

# WARREN COUNTY SCHOOL DISTRICT

## Planned Instruction

**Course Title:** Academic English 12

**Course Number:** 00018

**Suggested Educational Level(s):** Grade 12

**Suggested Periods Per Week:** 5 **Length of Period:** 40-45 minutes

**Suggested Length Of Course:** 180 days

**Units Of Credit (If Appropriate):** 1

**Date Written:** April 15, 2005 **Date Approved:** June 13, 2005

**Date Reviewed:** April 15, 2005 **Implementation Year:** 2005-2006

**Teacher Certification Required:** Secondary English, Comprehensive English

### Standards Addressed (code):

1.1.11 A, D, E, F, G, H	1.5.11 A, B, C, D, E, F
1.2.11 B	1.6.11 A, C, D, E
1.3.11 A, B, C, D,	1.7.11 A, C
1.4.11 B, C	1.8.11 A, B, C

### Relationship to Other Planned Instruction:

Students who are in the Academic Language Arts Sequence should be enrolled in this class.

### Prerequisites:

Successful completion of the required Academic English 11 course

### Special Requirements:

In order to receive credit for this class, the student **MUST** complete each component.  
Modifications made for students with special needs.

Textbook Adoption: *Literature of Britain with World Classics* (Holt, Reinhart, and Winston, 2000; ISBN: 0-03-052067-3); *Elements of Language, 6<sup>th</sup> Course* (Holt, Reinhart, and Winston, 2001; ISBN: 0-03-052669-8); *Vocabulary Workshop, Level F*, (Sadlier-Oxford, 2005)

**Writing Team Members:**

Natalie Carlson, Char Eggleston, Barbara Lamping, Pat Larson, Sue Morris, Debra Weigel

**Standards addressed (code and description):**

1.1.11 A, D, E, F, G, H	Learning to Read Independently
1.2.11 B	Reading Critically in All Content Areas
1.3.11 A, B, C, D	Reading, Analyzing and Interpreting Literature
1.4.11 B, C	Types of Writing (Narrative, Informative, and Persuasive)
1.5.11 A, B, C, D, E, F	Quality of Writing
1.6.11 A, C, D, E	Speaking and Listening
1.7.11 A, C	Characteristics and Function of the English Language
1.8.11 A, B, C	Research

**Course Description**

In this summative college bound class, instructional emphasis is on college level writing skills and literary analysis. A research paper, résumé, and letter of application are required. College level writing skills will be expected in all writing activities.

## **Outline of Content Sequence and Recommended Time (weeks or days):**

13 weeks	Reading
2 weeks	Advanced grammar
11 weeks	Academic writing
1 weeks	Formation of the English language
3 weeks	Listening and speaking
6 week	Vocabulary

## **Course Content, Materials and Reading Assessment Anchors**

**Writing assignments, readings, and class discussions will develop critical thinking and analytical skills.**

- I. Reading  
(Total Time: 12-15 weeks)

**Since students must demonstrate knowledge as stated in the Reading Assessment Anchors, it is important that instruction in these skills, concepts, and terms be embedded into teacher unit and lesson plans. Repetitive inclusion of Reading Assessment Anchors is crucial.**

### **Reading Assessment Anchors**

- R11A.1 Demonstrate the ability to understand and Interpret fiction text, including short story; novel excerpt, and poetry, including sonnet and epic, appropriate to grade level.
- R11A1.1 Identify the meaning of vocabulary --synonyms, antonyms, compound words and possessives.
- R11A1.2 Apply word recognition skills --context clues, roots, prefixes, and suffixes.
- R11A1.3 Make inferences and draw conclusions based on text.
- R11A1.4 Identify main idea, relevant details and generalizations.
- R11A1.5 Retell or summarize the major ideas or themes of the text.
- R11A.2 Demonstrates the ability to understand and interpret nonfiction text, including informational, e.g. textbooks, print media (magazines, brochures, etc.), editorials, public documents; autobiography; biography; and essay appropriate to grade level.
- R11A.2.1 Identify the meaning of vocabulary from various subject areas.
- R11A.2.2 Apply word recognition skills—context clues, roots, prefixes, and suffixes.
- R11A.2.3 Make inferences and draw conclusions based on text.
- R11A.2.4 Identify main ideas, relevant details, and generalizations.
- R11A.2.5 Retell or summarize the major points or procedures of the text.
- R11A.2.6 Check the validity and accuracy of information obtained from reading by differentiating fact from opinion.
- R11A.2.7 Evaluate text organization and content to determine the author’s purpose according to the author’s thesis and logic, headings, graphics and charts to derive meaning.

