

## Planned Course – Grade 12 College Prep (CP)

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**

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**  
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Course Content	Student Performance	Resources	Assessments
<p>A. Old English &amp; Medieval Periods</p> <ul style="list-style-type: none"> <li>• <i>Beowulf</i> excerpts</li> <li>• “The Wife’s Lament” from <i>The History of the English Church and People</i></li> <li>• <i>Le Morte D’ Arthur</i> excerpt</li> <li>• <i>The Canterbury Tales</i> excerpts: “The Prologue” “The Pardoner’s Tale” “The Wife of Bath’s Tale”</li> <li>• Ballads/all inclusive</li> <li>• Cultural/historical background (text)</li> <li>• Language development (text &amp; supplemental)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate after reading understanding and interpretation of fiction texts</li> <li>• Demonstrate fluency and comprehension in reading</li> <li>• Read and understand works of literature</li> <li>• Practice SSR</li> <li>• Identify, describe, evaluate and synthesize the essential ideas in text</li> <li>• Analyze the relationships, uses and effectiveness of literary elements</li> <li>• Read and respond to fiction</li> <li>• Write complex informational pieces</li> <li>• Write persuasive pieces</li> <li>• Write with a sharp, distinct focus</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Prentice Hall Literature: The British Tradition</u> (copyright 2007)</li> <li>• The Lord of the Flies</li> <li>• Hamlet</li> <li>• Choice Works at teacher discretion:               <ul style="list-style-type: none"> <li>• A Man For All Seasons</li> <li>• Waiting for Godot</li> </ul> </li> <li>• Selected videos:               <ul style="list-style-type: none"> <li>• Hamlet</li> <li>• The Lord of the Flies</li> <li>• The Canterbury Tales</li> <li>• Origins and Style: Standard Deviants</li> <li>• A Knight’s Tale</li> <li>• Merlin</li> <li>• Other videos and audio support appropriate to board approved texts at teacher discretion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Tests and quizzes</li> <li>• Classroom discussions</li> <li>• Written responses:               <ul style="list-style-type: none"> <li>• Reader response (PSSA format)</li> <li>• Journals</li> <li>• Essays</li> <li>• Readers’ notebook</li> </ul> </li> <li>• Cooperative learning activities</li> <li>• Shared inquiry</li> <li>• Oral presentations</li> <li>• Role playing</li> <li>• Teacher-generated activities</li> </ul>

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<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
<ul style="list-style-type: none"> <li>• Other selections may be chosen at teacher discretion</li> <li>• Literary Terms:               <ul style="list-style-type: none"> <li>• Scope</li> <li>• Alliteration</li> <li>• Kenning</li> <li>• Caesura</li> <li>• Assonance</li> <li>• Legend</li> <li>• Chivalry</li> <li>• Allegory</li> <li>• Meter</li> <li>• Rhyme pattern</li> <li>• Ballad stanza/quatrain</li> <li>• Epic/epic structure</li> <li>• Elegy</li> <li>• Legendary hero/value</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Write using well-developed content appropriate for the topic</li> <li>• Write with logical order</li> <li>• Include an effective introduction and conclusion.</li> <li>• Listen to others</li> <li>• Listen to selections of literature</li> <li>• Contribute to discussions</li> <li>• Participate in small and large group discussions and presentations</li> <li>• Locate text for independent reading</li> <li>• Understand the meaning of new words during reading</li> </ul>		

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<ul style="list-style-type: none"> <li>• Oral tradition</li> <li>• Pagan concepts</li> <li>• Christian concepts</li> <li>• Historical writing</li> <li>• Literary vs. folk ballad</li> <li>• Frame story</li> <li>• Prose/poetry</li> <li>• Medieval romance</li> <li>• Tone</li> <li>• Personification</li> <li>• Poetry:               <ul style="list-style-type: none"> <li>• “Do Not Go Gentle into That Good Night” Dylan Thomas</li> <li>• “Not Waving but Drowning” Stevie Smith</li> </ul> </li> <li>• Non-Fiction               <ul style="list-style-type: none"> <li>• “Shooting an Elephant” Orwell</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Analyze and evaluate in poetry the appropriateness of diction and figurative language</li> <li>• Analyze how a scriptwriter’s use of words creates tone and mood, and how choice of words advances the theme or purpose of work</li> <li>• Read and respond to poetry and drama</li> <li>• Use media for learning purposes</li> <li>• Maintain a written record of activities, course work, experience, honors, and interests</li> </ul>		

