

# Warren County School District

## PLANNED INSTRUCTION

### COURSE DESCRIPTION

**Course Title:** English 12

**Course Number:** 00017

**Course Description and Prerequisites:**

In this final year, students will focus on language arts skills, which are essential for job placement as well as success beyond the classroom. Technical reading and writing, letter writing, résumés, and other life-oriented language activities will form the basis of the class. Great themes and issues found in literature will be examined to serve as a final arts and humanities experience.

**Prerequisites:**

Successful completion of the required English 10 and English 11 courses

**Suggested Grade Level:** 12

**Length of Course:** \_\_\_\_ One Semester **X** Two Semesters \_\_\_\_ Other (Describe) \_\_\_\_\_

**Units of Credit:** One

**PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certification(s):**  
English

**Certification verified by WCSD Human Resources Department:**

**X** Yes \_\_\_\_ No

**Board Approved Textbooks, Software, Materials:**

**Title:**

**Publisher:**

**ISBN #:**

**Copyright Date:**

**Date of WCSD Board Approval:**

**BOARD APPROVAL:**

**Date Written:** January 2009

**Date Approved:** \_\_\_\_\_

**Implementation Year:** 2009-2010

**Suggested Supplemental Materials:**

Technology suggested but not limited to Smart Board, LCD projector, and laptop computers

**Course Standards****PA Academic Standards:** (List by Number and Description)

Reading, Writing, Speaking and Listening Standards:

- ☐ 1.1. Learning to Read Independently
- ☐ 1.2. Reading Critically in All Content Areas
- ☐ 1.3. Reading, Analyzing and Interpreting Literature
- ☐ 1.4. Types of Writing
- ☐ 1.5. Quality of Writing
- ☐ 1.6. Speaking and Listening
- ☐ 1.7. Characteristics and Function of the English Language
- ☐ 1.8. Research

**WCSD Academic Standards:** None

**Industry or Other Standards:** None

**WCSD EXPECTATIONS**

WCSD K-12 Expectations for instruction in writing, reading, mathematics and, technology have been developed and revised annually. The teacher will integrate all WCSD Expectations into this planned instruction

**SPECIAL EDUCATION AND GIFTED REQUIREMENTS**

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (I.E.P.) or Gifted Individual Education Plan (G.I.E.P.).

**SPECIFIC EDUCATIONAL OBJECTIVES/CORRESPONDING STANDARDS AND ELIGIBLE CONTENT WHERE APPLICABLE**

List Objectives, PA Standards #'s, Other Standards

**1.1 Learning to Read Independently, 1.2 Reading Critically in All Content Areas, 1.3 Reading, Analyzing and Interpreting Literature**

**\*A complete list of Formative and Summative Assessments can be found on page 10 of this document. Various assessments may be used depending on purpose and student ability.**

## R11.A.1 ASSESSMENT ANCHOR

Understand fiction appropriate to grade level	Performance Indicator	Assessment
<b>R11.A.1.1</b> Identify and apply the meaning of vocabulary.	<b>R11.A.1.1.1</b> Identify and/or apply meaning of multiple-meaning words used in text  <b>R11.A.1.1.2</b> Identify and/or apply a synonym or antonym of a word used in text	Class discussion Teacher observation Formative and /or summative assessments
<b>R11.A.1.2</b> Identify and apply word recognition skills.	<b>R11.A.1.2.1</b> Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix  <b>R11.A.1.2.2</b> Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences	
<b>R11.A.1.3</b> Make inferences, draw conclusions, and make generalizations based on text.	<b>R11.A.1.3.1</b> Make inferences and/or draw conclusions based on information from text  <b>R11.A.1.3.2</b> Cite evidence from text to support generalizations	
<b>R11.A.1.4</b> Identify and explain main ideas and relevant details.	<b>R11.A.1.4.1</b> Identify and/or explain stated or implied main ideas and relevant supporting details from text  <u>Note:</u> Items may target specific paragraphs.	
<b>R11.A.1.5</b> Summarize a fictional text as a whole.	<b>R11.A.1.5.1</b> Summarize the key details and events of a fictional text as a whole	
<b>R11.A.1.6</b> Identify, describe, and analyze genre of text.	<b>R11.A.1.6.1</b> Identify and/or analyze the author’s intended purpose of text  <b>R11.A.1.6.2</b> Describe and/or analyze examples of text that support the author’s intended purpose	

