

English Planned Course – Grade 12 Honors

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
1.7.11 Characteristics and Functions of the English Language

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. Unit 1: From Legend to History: The Old English and Medieval Periods <i>Beowulf</i> (full text)</p> <ul style="list-style-type: none"> • “The Wife’s Lament” • From <i>The History of the English Church and People</i>” • From <i>Morte d’Arthur</i> • From <i>Sir Gawain and the Green Knight</i> • <i>The Canterbury Tales</i>: • “The Prologue” • “The Pardoner’s Tale” • “The Wife of Bath” • “Barbara Allan” • “Get Up and Bar the Door” 	<p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate, after reading, understanding and interpretation of fiction texts • Analyze the structure of information materials explaining how authors used these to achieve their purposes. • Identify, describe, evaluate, and synthesize the essential ideas in text • Locate texts for independent projects • Demonstrate understanding of new words encountered while reading • Demonstrate fluency and comprehension in reading 	<ul style="list-style-type: none"> • Prentice Hall Literature Grade 12: British Tradition (Copyright 2007) • <i>Beowulf</i> • <i>Hamlet</i> • <i>Lord of the Flies</i> • Choice works at teacher discretion: • <i>Gulliver’s Travels</i> • <i>Frankenstein</i> • <i>A Man For All Seasons</i> • <i>A Tale of Two Cities</i> • <i>Waiting for Godot</i> • <i>Christmas Carol</i> • Curriculum guides and journal response guides for each novel or play 	<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 • Writing logs • Creative writing • Cooperative learning activities • Oral presentation • Group and individual • Teacher-generated activities • Shared Inquiry • Role Playing • Positive Class Participation • Projects

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<ul style="list-style-type: none"> Content terms: Scop Alliteration Rhyme pattern Ballad stanza/quatrain Frame story Prose/poetry Kenning Caesura Assonance Legend Chivalry Allergory Exemplum Meter Epic/epic structure Elegy 	<ul style="list-style-type: none"> Read and understand works of literature Read and understand essential content in all academic areas Produce work in a literary genre that follows the conventions of the genre Analyze the relationships, uses and effectiveness of literary elements Analyze the effectiveness, in terms of literary quality, of the author's literary devices. Analyze and evaluate in poetry the appropriateness of diction and figurative language 	<ul style="list-style-type: none"> Independent Reading: Students may choose from the following: <ul style="list-style-type: none"> Student selection from high school library, public library, personal library Must be British author Must be one every quarter (two a semester) Videos that may be selected: <ul style="list-style-type: none"> Prentice Hall provided audio, CD's, tapes, videos, unit resources 	

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<ul style="list-style-type: none"> • Legendary hero/value • Oral tradition • Pagan concepts • Christian concepts • Historical writing • Literary vs. folk ballad • Medieval romance • Tone • Personification • Cultural/historical background as provided in text • Language development as provided in the text <p>B. Unit 2: Celebrating Humanity: The English Renaissance Period:</p> <ul style="list-style-type: none"> • Choice: <i>A Man For All Seasons</i> 	<ul style="list-style-type: none"> • Analyze how a script writer's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work • Read and respond to poetry and drama • Read and respond to fiction • Write short stories, poems, and plays • Write complex informational pieces • Write persuasive pieces. • Write with a sharp, distinct focus • Write using well-developed content appropriate for the topic • Present written work 	<ul style="list-style-type: none"> • Audio and video support materials appropriate to board-approved texts including but not limited to the following: • <i>Hamlet</i> • <i>Excalibur</i> • <i>Merlin</i> • <i>Lord of the Flies</i> • <i>Frankenstein</i> • <i>Gulliver's Travels</i> • <i>A Tale of Two Cities</i> • <i>A Christmas Carol/Scrooge</i> • <i>Waiting for Godot</i> • <i>A Man For All Seasons</i> 	