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<ul style="list-style-type: none"> <li>• Fiction               <ul style="list-style-type: none"> <li>• <i>Lord of the Flies</i> Golding</li> <li>• Cultural/historical background</li> <li>• Language development (text &amp; supplemental)</li> </ul> </li> <li>• Literary Terms:               <ul style="list-style-type: none"> <li>• Character</li> <li>• Point of View</li> <li>• Theme</li> <li>• Setting</li> <li>• Symbol</li> <li>• Conflict</li> <li>• Irony (verbal/situational)</li> <li>• Omniscient narrator</li> <li>• Voice &amp; Villanelle</li> <li>• Dramatic Structure</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Write using well-developed content appropriate for the topic</li> <li>• Write with logical order</li> <li>• Include an effective introduction and conclusion.</li> <li>• Listen to others</li> <li>• Listen to selections of literature</li> <li>• Contribute to discussions</li> <li>• Participate in small and large group discussions and presentations</li> <li>• Locate text for independent reading</li> <li>• Understand the meaning of new words during reading</li> </ul>		

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<p>B. Celebrating Humanity: The English Renaissance Period</p> <ul style="list-style-type: none"> <li>• <i>The Passionate Shepard</i></li> <li>• <i>The Nymph's Reply</i></li> <li>• Spenser's <i>Sonnet 75</i></li> <li>• Shakespeare's <i>Sonnet 130</i></li> <li>• Sidney's <i>Sonnet 31</i> (Petrarchan)</li> <li>• <i>Hamlet</i> (full text)</li> <li>• <i>Cultural/historical background</i></li> <li>• Language development (text/supplemental materials)</li> <li>• Literary terms:               <ul style="list-style-type: none"> <li>• Pastoral</li> <li>• Reply poem</li> <li>• Sonnet forms</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Analyze and evaluate in poetry the appropriateness of diction and figurative language</li> <li>• Analyze how a scriptwriter's use of words creates tone and mood, and how choice of words advances the theme or purpose of work</li> <li>• Read and respond to poetry and drama</li> <li>• Use media for learning purposes</li> <li>• Maintain a written record of activities, course work, experience, honors, and interests</li> </ul>		

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<ul style="list-style-type: none"> <li>• Monologue</li> <li>• Aside</li> <li>• Tragedy/structure</li> <li>• Dramatic irony</li> <li>• Iambic pentameter</li> <li>• Rhyme patterns</li> <li>• Meter</li> <li>• Sonnet sequence</li> <li>• Soliloquy</li> <li>• Comedy/structure</li> <li>• Tragic hero</li> <li>• Tragic flaw</li> <li>• Comic relief</li> </ul> <p>C. A Time of Rapid Change: The Modern and Postmodern Periods</p> <ul style="list-style-type: none"> <li>• Short stories:               <ul style="list-style-type: none"> <li>• <i>The Rocking horse Winner</i>, DH Lawrence</li> </ul> </li> </ul>			

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<ul style="list-style-type: none"> <li>• <i>The Demon Lover</i>, Bowen</li> <li>• Poetry:               <ul style="list-style-type: none"> <li>• <i>Do Not Go Gentle Into That Good Night</i>, Dylan Thomas</li> <li>• <i>Not Waving but Drowning</i>, Stevie Smith</li> </ul> </li> <li>• Non-Fiction:               <ul style="list-style-type: none"> <li>• <i>Shooting an Elephant</i>, Orwell</li> </ul> </li> <li>• Fiction:               <ul style="list-style-type: none"> <li>• <i>Lord of the Flies</i></li> <li>• Cultural/historical background</li> <li>• Language development (text &amp; supplemental)</li> </ul> </li> </ul>			

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<ul style="list-style-type: none"> <li>• Literary terms:               <ul style="list-style-type: none"> <li>• Character</li> <li>• Point of View</li> <li>• Theme</li> <li>• Setting</li> <li>• Symbol</li> <li>• Conflict</li> <li>• Irony (verbal/situational)</li> <li>• Omniscient narrator</li> <li>• Voice &amp; villanelle</li> <li>• Dramatic structure</li> </ul> </li> <li>D. PSSA Terminology               <ul style="list-style-type: none"> <li>• Alliteration</li> <li>• Allusion</li> <li>• Analysis</li> <li>• Author’s Purpose</li> <li>• Cause and Effect</li> </ul> </li> </ul>			

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<ul style="list-style-type: none"> <li>• Characterization</li> <li>• Climax</li> <li>• Compare</li> <li>• Conclusion</li> <li>• Conflict/Problem</li> <li>• Context Clues</li> <li>• Contrast</li> <li>• Descriptive Text</li> <li>• Dialogue</li> <li>• Differentiate</li> <li>• Epic</li> <li>• Evaluate</li> <li>• Exaggeration</li> <li>• Explanatory Sentence</li> <li>• Explicit</li> <li>• Expository Text</li> <li>• Fable</li> <li>• Fiction</li> </ul>			

