

**Warren County School District**  
**PLANNED INSTRUCTION**

**COURSE DESCRIPTION**

**Course Title:**     English 12

**Course Number:**     00017

**Course Prerequisites:** Successful completion of the 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, résumés, and practical 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. Students will establish a mastery 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:** 12

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

**Units of Credit:**           1       (Insert *NONE* if appropriate.)

**PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certification(s):** CSPG 42

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

  X   Yes            \_\_\_\_\_ No

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

Title: Technical Writing for Success 9780538438681/ 0538438681

**Publisher:**

ISBN #: 9780538438681/ 0538438681

**Copyright Date:** 2009

**Date of WCSD Board Approval:**

Required/Suggested Reading:

Required Novel:

*-The Lord of the Flies*

Novels/Nonfiction Works (2 of the 5):

*-Goodbye Rebel Blue*

*-Alas, Babylon*

*-Walk Across America*

*-Fahrenheit 451*

*-A Long Way Gone*

**BOARD APPROVAL:**

**Date Written:** July 13, 2017

**Date Approved:** September 1, 2017

**Implementation Year:** 2017-2018

**SPECIAL EDUCATION AND GIFTED REQUIREMENTS**

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

**SPECIFIC EDUCATIONAL STANDARDS, CONTENT, & SKILLS**

Because this is not a Keystone testing grade, the chart is organized by the Grades 11-12 English Language Arts Standards.

**Assessment Anchor/Descriptor: 1:2 Reading Informational Text**

**Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.**

PA Core Standard:	Eligible Content
<p><b>CC.1.2.11–12.A</b> 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.</p> <p><b>CC.1.2.11–12.B</b> 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.</p> <p><b>CC.1.2.11–12.C</b> Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p> <p><b>CC.1.2.11–12.D</b> Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p><b>CC.1.2.11–12.E</b> 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.</p> <p><b>CC.1.2.11–12.E</b> 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.</p> <p><b>CC.1.2.11–12.F</b> Evaluate how words and phrases shape meaning and tone in texts.</p> <p><b>CC.1.2.11–12.G</b> 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.</p> <p><b>CC.1.2.11–12.H</b> Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p><b>CC.1.2.11–12.I</b> Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p><b>CC.1.2.11–12.J</b></p>	<p>Grade 12 is not a testing year; therefore, there is no eligible content to align to the standards.</p>

<p>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.</p> <p><b>CC.1.2.11–12.K</b> 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.</p> <p><b>CC.1.2.11–12.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>	
<p><b>Assessment Anchor /Descriptor: 1.3 Reading Literature</b> Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p>	
<p><b>PA Core Standard:</b></p> <p><b>CC.1.3.11-12.A</b> 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.</p> <p><b>CC.1.3.11-12.B</b> 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.</p> <p><b>CC.1.3.11-12.C</b> Analyze the impact of the author’s choices regarding how to developing and relate elements of a story or drama.</p> <p><b>CC.1.3.11-12.D</b> Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p><b>CC.1.3.11-12.E</b></p>	<p><b>Eligible Content:</b></p> <p>Grade 12 is not a testing year; therefore, there is no eligible content This chart is organized according to English Language Arts Standards.</p>

<p>Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p> <p><b>CC.1.3.11-12.F</b> Evaluate how words and phrases shape meaning and tone in texts.</p> <p><b>CC.1.3.11-12.G</b> 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 and one play by an American dramatist.)</p> <p><b>CC.1.3.11-12.H</b> 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.</p> <p><b>CC.1.3.11-12.I</b> 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.</p> <p><b>CC.1.3.11-12.J</b> 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.</p> <p><b>CC.1.3.11-12.K</b> Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	
<p><b>Assessment Anchor / Descriptor: 1.4 Writing</b> <b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b></p>	
<p><b>PA Core Standard:</b></p> <p><b>CC.1.4.11–12.A</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p><b>CC.1.4.11–12.B</b> Write with a sharp distinct focus identifying topic, task, and audience.</p> <p><b>CC.1.4.11–12.C</b> 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</p>	<p><b>Eligible Content:</b></p> <p>See oral/writing component clause below.</p>

topic; include graphics and multimedia when useful to aiding comprehension.

**CC.1.4.11–12.D**

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.E**

Write with an awareness of the stylistic aspects of composition.

- 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.F**

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**CC.1.4.11–12.G**

Write arguments to support claims in an analysis of substantive topics.