## R11.A.2 ASSESSMENT ANCHOR

Understand nonfiction appropriate to grade level	Performance Indicator	Assessment
<b>R11.A.2.1</b> Identify and apply the meaning of vocabulary in nonfiction.	<b>R11.A.2.1.1</b> Identify and/or apply meaning of multiple-meaning words used in text  <b>R11.A.2.1.2</b> Identify and/or apply meaning of content-specific words used in text	Class discussion Teacher observation Formative and /or summative assessments
<b>R11.A.2.2</b> Identify and apply word recognition skills.	<b>R11.A.2.2.1</b> Identify and apply how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix  <b>R11.A.2.2.2</b> Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences	
<b>R11.A.2.3</b> Make inferences, draw conclusions, and make generalizations based on text.	<b>R11.A.2.3.1</b> Make inferences and/or draw conclusions based on information from text  <b>R11.A.2.3.2</b> Cite evidence from text to support generalizations	
<b>R11.A.2.4</b> Identify and explain main ideas and relevant details.	<b>R11.A.2.4.1</b> Identify and/or explain stated or implied main ideas and relevant supporting details from text  <u>Note:</u> Items may target specific paragraphs.	
<b>R11.A.2.5</b> Summarize nonfiction text as a whole.	<b>R11.A.2.5.1</b> Summarize the major points, processes, and/or events of a nonfiction text as a whole	Class discussion Teacher observation Formative and /or summative assessments

<b>R11.A.2.6</b> Identify, describe, and analyze genre of text.	<b>R11.A.2.6.1</b> Identify and/or describe the author’s intended purpose of text  <b>R11.A.2.6.2</b> Describe and/or analyze examples of text that support the author’s intended purpose	Class discussion Teacher observation Formative and /or summative assessments
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## **R11.B.1 ASSESSMENT ANCHOR**

<b>Understand components within and between texts.</b>	<b>Performance Indicator</b>	<b>Assessment</b>
<b>11.B.1.1</b> Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction.	<b>R11.B.1.1.1</b>  <u>Character</u> (may also be called narrator, speaker, subject of a biography):  Identify, interpret, compare, describe, analyze, and/or evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfiction text  Identify, interpret, compare, describe, analyze, and/or evaluate the relationship between characters and other components of text  <u>Setting:</u>  Identify, interpret, compare, describe, analyze, and/or evaluate the setting of fiction or literary nonfiction  Identify, interpret, compare, describe, analyze, and/or evaluate the relationship between setting and other components of text	Class discussion Teacher observation Formative and /or summative assessments

	<p><u>Plot (may also be called action):</u></p> <p>Identify, interpret, compare, describe, analyze, and/or evaluate elements of the plot (conflict, rising action, climax and/or resolution)</p> <p>Identify, interpret, compare, describe, analyze, and/or evaluate the relationship between elements of the plot and other components of text</p> <p><u>Theme:</u></p> <p>Identify, interpret, compare, describe, analyze, and/or evaluate the theme of fiction or literary nonfiction</p> <p>Identify, interpret, compare, describe, analyze, and/or evaluate the relationship between the theme and other components of text</p> <p><u>Tone, Style, Mood:</u></p> <p>Interpret, compare, describe, analyze, and/or evaluate the tone, style, and/or mood of fiction or literary nonfiction</p> <p>Interpret, compare, describe, analyze, and/or evaluate the relationship between the tone, style, and/or mood and other components of the text</p> <p><u>Symbolism:</u></p> <p>Interpret, compare, describe, analyze, and/or evaluate the use of symbolism in fiction or literary nonfiction</p> <p>Interpret, compare, describe, analyze, and/or evaluate the relationship between symbolism and other components of the text.</p>	<p>Class discussion Teacher observation Formative and /or summative assessments</p>
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<b>R11.B.1.2</b> Make connections between texts.	<b>R11.B.1.2.1</b> Identify, interpret, compare, describe, analyze and/or evaluate connections between texts	
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## **R11.B.2 ASSESSMENT ANCHOR**

