, understanding and interpretation of non-fiction text Read and understand essential content of informational text and documents in all academic areas <ul style="list-style-type: none"> Use and understand a variety of media and evaluate quality of material 	<ul style="list-style-type: none"> Noodlebib (MLS reference) School library databases and resources Library Technologies/computer on-line sources www.Citationmachine.net Prentice Hall online essay scorer <i>USA TODAY</i> <i>Stories To Live By</i> <i>The Adventures of Sherlock Holmes</i> (Adapted) <i>The Canterbury Tales</i> (Adapted) <i>Beowulf</i> (Adapted) <i>Tuesdays With Morrie</i> <i>Othello</i> 	<ul style="list-style-type: none"> Research projects Rubrics Conferencing Teacher assessments

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> Evaluate Focus Generalization Graphic Organizer Headings, Graphics, and Charts Inference Informational Text Main Idea Non-fiction Paraphrase Primary Source Reading Critically Research Source (primary and secondary) Summarize Thesis Validity 	<ul style="list-style-type: none"> Write informational pieces Write persuasive pieces Write with sharp distinct focus Write using well-developed content appropriate for topic Write with organization Use proper MLA Formatting techniques Review writing to improve style, words choice and sentence variety Edit writing using conventions of language Listen to others Contribute to discussion in small and large groups 		

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	<ul style="list-style-type: none">• Select and refine a topic for research• Organize, summarize, and present the main ideas from research• Use traditional and electronic search tools		