

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
 C. PSSA Writing Rubrics
 D. PSSA Reading Rubric
 E. PSSA Assessment Anchor Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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Unit: **Grammar**

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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"> • Students will be familiar with the following glossary terms: <ul style="list-style-type: none"> • Conventions of language • Syntax 	<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 • Edit writing using the conventions of language • Write with a command of the stylistic aspects of composition • Analyze the structure of informational materials • Read and understand essential content of informational texts • Maintain a written record of activities, course work, experiences, honors, and interests • Listen to others 	<ul style="list-style-type: none"> • <u>Prentice Hall Writing & Grammar</u> Diamond Level (Copyright 2007) 	<ul style="list-style-type: none"> • Text exercises • Teacher-generated tests and quizzes • Worksheets • Student-generated essays <ul style="list-style-type: none"> • Response to literature • Informative • Persuasive • Response to PSSA prompts

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

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

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	<ul style="list-style-type: none"> • Write persuasive pieces • Write different types and lengths 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 • Edit writing using the conventions of language • Analyze and synthesize the selections relating them to others 		

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

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

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

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