

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: English 12
Course Number: 00017
Course Prerequisites: Successful completion of required English 9, 10 and 11 courses

Course Description: Designed to prepare students for post-secondary career opportunities, students will focus on language arts skills essential for job placement, as well as success beyond the classroom. Technical reading and writing, letter writing, resumes and practical language activities will be components of the class. Great themes and issues in literature will be examined to serve as a final arts and humanities experience. Students will establish a proficiency of language conventions and mechanics. With a focus on career readiness, the class will aid students in developing a command of general, academic, and domain-specific vocabulary. Through various discussions and a required formal speech, students will be proficient public speakers.

Suggested Grade Level: Grade 12
Length of Course: Two Semesters
Units of Credit: 1

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:
CSPG 42 English (7-12) or CSPG 36 Communications (7-12)

To find the CSPG information, go to [CSPG](#)

Certification verified by the WCSD Human Resources Department: Yes No

WCSD STUDENT DATA SYSTEM INFORMATION

Course Level: Academic
Mark Types: Check all that apply.
F – Final Average MP – Marking Period EXM – Final Exam

GPA Type: GPAEL-GPA Elementary GPAML-GPA for Middle Level NHS-National Honor Society
 UGPA-Non-Weighted Grade Point Average GPA-Weighted Grade Point Average

State Course Code: 01004

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

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TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Board Approved Textbooks, Software, and Materials:

Title: Into Literature British Literature
Publisher: Houghton Mifflin Harcourt
ISBN #: Volume 1: 978-1-328-47493-4/Online license 9781328607027
Volume 2: 978-1-328-51107-2/Online license 9781328607027
Copyright Date: 2020
WCSD Board Approval Date: 06/29/2020

Supplemental Materials: *Lord of the Flies*
Beowulf
Sir Gawain and the Green Knight
A Long Way Gone: Memoirs of a Boy Soldier
Macbeth
Hamlet
Goodbye, Rebel Blue
Alas, Babylon
A Walk Across America
Fahrenheit 451

Curriculum Document

WCSD Board Approval:
Date Finalized: 5/23/2022
Date Approved: 6/13/2022
Implementation Year: 2022-2023

SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS

Marking Period 1

Fiction: Novel: *Lord of the Flies*

Short Stories and Poetry

Nonfiction: Related Articles

Business Writing Examples

Writing: Business Writing:

Resume, Cover Letter, Job Application, Email, Formal Business Letters

Speaking/Listening: Business related public speaking

Discussions

Marking Period 2

Fiction: Short Stories and Poetry

Beowulf or *Sir Gawain and the Green Knight*

Nonfiction: *A Long Way Gone: Memoirs of a Boy Soldier*

Writing: Narrative

Constructed Responses

Speaking/Listening: Discussions

Marking Period 3

Fiction: Drama: *Macbeth* or *Hamlet*

Novel(optional): *Goodbye, Rebel Blue* or *Alas, Babylon*

Short Stories and Poetry

Nonfiction: Related Articles

Optional-*A Walk Across America*

Writing: Argumentative Essay

Speaking/Listening: Discussions

Informal speaking

Marking Period 4

Fiction: Novel: *Fahrenheit 451*

Short Stories and Poetry

Nonfiction: Related Articles

Writing: Informative Essay

Speaking/Listening: Discussions

Business related public speaking

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Standards/Eligible Content and Skills

| Performance Indicator | PA Core Standard and/or Eligible Content | Marking Period Taught |
|--|---|------------------------------|
| Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. | CC.1.3.11-12.B | MP1 |
| Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. | CC.1.3.11-12.C | MP1 |
| Evaluate how an author’s point of view or purpose shapes the content and style of a text. | CC.1.3.11-12.D | MP1 |
| Evaluate how words and phrases shape meaning and tone in texts. | CC.1.3.11-12.F | MP1 |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. | CC.1.3.11-12.I | MP1 |
| Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | CC.1.3.11-12.J | MP1 |
| Read and comprehend literary fiction on grade level, reading independently and proficiently. | CC.1.3.11-12.K | MP1 |
| Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. | CC.1.2.11-12.B | MP1 |
| Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. | CC.1.2.11-12.E | MP1 |
| Evaluate how words and phrases shape meaning and tone in texts. | CC.1.2.11-12.F | MP1 |
| Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | CC.1.2.11-12.J | MP1 |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. | CC.1.2.11-12.K | MP1 |
| Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | CC.1.2.11-12.L | MP1 |
| Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. | CC.1.4.11-12.S | MP1 |