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<ul style="list-style-type: none"> <li>• Figurative Language</li> <li>• First Person</li> <li>• Flashback</li> <li>• Fluency</li> <li>• Folktales</li> <li>• Foreshadowing</li> <li>• Free Verse</li> <li>• Generalization</li> <li>• Genre</li> <li>• Graphic Organizer</li> <li>• Idiomatic Language</li> <li>• Imagery</li> <li>• Implicit</li> <li>• Inference</li> <li>• Inflectional Language</li> <li>• Informational text</li> <li>• Irony</li> <li>• Legends</li> </ul>			

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<ul style="list-style-type: none"> <li>• Literary Devices</li> <li>• Literary Elements</li> <li>• Literary Nonfiction</li> <li>• Main Idea</li> <li>• Metaphor</li> <li>• Meter</li> <li>• Mood</li> <li>• Narrative</li> <li>• Omniscient</li> <li>• Onomatopoeia</li> <li>• Paraphrase</li> <li>• Personification</li> <li>• Plot</li> <li>• Poetic Purpose</li> <li>• Poetry</li> <li>• Point of view</li> <li>• Reading critically</li> <li>• Resolution</li> </ul>			

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<ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Rising Action</li> <li>• Setting</li> <li>• Simile</li> <li>• Sonnet</li> <li>• Summarize</li> <li>• Symbolism</li> <li>• Theme</li> <li>• Tone</li> <li>• Voice</li> </ul>			

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<p>A. Refinement of Skills: Standardized Test Preparation (<u>Writing and Grammar</u>, pages 408, 436, 474, 516, 560, 582, 618, 636, 662, 684, 760) with remediation to bring students to proficiency through use of the corresponding chapters</p> <p>B. Glossary Terms (see Appendix B)</p> <ul style="list-style-type: none"> <li>• Students will be familiar with the following glossary terms:               <ul style="list-style-type: none"> <li>• Conventions of language</li> <li>• Syntax</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Revise writing to improve style, word choice, and sentence variety</li> <li>• Edit writing using the conventions of language.</li> <li>• Ask clarifying questions</li> <li>• Edit writing using the conventions of language</li> <li>• Write with a command of the stylistic aspects of composition</li> <li>• Analyze the structure of informational materials</li> <li>• Read and understand essential content of informational texts</li> <li>• Maintain a written record of activities, course work, experiences, honors, and interests</li> <li>• Listen to others</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Prentice Hall Writing &amp; Grammar</u> Diamond Level (Copyright 2007)</li> </ul>	<ul style="list-style-type: none"> <li>• Text exercises</li> <li>• Teacher-generated tests and quizzes</li> <li>• Worksheets</li> <li>• Student-generated essays               <ul style="list-style-type: none"> <li>• Response to literature</li> <li>• Informative</li> <li>• Persuasive</li> </ul> </li> <li>• Response to PSSA prompts</li> </ul>

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Course Content	Student Performance	Resources	Assessments
<p>A. Selected Chapters from Prentice Hall Writing &amp; Grammar Diamond Level; may choose from the following chapters: 3, 7-11, 14-16</p> <p>B. Glossary Terms (see appendix B)</p> <ul style="list-style-type: none"> <li>• Students will be familiar with the following glossary terms:               <ul style="list-style-type: none"> <li>• Cause and effect</li> <li>• Persuasive</li> <li>• Compare and contrast</li> <li>• Conclusion</li> <li>• Problem and Solution</li> <li>• Literary Analysis</li> <li>• Expository</li> <li>• Focus</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Write six essays:               <ul style="list-style-type: none"> <li>• One informational</li> <li>• One persuasive</li> <li>• One response to literature</li> <li>• One of the above must be a research project</li> </ul> </li> <li>• Two Prentice Hall Online Essay Scorer Prompt <b>(Teacher’s choice except for chapter 15 topic, which is reserved for the final exam)</b></li> <li>• Write a funnel introduction and inverted conclusion in each essay with a minimum of five sentences</li> <li>• Write short stories, poems, and plays</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Prentice Hall Literature: The British Tradition</u> (copyright 2007)</li> <li>• <u>Prentice Hall Writing &amp; Grammar</u> Diamond Level (copyright 2007)</li> <li>• Prentice Hall online essay scorer</li> <li>• PA Dept of Education Online resources</li> <li>• <u>The Lord of the Flies</u> (William Golding)</li> <li>• <u>Hamlet</u> (William Shakespeare)</li> </ul> <p>Choice Works at teacher discretion:</p> <ul style="list-style-type: none"> <li>• <u>A Man For All Seasons</u></li> <li>• <u>Waiting for Godot</u></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-generated prompts</li> <li>• Essays</li> <li>• Self-evaluation</li> <li>• Conferencing</li> <li>• Peer editing</li> <li>• Rubrics</li> <li>• Prentice Hall online essay scorer</li> <li>• Creative Writing</li> <li>• Presentations</li> <li>• Peer response groups</li> <li>• Teacher assessments</li> <li>• Rubrics</li> <li>• Journals</li> <li>• Peer/outside audience editing</li> <li>• Conferencing</li> <li>• Preliminary works cited</li> </ul>