### **Reading Assessment Anchors**

- R11A.3 Analyze how a writer's use of words creates tone and mood, and how choice of words advances the theme or purpose of a fictional passage.  
 R11A.3.1 Analyze the uses and effects of dialogue, symbolism and or/ word choice as they contribute to the impact of a literary selection.
- R11B.1 Analyze the relationships and uses of literary elements.  
 R11B.1.1 Analyze characters, settings, plots, themes, tone and style in one or more texts.
- R11B.2 Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices.  
 R11B.2.1 Figurative Language—simile, metaphor, satire, personification, imagery and irony.  
 R11B.2.2 Literary Structures—foreshadowing, flashbacks, point of view—first and third person, limited, omniscient.

A chronological approach is suggested. Selected works and authors will be read analyzed, and interpreted.

1. British Literature anthology selections from *Literature of Britain with World Classics* – Students will read, analyze, and interpret selected literature.
2. Novel  
 Required (any two of the following): *Tale of Two Cities*, *Wuthering Heights*, *Brave New World*, *Things Fall Apart*, *1984*
3. Drama: *Macbeth* or *Hamlet*
4. Additional Required Reading
  1. Eight (8) books a year
  2. Teacher approved-student chosen
  3. First choice from the required eight (8) books must be read over the summer prior to the second week of the school year

## II. Advanced Grammar: 2-3 weeks

1. Punctuation of sentence structures
2. Subordination – Coordination
3. Parallelism
4. Clear Reference
5. Agreement

## III. Academic Writing (Total Time: 10-12 weeks)

1. Read and write essays (Informative and Persuasive)
2. College admissions and scholarship essays
3. The Précis-Synopsis
4. The Research Process and Paper – integrated with Information Literacy Skills in conjunction with the Library Media Specialist

The students will research, read and analyze literature of a British author, culminating in a 4-6 page paper using a minimum of 5 sources. The MLA format will be used. The research process will be reviewed.

1. Choosing and narrowing a topic
  2. Accessing informational sources
  3. Organizing for note-taking
  4. Note-taking procedure
  5. Synthesizing/Writing/Revising process
  6. Citing sources
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5. Required items for Graduation Project Portfolio (written during the first two weeks of school)
    1. Résumé
    2. Letter of application

#### IV. Formation of the English Language – 1week

#### V. Listening and Speaking

(Total Time: 3-4 weeks)

- A. Classroom discussions
  1. Whole class discussions
  2. Small group discussions
- B. Formal speech to large group

#### VI. Vocabulary (6 weeks - integrated into the school year)

- A. 15 vocabulary lessons from Vocabulary Workshop, Level F
- B. Continues study of vocabulary as encountered in literature

**Summative Assessment:**

Each student will plan, write, revise and produce the essays outlined in this course. After evaluation, each document will be placed in the student's writing portfolio. The PA Writing Assessment Domain Scoring Guide will serve as the district's standard for "satisfactory." The writing portfolio represents a continual summative assessment for students, teachers, parents and administrators to view.

The portfolio is organized evidence documenting, for teacher and student use, the growth, knowledge and skill exhibited in the discipline of Language Arts.

1. Less is more. Teaching a few skills thoroughly is more effective than teaching numerous skills superficially.
2. Students must be held accountable for skills identified at each precise assessment level. Skills must broaden, deepen, and build to avoid repetition.
3. The Language Arts Department recognizes the need for record keeping that travels.
4. A skill may be satisfied at a grade level other than the one designated by the state. The skills are distributed over the grades.
5. Writing, speaking, listening, researching, and reading are processes and must be treated as such in the Language Arts.
6. Skills will be integrated not only across the curriculum but also within the course content.
7. Skills should be practical to the demands of everyday communication.
8. For consistency, students and teachers need to use the published Warren County School District Student Guide for Grades 6-12.