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|--|---|------------------------------|
| Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | CC.1.4.11-12.T | MP1 |
| Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. | CC.1.4.11-12.U | MP1 |
| Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | CC.1.4.11-12.X | MP1 |
| Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. | CC.1.5.11-12.A | MP1 |
| Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. | CC.1.5.11-12.D | MP1 |
| Adapt speech to a variety of contexts and tasks. | CC.1.5.11-12.E | MP1 |
| Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. | CC.1.5.11-12.F | MP1 |
| Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content. | CC.1.5.11-12.G | MP1 |
| Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. | CC.1.3.11-12.A | MP2 |
| Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. | CC.1.3.11-12.B | MP2 |
| Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. | CC.1.3.11-12.C | MP2 |
| Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. | CC.1.3.11-12.E | MP2 |
| Evaluate how words and phrases shape meaning and tone in texts. | CC.1.3.11-12.F | MP2 |
| Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. | CC.1.3.11-12.G | MP2 |
| Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. | CC.1.3.11-12.H | MP2 |

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| Performance Indicator | PA Core Standard and/or Eligible Content | Marking Period Taught |
|--|---|------------------------------|
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. | CC.1.3.11-12.I | MP2 |
| Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | CC.1.3.11-12.J | MP2 |
| Read and comprehend literary fiction on grade level, reading independently and proficiently. | CC.1.3.11-12.K | MP2 |
| Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. | CC.1.2.11-12.A | MP2 |
| Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. | CC.1.2.11-12.B | MP2 |
| Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. | CC.1.2.11-12.C | MP2 |
| Evaluate how an author’s point of view or purpose shapes the content and style of a text. | CC.1.2.11-12.D | MP2 |
| Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. | CC.1.2.11-12.E | MP2 |
| Evaluate how words and phrases shape meaning and tone in texts. | CC.1.2.11-12.F | MP2 |
| Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. | CC.1.2.11-12.G | MP2 |
| Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | CC.1.2.11-12.J | MP2 |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. | CC.1.2.11-12.K | MP2 |
| Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | CC.1.2.11-12.L | MP2 |
| Write narratives to develop real or imagined experiences or events. | CC.1.4.11-12.M | MP2 |
| Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters. | CC.1.4.11-12.N | MP2 |

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|---|---|------------------------------|
| Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. | CC.1.4.11-12.O | MP2 |
| Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | CC.1.4.11-12.P | MP2 |
| Write with an awareness of the stylistic aspects of writing. <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases and clauses to convey specific meanings and add variety and interest. • Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. | CC.1.4.11-12.Q | MP2 |
| Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | CC.1.4.11-12.R | MP2 |
| Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | CC.1.4.11-12.T | MP2 |
| Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | CC.1.4.11-12.X | MP2 |
| Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. | CC.1.5.11-12.A | MP2 |
| Adapt speech to a variety of contexts and tasks. | CC.1.5.11-12.E | MP2 |
| Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content. | CC.1.5.11-12.G | MP2 |
| Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. | CC.1.3.11-12.A | MP3 |
| Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. | CC.1.3.11-12.B | MP3 |
| Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. | CC.1.3.11-12.C | MP3 |