<b>Understand literary devices in fiction and nonfiction text</b>	<b>Performance Indicator</b>	<b>Assessment</b>
<b>R11.B.2.1</b> Identify, interpret, and describe figurative language and literary structures in fiction and nonfiction.	<p><b>R11.B.2.1.1</b> Identify, interpret, describe, and/or analyze examples of personification, simile, metaphor, hyperbole, satire, imagery, foreshadowing, flashbacks and irony in text</p> <p><b>R11.B.2.1.2</b> Identify, interpret, describe, and/or analyze the author's purpose for and effectiveness at using figurative language in text</p>	Class discussion Teacher observation Formative and /or summative assessments
<b>R11.B.2.2</b> Identify, interpret, describe, and analyze the point of view of the narrator in fictional and nonfiction text.	<p><b>R11.B.2.2.1</b> Identify, interpret, describe, and/or analyze the point of view of the narrator as first person or third person point of view</p> <p><b>R11.B.2.2.2</b> Interpret, describe, and/or analyze the effectiveness of the point of view used by the author</p>	Class discussion Teacher observation Formative and /or summative assessments

## **R11.B.3 ASSESSMENT ANCHOR**

<b>Understand concepts and organization of nonfiction text</b>	<b>Performance Indicator</b>	<b>Assessment</b>
<b>R11.B.3.1</b> Interpret, describe, and analyze the characteristics and uses of facts and opinions in nonfiction text.	<b>R11.B.3.1.1</b> Interpret, describe, and/or analyze the use of facts and opinions to make a point or construct an argument in nonfiction text	Class discussion Teacher observation Formative and /or summative assessments
<b>R11.B.3.2</b> Distinguish between essential and nonessential information within or between texts.	<b>R11.B.3.2.1</b> Identify and/or interpret bias and propaganda techniques in nonfiction text	Class discussion Teacher observation Formative and /or

	<b>R11.B.3.2.2</b> Describe and/or analyze the effectiveness of bias and propaganda techniques in nonfiction text	summative assessments
<b>R11.B.3.3</b> Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of nonfiction text.	<p><b>R11.B.3.3.1</b> Interpret and/or analyze the effect of text organization, including the use of headers</p> <p><b>R11.B.3.3.2</b> Interpret and/or analyze the author's purpose for decisions about text organization and content</p> <p><b>R11.B.3.3.3</b> Interpret and/or analyze graphics and charts, and/or make connections between text and the content of graphics and charts</p> <p><b>R11.B.3.3.4</b> Identify, compare, explain, interpret, describe, and/or analyze the sequence of steps in a list of directions</p>	Class discussion Teacher observation Formative and /or summative assessments

### Writing 1.5 Quality of Writing

	<b>Performance Indicator</b>	<b>1</b>	<b>2</b>	<b>Assessment</b>
1.5.A	Write with a sharp, distinct focus	X	X	Responding to prompts in the Narrative, Informational, and Persuasive Modes
.	Identify topic, task, and audience	X	X	
.	Establish and maintain a single point of view	X	X	
1.5.B	Write using well-developed content appropriate for the topic	X	X	
	Gather, determine validity and reliability of, analyze and organize information.	X	X	
	Employ the most effective format for purpose and audience	X	X	
	Write fully developed paragraphs that have details and information specific to topic and relevant to the focus	X	X	
1.5.C	Write with controlled or subtle organization	X	X	
	Sustain logical order throughout the piece	X	X	



	Include an effective introduction and conclusion	X	X	
1.5.D	Write with a command of stylistic aspects of composition	X	X	
	Use different types and lengths of sentences	X	X	
	Use precise language	X	X	
1.5.E	Revise writing to improve style, word choice, sentence variety and subtlety of meaning and rethinking how questions of purpose, audience and genre have been addressed.	X	X	
	Spell all words correctly	X	X	
	Use capital letters correctly	X	X	
	Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses	X	X	
	Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly	X	X	
	Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory, and imperative)	X	X	
	Revise	X	X	

## ASSESSMENTS

**PSSA Assessment Anchors Addressed:** The teacher must be knowledgeable of the PDE Assessment Anchors and/or Eligible Content and incorporate them into this planned instruction. Current assessment anchors can be found at [pde@state.pa.us](mailto:pde@state.pa.us).

