COURSE DESCRIPTION

Course Title: English 12 College Preparatory (CP)

Course Number: 00018

Course Description and Prerequisites:

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.

Prerequisites:

Successful completion of the required English 10 and English 11 courses

Suggested Grade Level: Grade 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: (List or insert **None**)
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 11 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
R11.A.1.1 Identify and apply the meaning of vocabulary	**R11.A.1.1.1** Identify and/or apply meaning of multiple-meaning words used in text **R11.A.1.1.2** Identify and/or apply a synonym or antonym of a word used in text	Class discussion Teacher observation Formative and/or summative assessments
R11.A.1.2 Identify and apply word recognition skills	**R11.A.1.2.1** 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 **R11.A.1.2.2** Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences	
R11.A.1.3 Make inferences, draw conclusions, and make generalizations based on text	**R11.A.1.3.1** Make inferences and/or draw conclusions based on information from text **R11.A.1.3.**2 Cite evidence from text to support generalizations	
R11.A.1.4 Identify and explain main ideas and relevant details	**R11.A.1.4.1** Identify and/or explain stated or implied main ideas and relevant supporting details from text <u>Note</u>: Items may target specific paragraphs.	
R11.A.1.5 Summarize a fictional text as a whole	**R11.A.1.5.1** Summarize the key details and events of a fictional text as a whole	
R11.A.1.6 Identify, describe, and analyze genre of text	**R11.A.1.6.**1 Identify and/or analyze the author's intended purpose of text **R11.A.1.6.2** 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
R11.A.2.1 Identify and apply the meaning of vocabulary in nonfiction	**R11.A.2.1.1** Identify and/or apply meaning of multiple-meaning words used in text **R11.A.2.1.2** Identify and/or apply meaning of content-specific words used in text	Class discussion Teacher observation Formative and/or summative assessments
R11.A.2.2 Identify and apply word recognition skills	**R11.A.2.2.1** 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 **R11.A.2.2.2** Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences	
R11.A.2.3 Make inferences, draw conclusions, and make generalizations based on text	**R11.A.2.3.1** Make inferences and/or draw conclusions based on information from text **R11.A.2.3.2** Cite evidence from text to support generalizations	
R11.A.2.4 Identify and explain main ideas and relevant details	**R11.A.2.4.1** Identify and/or explain stated or implied main ideas and relevant supporting details from text Note: Items may target specific paragraphs.	
R11.A.2.5 Summarize nonfictional text as a whole	**R11.A.2.5.1** Summarize the major points, processes, and/or events of a nonfictional text as a whole	Class discussion Teacher observation Formative and/or summative assessments

| R11.A.2.6 Identify, describe, and analyze genre of text. | **R11.A.2.6.1** Identify and/or describe the author's intended purpose of text **R11.A.2.6.2** Describe and/or analyze examples of text that support the author's intended purpose | Class discussion Teacher observation Formative and/or summative assessments |

R11.B.1 ASSESSMENT ANCHOR

Understand components within and between texts	Performance Indicator	Assessment
11.B.1.1 Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction	**R11.B.1.1.1** Character (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 nonfictional text Identify, interpret, compare, describe, analyze, and/or evaluate the relationship between characters and other components of text Setting: 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

	Plot (may also be called action):	Class discussion Teacher observation Formative and/or summative assessments
	Identify, interpret, compare, describe, analyze, and/or evaluate elements of the plot (conflict, rising action, climax and/or resolution)	
	Identify, interpret, compare, describe, analyze, and/or evaluate the relationship between elements of the plot and other components of text	
	Theme:	
	Identify, interpret, compare, describe, analyze, and/or evaluate the theme of fiction or literary nonfiction	
	Identify, interpret, compare, describe, analyze, and/or evaluate the relationship between the theme and other components of text	
	Tone, Style, Mood:	
	Interpret, compare, describe, analyze, and/or evaluate the tone, style, and/or mood of fiction or literary nonfiction	
	Interpret, compare, describe, analyze, and/or evaluate the relationship between the tone, style, and/or mood and other components of the text	
	Symbolism:	
	Interpret, compare, describe, analyze, and/or evaluate the use of symbolism in fiction or literary nonfiction	
	Interpret, compare, describe, analyze, and/or evaluate the relationship between symbolism and other components of the text	

R11.B.1.2 Make connections between texts	R11.B.1.2.1 Identify, interpret, compare, describe, analyze and/or evaluate connections between texts	

R11.B.2 ASSESSMENT ANCHOR

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

R11.B.3 ASSESSMENT ANCHOR

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

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

Writing 1.5 Quality of Writing

	Performance Indicator	**1**	**2**	**Assessment**
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.