## Planned Course – Grade 12 College Prep (CP)

Unit: **Writing**

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**

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**

<b>Course Content</b>	<b>Student Performance</b>	<b>Resources</b>	<b>Assessments</b>
<ul style="list-style-type: none"> <li>• Informational text</li> <li>• Primary source</li> <li>• Secondary source</li> <li>• Direct quotation</li> <li>• Indirect quotation</li> <li>• Summarize</li> <li>• Style</li> <li>• Voice</li> <li>• Conventions of Language</li> <li>• Influences</li> <li>• Graphic Organizer</li> </ul>	<ul style="list-style-type: none"> <li>• Write a minimum of 10 sentences per body paragraph</li> <li>• Demonstrate after reading understanding and interpretation of both fiction and non-fiction texts</li> <li>• Demonstrate fluency and comprehension in reading</li> <li>• Evaluate text organization and content to determine author’s purpose</li> <li>• Write with a sharp distinct focus</li> <li>• Read and respond to nonfiction and fiction</li> <li>• Write complex informational pieces</li> <li>• Present written work for publication</li> </ul>		<ul style="list-style-type: none"> <li>• Review of rough drafts</li> <li>• Review of revised drafts</li> <li>• Review of note cards/outlines</li> <li>• Final research paper</li> </ul>

## Planned Course – Grade 12 College Prep (CP)

Unit: **Writing**

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**

PSSA Anchor: **See Checklist**

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                   **E. PSSA Assessment Anchor Glossary**

Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none"> <li>• Write persuasive pieces</li> <li>• Write different types and lengths of sentences</li> <li>• Listen to others</li> <li>• Write using well-developed content appropriate for the topic</li> <li>• Write with controlled and/or subtle organization</li> <li>• Write with a command of the stylistic aspects of composition</li> <li>• Revise writing to improve style, word choice, sentence variety</li> <li>• Edit writing using the conventions of language</li> <li>• Analyze and synthesize the selections relating them to others</li> </ul>		

**Planned Course – Grade 12 College Prep (CP)**

Unit: **Writing**

- 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
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  - 1.6.11 Speaking and listening

PSSA Anchor: **See Checklist**

- Appendix:
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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none"> <li>• Use a variety of sentence structures to add interest to a presentation</li> <li>• Respond with relevant information or opinions to questions asked</li> <li>• Listen to and acknowledge the contributions of others</li> <li>• Participate in small and large group discussions and presentations</li> <li>• Read and understand essential content of informational texts</li> </ul>		

## Planned Course – Grade 12 College Prep (CP)

Unit: **Vocabulary**

State Curriculum Standard:   **1.1.11 Learning to read independently**  
   **1.2.11 Learning to read in the content areas**  
   **1.4.11 Types of writing**  
   **1.5.11 Quality of writing**  
   **1.6.11 Speaking and listening**

PSSA Anchor: **See Checklist**

Appendix:   **A. PA Academic Standards for Reading, Writing, Speaking and Listening - Grade 11**  
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                   **E. PSSA Assessment Anchor Glossary**