### *Suggested Formative Assessments:*

- Pre-Assessments of prior knowledge (e.g. entrance cards or KWL chart)
- Discussions
- Teacher observation
- Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.)
- Summarizing
- Retelling
- Note taking
- Problem-based learning modules
- Authentic assessment
- Outlining

- Journaling
- Student presentations
- Open-ended written response
- Quizzes /tests
- Essays

***Suggested Summative Assessments:***

- Student presentations/projects
- Essays
- Quizzes/tests
- Technical writing assessments: required project and book work

**Portfolio Assessment:**      \_\_\_\_ Yes      \_\_**X**\_\_ No

**District-wide Final Examination Required:**      \_\_**X**\_\_ Yes      \_\_\_\_ No

**Course Challenge Assessment (Describe):** Not applicable

## **REQUIRED COURSE SEQUENCE AND TIMELINE**

(Content must be tied to objectives)

### **I. Reading (total time: 14-16 weeks integrated)**

A. Selected fiction and nonfiction readings from the following texts:

1. *The Art of Work: An Anthology of Workplace Literature* (optional)
2. *The Art of Life: An Anthology of Literature about Life and Work* (optional)
3. *An Anthology of short stories*

B. Novels to be discussed/studied/etc. to be considered: Students would read at least two:

**Required:**

1. *A Walk Across America*—non-fiction

**Optional:**

1. *Lord of the Flies*—fiction
2. *Fahrenheit 451*—fiction
3. *Alas Babylon*—fiction

C. Required Book Readings: (teacher approved, student chosen)

1. Six (6) books a year

### **II. Grammar (2 weeks plus integration)**

A. Review

B. Practice through written activities

### **III. Technical Writing (16-18 weeks integrated and research project)**

Students must have access to a computer and library technology to fulfill the types of technical writing below.

- A. Types of technical writing (\* indicates required items)
    - 1. Brochures\*
    - 2. Information sheets (job applications, credit forms, etc.)
    - 3. Job descriptions\*
    - 4. Professional letters\*
    - 5. News releases\*
    - 6. Proposals\*
    - 7. Memorandums\*
    - 8. Surveys/questionnaires
    - 9. Resumes\*
  - B. Research project
    - 1. Project must include at least one document of each required item from above.
    - 2. Must include a Works Cited page
- IV. Speaking and Listening in the Workplace (2 weeks integrated throughout the year)**
- A. Job interviews
  - B. Group discussions—problem solving and work ethics
  - C. Professional style presentations—PowerPoint
- V. Vocabulary Development (three weeks integrated throughout the school year)**  
 Method will be a continued study of vocabulary as encountered in literature and technical writing.
- VI. Research (1 week) This done in conjunction with research project.**

**Breakdown of the year in weeks:**

Fiction and Nonfiction	14-16 weeks	integrated
Technical Writing	14-16 weeks	
Vocabulary	6 weeks	integrated
Speaking & Listening	2 weeks	integrated
Research	1 week	(research paper included in writing)
Grammar	2 weeks	integrated
Teacher Discretion	2 weeks	

**WCSD STUDENT DATA SYSTEM INFORMATION**

1. Is there a required final examination?    ☒ Yes    \_\_\_ No
2. Does this course issue a mark/grade for the report card?  
☒ Yes \_\_\_ No
3. Does this course issue a Pass/Fail mark?    \_\_\_ Yes    ☒ No
4. Is the course mark/grade part of the GPA calculation?  
☒ Yes    \_\_\_ No
5. Is the course eligible for Honor Roll calculation? ☒ Yes    \_\_\_ No
6. What is the academic weight of the course?  
    \_\_\_ No weight/Non credit    ☒ Standard weight  
    \_\_\_ Enhanced weight                      (Describe)\_\_\_\_\_