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
- Notetaking
- 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
- Classroom one-year portfolios
- PSSA exams
- Writing assessments: At least one persuasive and informational essay

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: 18 weeks integrated)**
A. Selected fiction and nonfiction readings from an approved text

B. Novels to be discussed/studied/etc. to be considered: Students would read at least four:
Suggested as options:
Full-length version of *The Canterbury Tales*
Full-Length version *of Beowulf*
Full-Length version of *Sir Gawain and the Green Knight*
Frankenstein
The Handmaid's Tale
Great Expectations
Brave New World
Things Fall Apart
1984
Wuthering Heights
A Tale of Two Cities
All Creatures Great and Small.

C. Drama to be discussed/studied/etc. to be considered: Students would read at least one play.
Suggested as options. Students would have to read a minimum of one drama from the options listed.
Macbeth
Hamlet

The Taming of the Shrew
Arms and the Man.

    D. Poetry

    E. Required Book Readings: Students will read eight books a year.

II.   **Grammar (2 weeks plus integration)**
    A. Review
    B. Practice through written activities
    C. Additional (as needed) from textbook

III.   **Writing (7-8 weeks integrated and research paper)**
    (Students must have access to a computer and library technology to fulfill the assignments below.)
    A. Writing Skills
    B. Research Paper
        1. Paper must include MLA format and Works Cited
        2. Paper must follow the guidelines set forth in the *Warren County School District Style Manual*

IV.   **Speaking (2 weeks)**
    A. Dramatic Reading and Interpretation
    B. Informative Speech (4-6 minutes) * integrated with research

V.   **Research (1 week) (See section III.)**

VI.   **Vocabulary Development (three weeks integrated throughout the school year)**
    Method will be a continued study of vocabulary as encountered in literature

Breakdown of the year in weeks:

Fiction and Nonfiction	18 weeks	integrated
Drama		
Vocabulary	3 weeks	integrated
Speaking	2 weeks	integrated
Research	1 week	(research paper included in writing)
Grammar	2 weeks	plus integration
Teacher Discretion	2 weeks	
Writing	7-8 weeks	

WRITING TEAM: Jennifer Franklin   Amy Eaton   Debra Weigel
                 Carol Livingston   Martha Dyke   Natalie Black
                 Char Eggleston   Stacey Ludwig
                 Input from all Grade 12 Language Arts instructors

WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination?   **X** Yes _____ No

2. Does this course issue a mark/grade for the report card?

    X Yes_____ No

3. Does this course issue a Pass/Fail mark? _____ Yes   **X** No

4. Is the course mark/grade part of the GPA calculation?

    X Yes _____ No

5. Is the course eligible for Honor Roll calculation? **X** Yes _____ No

6. What is the academic weight of the course?

    _____ No weight/Non credit   **X** Standard weight

    _____ Enhanced weight   (Describe)_____

SAMPLE

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

2.1 Numbers, Number Systems and Number Relationships

x – performance assessed during that semester

	Performance Indicator	1	2	Assessment
A.	• Recognize and write numbers to 1000. • Count by 2's, 5's, 10's, 25's, 100's .			**Formative Assessments:** • Observation • Evaluate written work • Performance assessment • Tests/quizzes • Problem-solving • Create an illustration • Develop a model using manipulatives • Hands on representation • Evaluate oral response • Self-evaluations • SuccessMaker • K-W-L • Homework
B.	Interpret whole numbers and fractions to represent quantities.			
C.	Write or represent numbers using manipulative such as hundred chart, base ten blocks, or number board.			
D.	Equate correct number of fractional parts to a whole number using manipulatives and drawings.			
E.	• Recognize and count pennies, nickels, dimes, quarters and one dollar bill. • Count and write a given amount of money up to $1.00 using different coin combinations. • Select coins to match a given amount of money. • Solve money problems using cent and dollar symbols.			**Summative Assessments:** • Portfolio • Test • Performance assessment
F.	Recognize even and odd numbers.			
G.	• Use concrete objects such as base ten blocks to represent numbers 1 through 1000.			
H.	Demonstrate one to one correspondence to 1000.			
I.	• Recognize numbers in ones, tens, and the hundreds place value. • Order numbers from least to greatest and greatest to least. • Write numbers in expanded form.			
J.				
K.				
L.	Demonstrate knowledge of basic addition and subtraction of facts to 20.			