Course Content	Student Performance	Resources	Assessments
<p>A. Units 1-6 <u>or</u> 10-15            (<i>Vocabulary Workshop Level G</i>) Will be Covered for the Final Exam</p> <p>B. Vocabulary From the Given Literary Texts</p> <p>C. Glossary Terms (See Appendix B)</p> <ul style="list-style-type: none"> <li>• Students will be familiar with the following glossary terms:               <ul style="list-style-type: none"> <li>• Affix</li> <li>• Antonym</li> <li>• Prefix</li> <li>• Suffix</li> <li>• Context clues</li> <li>• Root word</li> <li>• Synonym</li> <li>• Target words</li> <li>• Multiple meaning of words</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationship to other words</li> <li>• Understand the meaning of and apply key vocabulary across the various subject areas</li> <li>• Use knowledge of root words and words from literary works.</li> <li>• Use these words accurately in speaking and writing</li> <li>• Demonstrate fluency and comprehension in reading</li> <li>• Read and understand essential content of informational text</li> <li>• Read and understand works of literature</li> <li>• Use precise language and specific detail</li> <li>• Spell all words correctly</li> <li>• Listen to others</li> <li>• Understand vocabulary units cumulatively</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Prentice Hall Literature: The British Tradition</u> (copyright 2007)</li> <li>• <i>The Lord of the Flies</i> (William Golding)</li> <li>• <i>Hamlet</i> (William Shakespeare)</li> <li>• <u>Prentice Hall Writing &amp; Grammar Diamond Level</u> (Copyright 2007)</li> <li>• <i>Vocabulary Workshop Level G</i> (Shostak)</li> </ul>	<ul style="list-style-type: none"> <li>• Shostak Unit Quiz booklet and test bank</li> <li>• Teacher-generated quizzes</li> <li>• Teacher-generated activities</li> <li>• Essays</li> <li>• Word Wall</li> <li>• Responses to literature</li> <li>• Student projects</li> </ul>

## Planned Course – Grade 12 College Prep (CP)

Unit: **Research**

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**  
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Course Content	Student Performance	Resources	Assessments
<p>A. Refine Skills</p> <p>B. Chapters 12 &amp;13 Research</p> <p>C. Works Cited for all Forms of Media</p> <p>D. Footnotes and Appendix if Needed</p> <p>E. Research Project with a Minimum of 3 Components</p> <p>F. Glossary Terms (See Appendix B)            Students Will be Familiar With the Following Glossary Terms:</p> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Analysis</li> <li>• Assertion</li> <li>• Conclusion</li> <li>• Differentiate</li> <li>• Evaluate</li> </ul>	<ul style="list-style-type: none"> <li>• Locate various text, media and traditional resources</li> <li>• Analyze the structure of informational materials</li> <li>• Identify, describe, evaluate and synthesize the essential ideas in a text</li> <li>• Demonstrate after reading understanding and interpretation of nonfiction text</li> <li>• Read and understand essential content of informational text and documents in all academic areas</li> <li>• Write complex informational pieces</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Prentice Hall Literature: The British Tradition</u> (copyright 2007)</li> <li>• <u>The Lord of the Flies</u> (William Golding)</li> <li>• <u>Hamlet</u> (William Shakespeare)</li> <li>• <u>Prentice Hall Writing &amp; Grammar Diamond Level: MLA</u> pages 295, 888, 889, 892 and Internet Research pages 893-897</li> <li>• Library technologies and resources</li> <li>• Computer online sources</li> <li>• NoodleBib</li> <li>• Citationmachine.net</li> </ul>	<ul style="list-style-type: none"> <li>• Research Project</li> <li>• Rubrics</li> <li>• Conferencing</li> <li>• Outlines</li> <li>• Peer/outside audience editing</li> <li>• Review of rough drafts</li> <li>• Review of revised drafts</li> <li>• Self-evaluation and reflection</li> <li>• Peer response groups</li> <li>• Self-editing</li> <li>• Teacher assessments</li> </ul>

## Planned Course – Grade 12 College Prep (CP)

Unit: **Research**

State Curriculum Standard:   **1.1.11 Learning to read independently**  
   **1.2.11 Learning to read in the content areas**  
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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> <li>• Explanatory Sentence</li> <li>• Fluency</li> <li>• Focus</li> <li>• Generalization</li> <li>• Graphic Organizer</li> <li>• Headings, graphics, and charts</li> <li>• Explicit</li> <li>• Implicit</li> <li>• Inference</li> <li>• Informational text</li> <li>• Paraphrase</li> <li>• Reading critically</li> <li>• Research</li> <li>• Primary Source</li> <li>• Secondary Source</li> <li>• Summarize</li> <li>• Style</li> <li>• Text Structure</li> <li>• Validity</li> </ul>	<ul style="list-style-type: none"> <li>• Use and understand a variety of media and evaluate quality of material</li> <li>• Write a five to seven page persuasive research paper utilizing five or more sources</li> <li>• Write with a sharp, distinct purpose</li> <li>• Write using well-developed content appropriate for topic</li> <li>• Write with organization</li> <li>• Use proper MLA formatting techniques</li> <li>• Revise writing to improve style, word choice and sentence variety</li> <li>• Edit writing using conventions of language.</li> <li>• Listen to others</li> </ul>		