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<ul style="list-style-type: none"> • <i>Hamlet</i> • “The Passionate Shepard” • “The Nymph’s Reply” • Shakespeare Sonnet #130 • Content Terms • Pastoral • Reply/Companion poem • Sonnet forms • Rhyme patterns • Meter • Sonnet sequence • Aside • Tragedy/structure • Tragic hero • Tragic flaw • Dramatic irony • Iambic pentameter 	<ul style="list-style-type: none"> • Write with logical order • Include an effective introduction and conclusion. • Listen to others • Listen to selections of literature • Speak using skills appropriate to formal speech situations • Contribute to discussions • Participate in small and large group discussions and presentations • Use media for learning purposes • Describe the influence of historical events on the English language 	<ul style="list-style-type: none"> • <i>A Knight’s Tale</i> • <i>Beowulf</i> • <i>The Story of English</i> • <i>Adventures in English” 500-2000 A.D.</i> • <i>Renaissance Man</i> • <i>The Green Knight</i> • <i>Le Morte D’Arthur</i> • <i>The Legends of Arthur</i> 	

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<ul style="list-style-type: none"> Soliloquy Comic relief Cultural/historical background as provided in text Language development as provided in the text <p>C. Unit 3: A Turbulent Time: The 17th and 18th Centuries</p> <ul style="list-style-type: none"> “To His Coy Mistress” A Modest Proposal Gulliver’s Travels (choice) Content terms: Satire Parody Epic Carpe diem Tone 	<ul style="list-style-type: none"> Analyze when differences in language are a source of negative or positive stereotypes of groups Explain and evaluate the roll of English language within and across countries Practice SSR 		

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<ul style="list-style-type: none">• Rhyme patterns/couplets• Imagery• Elements of persuasion and propaganda• Cultural/historical background as provided in text• Language development as provided in the text <p>D. Unit 4: Rebels and Dreamers: The Romantic Period:</p> <ul style="list-style-type: none">• <i>Frankenstein</i> (choice)• “The Lamb”• The Tyger”• “Tintern Abbey”• Rime of the Ancient Mariner”			

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<ul style="list-style-type: none">• Content terms:• Frame device• Tone• Figurative language• Lyric• Mood• Theme• Narrative Poetry• Imagery• Symbols• Sound devices• Allegory• Allusion• Gothic tradition• Cultural/historical background as provided in text• Language development as provided in the text			

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E. Unit 5: Progress and Decline” The Victorian Period” <ul style="list-style-type: none"> Choice: <i>A Tale of Two Cities</i> <i>A Christmas Carol</i> “My Last Duchess” ”Sonnet 43” Content terms” Dramatic monologue Sonnet form Cultural/historical background as provided in text Language development as provided in the text F. Unit 6: A Time of Rapid Change: The Modern and Post modern Periods:			

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<ul style="list-style-type: none">• <i>Choice: Waiting for Godot</i>• <i>Lord of the Flies</i>• Content terms:• Character• Point of view• Theme• Setting• Symbol• Conflict• Omniscient narrator• Cultural/historical background as provided in text• Language development as provided in the text			

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G. Other choices at teacher discretion for each unit from Prentice Hall Literature: British Tradition (2007) <ul style="list-style-type: none">• PSSA Glossary of terms:• Allusion• Alliteration• Analysis• Assertion• Author's purpose• Bias• Cause and effect• Characterization• Climax• Compare• Conclusion• Conflict/problem• Contrast• Dialogue			

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<ul style="list-style-type: none">• Differentiate• Epic• Evaluate• Fiction• Figurative Language• First person• Flashback• Foreshadowing• Generalization• Genre• Imagery• Inference• Irony• Legends• Literary conflict• Literary devices• Literary elements• Literary nonfiction• Main idea			

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none">• Metaphor• Meter• Mood• Narrative• Nonfiction• Omniscient• Paraphrase• Personification• Plot• Poetic purpose• Poetry• Point of view• Propaganda techniques and persuasive tactics• Resolution• Rhyme• Rhythm• Rising action			