SAMPLE

2.2 Computation and Estimation

	Performance Indicator	1	2	Assessment
A.	• Apply addition and subtraction in everyday situations to 1000. • Solve story problems using concrete objects.			Formative Assessments: • Observation • Evaluate written work • Performance assessment
B.	• Solve two and three digit addition and problems with and without regrouping. • Solve two and three digit subtraction problems with and without regrouping.			• Tests/quizzes • Problem-solving • Create an illustration
C.	Demonstrate the concept of multiplication as repeated addition using 2's, 5's and 10's.			• Develop a model using manipulatives • Hands on representation
D.	Demonstrate the concept of division as repeated subtraction and as sharing 50.			• Evaluate oral response
E.				• Self-evaluations
F.	Use estimation to determine the reasonableness of calculated answers to 1000.			• SuccessMaker • Interview • K-W-L
G.	Describe the process used to solve a problem.			• Homework Summative Assessments: • Portfolio • Test • Performance assessment

2.3 Measurement and Estimation

	Performance Indicator	1	2	Assessment
A.	• Compare measurable progression of time to the hour, ½ hour, ¼ hour and five-minute intervals. • Record and graph temperature.			Formative Assessments: • Observation • Evaluate written work • Performance assessment
B.	Determine and measure objects with standard and non-standard units.			• Tests/quizzes • Problem-solving
C.	Determine and compare elapsed time.			• Create an

		1	2	
D.	Read and represent time to the nearest ½ hour, ¼ hour, and five minutes using an analog and digital clock.			illustration • Develop a model using manipulatives • Hands on representation • Evaluate oral response • SuccessMaker • Homework Summative Assessments: • Test • Performance assessment
E.	Determine the appropriate unit of measure.			
F.				
G.	Estimate and verify measurement.			

2.4 Mathematical Reasoning and Connections

	Performance Indicator	1	2	Assessment
A.	Make and verify predictions of real life objects.			Formative Assessments: • Observation • Evaluate written work • Performance assessment Summative Assessments: • Performance assessment
B.	Use measurement in everyday situations in the classroom.			

2.5 Mathematical Problem Solving and Communication

	Performance Indicator	1	2	Assessment
A.	• Create addition and subtraction word problems using real life situations, then solve. • Solve addition and subtraction word problems using charts and graphs. • Use appropriate problem-solving strategies to solve word problems.			Formative Assessments: • Observation • Evaluate written work • Performance assessment • Problem-solving • Create an illustration
B.	Represent the solution to a word problem with manipulatives.			

		1	2	
C.				• Develop a model using manipulatives • Hands on representation • Evaluate oral response Summative Assessments: • Test • Performance assessment

2.6 Statistics and Data Analysis

	Performance Indicator	1	2	Assessment
A.	• Gather data by observing with tallies, pictures, and counting. • Organize and display data using charts, bar graphs and pictographs.			Formative Assessments: • Observation • Evaluate written work • Problem-solving • Create an illustration • Hands on representation Summative Assessments: • Performance assessment
B.	Formulate and answer questions based on data shown on graphs.			
C.				
D.				

2.7 Probability and Predictions

	Performance Indicator	1	2	Assessment
A.	Predict the measure of likelihood of events.			Formative Assessments: • Observation • Evaluate written work • Performance assessment • Create an illustration • Hands on representation • Evaluate oral response Summative Assessments: • Test • Performance assessment
B.	• Gather data using a spinner and record. • Recognize and explain a fair or unfair spinner.			
C.				