**CC.1.4.11–12.H**

Write with a sharp distinct focus identifying topic, task, and audience.

- Introduce the precise, knowledgeable claim.

**CC.1.4.11–12.I**

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.J**

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.K**

Write with an awareness of the stylistic aspects of composition.

- 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.L**

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

#### **CC.1.4.11–12.M**

Write narratives to develop real or imagined experiences or events.

#### **CC.1.4.11–12.N**

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.O**

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.P**

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 the reflects on what is experienced, observed, or resolved over the course of the narrative.

#### **CC.1.4.11–12.Q**

Write with an awareness of the stylistic aspects of writing.

\*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.R**

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

#### **CC.1.4.11–12.S**

Draw evidence from literary informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

#### **CC.1.4.11–12.T**

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.

<p><b>CC.1.4.11–12.U</b> 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.</p> <p><b>CC.1.4.11–12.V</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>CC.1.4.11–12.W</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>CC.1.4.11–12.X</b> 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.</p>	
<p><b>Assessment Anchor / Descriptor: 1.5 Speaking and Listening</b> <b>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b></p>	
<p><b>PA Core Standard:</b></p>	<p><b>Eligible Content:</b></p>
<p><b>CC.1.5.11–12.A</b> 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.</p> <p><b>CC.1.5.11–12.B</b> 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.</p> <p><b>CC.1.5.11–12.C</b> Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><b>CC.1.5.11–12.D</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization,</p>	<p>See oral/writing component clause below.</p>



<p>development, substance, and style are appropriate to purpose, audience, and task.</p> <p><b>CC.1.5.11–12E</b> Adapt speech to a variety of contexts and tasks.</p> <p><b>CC.1.5.11–12.F</b> Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p><b>CC.1.5.11–12.G</b> Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content</p>	
<p><b>Assessment Anchor / Descriptor:</b> <b>Conventions of Standard English</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
<p><b>National Standard:</b></p>	<p><b>Eligible Content:</b></p>
<p><b>CCSS.ELA-Literacy.L.11-12.1.a</b> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p><b>CCSS.ELA-Literacy.L.11-12.1.b</b> Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p>	<p>Not State assessed, see oral/ writing component below.</p>
<p><b>Assessment Anchor / Descriptor:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p><b>National Standard:</b></p>	<p><b>Eligible Content :</b></p>
<p><b>CCSS.ELA-Literacy.L.11-12.2.a</b> Observe hyphenation conventions.</p> <p><b>CCSS.ELA-Literacy.L.11-12.2.b</b> Spell correctly.</p>	<p>Not State assessed, see oral/ writing component below.</p>

See Curriculum Map - <English 12>

## **ORAL/WRITTEN COMPONENT**

**A formal oral speech with a written component is required for all high school English Language Arts classes.**

**The following sequence should be followed:**

- Grade 9 – Demonstrative (How-To) Speech
- Grade 10 – Informative Speech
- Grade 11 – Persuasive Speech
- Grade 12 – Business-Related Public Speaking

**Specific types of formal writing are required for each grade level of English Language Arts classes.**

- Grade 9 – Informative, Argumentative, Narrative
- Grade 10 – Critical Analysis, Problem/Solution, Compare/Contrast
- Grade 11 – Minimum of two Critical Analyses
- Grade 12 – Business Writing

## **ASSESSMENTS**

**Suggested Formative Assessments:** The teacher will develop and use standards-based assessments throughout the course.

- Pre-Assessments of prior knowledge (e.g. entrance cards or KWL chart)
- Labs/lab reports
- Bell ringers/Problems of the Day (PODs)
- Discussions
- Teacher observation/Questioning
- Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.)
- Summarizing
- Retelling
- Notetaking
- Problem-based learning modules
- Authentic assessment
- Oral presentations
- Outlining
- Journaling
- Student presentations/projects
- Open-ended response

**Suggested Summative Assessments:**

- Essays
- Open-Ended Responses
- Projects
- Quizzes/tests
- Student presentations
- Portfolios

**District Approved Assessment Instruments**

- Any district approved assessment instrument

**Portfolio Assessment:**        ☐ Yes    ☒ No

**District-wide Final Examination Required:**        ☐ Yes    ☒ No

**Course Challenge Assessment (Describe):** A score of 85 percent or above on a teacher-created assessment.

**WRITING TEAM: Input from teachers across the district`**

### 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) AP