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<ul style="list-style-type: none">• Satire• Setting• Simile• Sonnet• Summarize• Style• Symbolism• Theme			

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<p>A. Refinement of skills: Complete Standardized Test Prep Workshops pages” Writing and Grammar, Pages 408, 432, 474, 516, 560, 582, 618, 636, 662, 684, and 760</p> <p>B. Glossary Terms:</p> <ul style="list-style-type: none"> Conventions of language Syntax 	<p>Students will:</p> <ul style="list-style-type: none"> Understand the meaning of and apply key vocabulary Demonstrate, after reading, understanding and interpretation of both fiction and nonfiction texts Maintain a written record of activities and course work. Write different types and lengths of sentences Revise writing to improve style, word choice, sentence variety Edit writing using the conventions of language. Ask clarifying questions. Listen to and acknowledge the contributions of others 	<ul style="list-style-type: none"> <i>Prentice Hall Writing & Grammar</i> Diamond Level (Copyright 2004) <i>Prentice Hall Literature: British Tradition</i> (2007) 	<ul style="list-style-type: none"> Text exercises Teacher made tests and quizzes Prentice Hall 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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	<ul style="list-style-type: none">Analyze the structure of informational materials explaining how authors used these to achieve their purposesRead and understand essential content of informational texts		

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<p>A. May choose from selected Chapters from <i>Prentice Hall Writing & Grammar Diamond Level</i></p> <ul style="list-style-type: none"> Chapter 3 Sentences, Paragraphs, and Compositions Chapter 7 Persuasive Essay Chapter 8 Persuasion Chapter 9 Comparison-and-Contrast Essay Chapter 11 Problem and Solution Essay Chapter 14 Response to Literature Chapter 15 Writing for Assessment/Persuasive 	<p>Student will:</p> <ul style="list-style-type: none"> Analyze the structure of informational materials explaining how authors used these to achieve their purposes Read and understand essential content of informational text Read and respond to nonfiction and fiction, including poetry and drama. Write short stories, poems, and plays Write with a sharp, distinct focus Write using well-developed content appropriate for the topic Write with controlled and/or subtle organization 	<ul style="list-style-type: none"> Prentice Hall Writing & Grammar Diamond Level (Copyright 2007) Prentice Hall on-line essay scorer <i>Prentice Hall Literature: The British Tradition</i> (2007) <i>Beowulf</i> <i>Hamlet</i> <i>Lord of the Flies</i> <i>Gulliver's Travels</i> <i>Frankenstein</i> <i>A Tale of Two Cities</i> <i>Waiting for Godot</i> <i>Christmas Carol</i> <i>A Man For All Seasons</i> Independent Reading PA Dept of Education online resources 	<ul style="list-style-type: none"> Teacher made prompts Essays Prentice Hall on-line essay scorer Teacher generated activities Self-evaluation Rubrics Peer Editing Conferencing Creative writing Presentation

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B. PSSA Glossary Terms: <ul style="list-style-type: none"> • Cause and Effect • Conclusion • Expository • Focus • Informational Text • Primary Source • Secondary Source • Direct Quotations • Indirect Quotations • Summarize • Style • Thesis • Voice • Accuracy • Analysis • Conventions of language • Fluency • Graphic organizer 	<ul style="list-style-type: none"> • Write with a command of the stylistic aspects of composition • Present written work for publication • 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 online Prentice Hall • Online essay scorer prompts • The third online Prentice Hall online scorer prompt is Chapter 15 (community service) for the final exam 		

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	<ul style="list-style-type: none">• Write a funnel introduction and an inverted conclusion within each essay• Use a minimum of five sentences for introduction and conclusion• Write a minimum ten to twelve sentence body paragraphs within each essay• 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		

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	<ul style="list-style-type: none">• Read and respond to non-fiction and fiction• Write complex informational pieces• Write persuasive pieces• Write different types and lengths of sentences• 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		