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| Performance Indicator | PA Core Standard and/or Eligible Content | Marking Period Taught |
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| Evaluate how an author’s point of view or purpose shapes the content and style of a text. | CC.1.3.11-12.D | MP3 |
| Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare.) | CC.1.3.11-12.G | MP3 |
| Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. | CC.1.3.11-12.H | MP3 |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. | CC.1.3.11-12.I | MP3 |
| Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | CC.1.3.11-12.J | MP3 |
| Read and comprehend literary fiction on grade level, reading independently and proficiently. | CC.1.3.11-12.K | MP3 |
| Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. | CC.1.2.11-12.B | MP3 |
| Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. | CC.1.2.11-12.C | MP3 |
| Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | CC.1.2.11-12.J | MP3 |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. | CC.1.2.11-12.K | MP3 |
| Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | CC.1.2.11-12.L | MP3 |
| Write arguments to support claims in an analysis of substantive topics. | CC.1.4.11-12.G | MP3 |
| Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim. | CC.1.4.11-12.H | MP3 |

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| Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. | CC.1.4.11-12.I | MP3 |
| Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. | CC.1.4.11-12.J | MP3 |
| Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. | CC.1.4.11-12.K | MP3 |
| Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | CC.1.4.11-12.L | MP3 |
| Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | CC.1.4.11-12.X | MP3 |
| Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. | CC.1.5.11-12.A | MP3 |
| Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone. | CC.1.5.11-12.B | MP3 |
| Adapt speech to a variety of contexts and tasks. | CC.1.5.11-12.E | MP3 |
| Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content. | CC.1.5.11-12.G | MP3 |
| Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. | CC.1.3.11-12.B | MP4 |
| Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. | CC.1.3.11-12.C | MP4 |

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| Evaluate how an author’s point of view or purpose shapes the content and style of a text. | CC.1.3.11-12.D | MP4 |
| Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. | CC.1.3.11-12.E | MP4 |
| Evaluate how words and phrases shape meaning and tone in texts. | CC.1.3.11-12.F | MP4 |
| Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. | CC.1.3.11-12.H | MP4 |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. | CC.1.3.11-12.I | MP4 |
| Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | CC.1.3.11-12.J | MP4 |
| Read and comprehend literary fiction on grade level, reading independently and proficiently. | CC.1.3.11-12.K | MP4 |
| Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. | CC.1.2.11-12.A | MP4 |
| Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs. | CC.1.2.11-12.B | MP4 |
| Evaluate how an author’s point of view or purpose shapes the content and style of a text. | CC.1.2.11-12.D | MP4 |
| Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. | CC.1.2.11-12.G | MP4 |
| Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | CC.1.2.11-12.J | MP4 |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. | CC.1.2.11-12.K | MP4 |
| Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | CC.1.2.11-12.L | MP4 |

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| Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. | CC.1.4.11-12.A | MP4 |
| Write with a sharp, distinct focus identifying topic, task, and audience. | CC.1.4.11-12.B | MP4 |
| Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. | CC.1.4.11-12.C | MP4 |
| Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. | CC.1.4.11-12.D | MP4 |
| Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. | CC.1.4.11-12.E | MP4 |
| Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | CC.1.4.11-12.F | MP4 |
| Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. | CC.1.4.11-12.S | MP4 |
| Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | CC.1.4.11-12.X | MP4 |
| Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. | CC.1.5.11-12.A | MP4 |
| Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. | CC.1.5.11-12.D | MP4 |
| Adapt speech to a variety of contexts and tasks. | CC.1.5.11-12.E | MP4 |
| Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. | CC.1.5.11-12.F | MP4 |

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| Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content. | CC.1.5.11-12.G | MP4 |

ASSESSMENTS

PDE Academic Standards, Assessment Anchors, and Eligible Content: The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

Formative Assessments: The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

Effective formative assessments for this course include but are not limited to:

- Pre-Assessments of Prior Knowledge
- Bell ringers/Problem of the Day
- Discussions
- Teacher Observation/Questioning
- Graphic Organizers
- Summarizing
- Notetaking
- Oral Presentations
- Outlining
- Journaling
- Student Presentations/Projects
- Constructed Responses

Summative Assessments: The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

Effective summative assessments for this course include but are not limited to:

- Essays
- Constructed Responses
- Projects
- Quizzes/Tests
- Student Presentations
- Portfolios
- District Marking Period Assessments
- District Final Exam