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A. Vocabulary Workshop Shostak Level G (One Unit Per Week – Minimum of 6 Units for Final Exam) B. Vocabulary From the Given Literary Texts: Both Long and Short C. PSSA Glossary Terms: <ul style="list-style-type: none"> Affix Prefix Suffix Context clues Root word Synonym Antonym Target words Multiple meaning words 	Students will: <ul style="list-style-type: none"> Use knowledge of root words and words from literary works Use the words accurately in speaking and writing 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. Demonstrate fluency and comprehension in reading and writing 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

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	<ul style="list-style-type: none"> • 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 that vocabulary units are cumulative 	<ul style="list-style-type: none"> • <i>Prentice Hall Literature: British Tradition</i> (copyright 2007) • <i>Vocabulary Workshop</i> Level G(Shostak) • <i>Prentice Hall Writing and Grammar</i> (Diamond level) • <i>Beowulf</i> • <i>Hamlet</i> • <i>Lord of the Flies</i> • <i>Gulliver's Travels</i> • <i>Frankenstein</i> • <i>A Tale of Two Cities</i> • <i>Waiting for Godot</i> • <i>Christmas Carol</i> • <i>A Man For All Seasons</i> 	<ul style="list-style-type: none"> • Shostak Level G Quiz booklet and test bank • Teacher-made quizzes • Essays • Responses to literature • Word Wall • Projects • Teacher-generated activities

English Planned Course – Grade 12 Honors

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**
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
A. Refinement of skills B. Chapters 12 and 13 Research C. Works Cited for all forms of media D. Footnotes and appendix (if needed) E. Research project will have a minimum of five components F. PSSA Glossary Terms: <ul style="list-style-type: none"> • Accuracy • Analysis • Assertion • Conclusion • Differentiate • Evaluate • Explanatory sentence • Fluency • Focus 	Students will: <ul style="list-style-type: none"> • Locate various text, media and traditional resources including library, Internet, interviews, books, newspapers, magazines, and other sources • Read and respond to fiction and nonfiction • Analyze the structure of informational materials. <ul style="list-style-type: none"> • Identify, describe, evaluate and synthesize the essential ideas in a text 	<ul style="list-style-type: none"> • Prentice Hall Literature: The British Tradition (copyright 2007) • Prentice Hall Writing & Grammar Diamond Level (Copyright 2007): MLA pages 295,888, 889, 892; Internet research pages 893-897 • Library Technologies / computer on-line sources and other sources • Literary Works used at teacher discretion • Citationmachine.net • Noodlebib.com 	<ul style="list-style-type: none"> • Peer response groups • Teacher assessments • Rubrics • Self Evaluation/Self Editing/Reflection • Journals • Peer/Outside Audience Editing • Conferencing • Preliminary Works Cited • Review of Rough Drafts • Review of Revised Drafts • Review of note cards/outlines • Final Research Projects

English Planned Course – Grade 12 Honors

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> • Generalization • Graphic organizer • Heading, graphics, and charts • Explicit and implicit • Inference • Informational text • Paraphrase • Reading critically • Research • Primary source • Secondary source • Summarize • Style • Text structure • Validity 	<ul style="list-style-type: none"> • Demonstrate after reading understanding and interpretation of nonfiction text • Read and understand essential content of informational text and documents in all academic areas • Use and understand a variety of media and evaluate quality of material • Write complex informational pieces • Write with sharp distinct focus using a broad thesis. • Develop working outline and a precise written outline 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

English Planned Course – Grade 12 Honors

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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none">• Write using well-developed content appropriate for topic and narrowing topic appropriately.• Write with controlled and subtle organization• Write with a command of stylistic aspects of composition• Use proper MLA formatting techniques• Revise writing to improve style, word choice and sentence variety• Edit writing using conventions of language• Listen to others• Contribute to discussion in small and large groups	<ul style="list-style-type: none">•	<ul style="list-style-type: none">•

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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none">• Present written work for publication• Use media for learning purposes• Select and refine a topic for research• Locate information using appropriate sources and strategies• Organize, summarize and present the main ideas from research		