

Mifflin County School District Planned Instruction

Title of Planned Instruction: English

Subject Area: Reading, Writing, Speaking, and Listening

Grade Level: 12

Prerequisites: English 11

Course Description: This course is designed to accommodate the needs of the student who may or may not be college-bound. The study of literature, some of which is British, provides the student with the opportunity to increase his/her awareness of the worth and dignity of man and thereby to achieve a broader understanding of human emotions, motives, and relationships. Emphasis is placed upon vocabulary growth as well as improved oral and written communication skills. Various activities require the use of creative and critical thinking skills. Students will prepare a research paper.

Required Time: One Year

Course Credit: 1.0

Major Text(s) and Resources:

The Language of Literature, McDougal Littell, 1997
Literature and Integrated Studies, Scott Foresman, 1997
Supplemental Reading List

Names of District Subject Area Curriculum Writing Committee:

Helen E. Lodanosky
Virginia L. Malcolm
Susan C. Richard
Diane L. Snyder

Date of Board Approval: April 25, 2002

Subject Area: Reading, Writing, Speaking, and Listening
Strand: 1.1 Learning to Read Independently
Grade/Course: English – Grade 12

Grade Level Objectives	Performance Indicators	Assessments
A. Before reading, locate and select various resources for a specific purpose.	Choose the appropriate source for the assigned purpose.	<ul style="list-style-type: none"> • Teacher conference
B. Examine informational materials for author's purpose.	Read and discuss related materials.	<ul style="list-style-type: none"> • Essay response • Discussion
C. During reading, apply acquired knowledge and use context clues to understand the meaning of new words.	Use these words to communicate effectively.	<ul style="list-style-type: none"> • Test • Student writing • Discussion
D. Use comprehension strategies to extract essential ideas from text.	Summarize and/or respond to text.	<ul style="list-style-type: none"> • Reading quiz • Written response
E. Expand written and spoken vocabulary from acquired reading vocabulary.	Use new vocabulary.	<ul style="list-style-type: none"> • Quiz • Written response • Test • Discussion
F. Understand the meaning of and apply content vocabulary.	Recognize key literary terms.	<ul style="list-style-type: none"> • Discussion • Quiz • Test • Test essay • Written response
G. Understand and apply knowledge gained from text.	<ul style="list-style-type: none"> • Support assertions about texts. • Compare and contrast texts. • Make extensions to related ideas, topics, or information. 	<ul style="list-style-type: none"> • Discussion • Written response • Group work • Test • Open-ended question
H. Read fluently with a high level of comprehension.	<ul style="list-style-type: none"> • Read aloud with accuracy. • Correct mistakes. • Use appropriate reading techniques (rhythm, flow, meter, and pronunciation). • Read a variety of genres and texts. • Use textual aids. 	<ul style="list-style-type: none"> • Teacher observation • Written response • Quiz • Test

Strand: 1.2 Reading Critically in All Content Areas
Grade/Course: English – Grade 12

Grade Level Objectives	Performance Indicators	Assessment
A. Read and understand informational texts and/or documents.	<ul style="list-style-type: none"> • Differentiate fact from opinion. • Distinguish between essential and non-essential information. • Make decisions and draw conclusions using established criteria. • Evaluate the text organization and content. 	<ul style="list-style-type: none"> • Quiz • Study guides • Open-ended question • Discussion
B. Use, understand, and evaluate a variety of media.	<ul style="list-style-type: none"> • Evaluate and select appropriate electronic media. • Use media to demonstrate understanding. 	<ul style="list-style-type: none"> • Project

Strand: 1.3 Reading, Analyzing, and Interpreting Literature
Grade/Course: English – Grade 12

Grade Level Objectives	Performance Indicators	Assessment
A. Read, understand, and respond to works of literature.	Discuss, analyze, and critique works of literature.	<ul style="list-style-type: none"> • Discussion • Written response • Test
B. Understand the author's use of literary elements.	Analyze characters, setting, plot, theme, point of view, tone, mood, and style.	<ul style="list-style-type: none"> • Graphic organizer • Discussion • Quiz
C. Recognize the effect of author's use of literary devices.	<ul style="list-style-type: none"> • Identify and analyze sound techniques (e.g., rhyme, rhythm, meter, and alliteration). • Identify and analyze figurative language (e.g., personification, simile, allusion, metaphor, hyperbole, irony, and symbolism). 	<ul style="list-style-type: none"> • Test • Discussion

Strand: 1.4 Types of Writing
Grade/Course: English – Grade 12

Grade Level Objectives	Performance Indicators	Assessment
A. Write a short story, poem, or play.	<ul style="list-style-type: none"> • Incorporate the following: • varying organizational methods and characteristics • relevant illustrations • dialogue where appropriate • conflict • literary elements • literary devices • detailed descriptions 	<ul style="list-style-type: none"> • Written response • Project • Graphic organizer
B. Write expository pieces.	<ul style="list-style-type: none"> • Utilize the following: • a well developed topic • precise language and specific detail • cause and effect • various models of development (e.g., definition, analogy) • primary and secondary sources 	<ul style="list-style-type: none"> • Essay test • Written response
C. Write persuasive pieces.	<ul style="list-style-type: none"> • Develop a clearly stated position/opinion. • Include pertinent documented evidence. • Develop reader interest. • Address reader arguments and concerns. • Select the method of development to best advance the argument or position to the audience. 	<ul style="list-style-type: none"> • Written response • Essay test
D. Maintain a written record of personal information.	Write a personal resume including activities, course work, experience, honors, and interests.	<ul style="list-style-type: none"> • Written response

Strand: 1.5 Quality of Writing
Grade/Course: English – Grade 12

Grade Level Objectives	Performance Indicators	Assessment
A. Write with a distinct focus.	Identify topic. Maintain a single point of view.	<ul style="list-style-type: none"> • PSSA rubric • Peer conferencing • Writing sample • Teacher-made rubric

B. Write using well developed and appropriate content.	<ul style="list-style-type: none"> • Gather, verify, and synthesize information. • Utilize the most effective format for purpose and audience. • Write fully developed paragraphs specific to the topic and relevant to the focus. 	<ul style="list-style-type: none"> • PSSA rubric • Peer conferencing • Writing sample • Teacher-made rubric
C. Write with effective and logical organization that supports unity and clarity.	<ul style="list-style-type: none"> • Sustain a logical order throughout the piece. • Include an effective introduction and conclusion. 	<ul style="list-style-type: none"> • PSSA rubric • Peer conferencing • Writing sample • Teacher-made rubric
D. Write with effective style.	<ul style="list-style-type: none"> • Vary sentence structure. • Use vocabulary appropriate to the purpose and audience. 	<ul style="list-style-type: none"> • PSSA rubric • Peer conferencing • Writing sample • Teacher-made rubric
E. Revise writing to improve first draft.	<ul style="list-style-type: none"> • Improve the following: <ul style="list-style-type: none"> • style • word choice • sentence variety • paragraph development • clarity of meaning • organization in the context of purpose, audience, and genre 	<ul style="list-style-type: none"> • PSSA rubric • Peer conferencing • Writing sample • Teacher-made rubric
F. Edit writing using the conventions of language.	<ul style="list-style-type: none"> • Spell words correctly. • Use proper grammar and standard usage. • Vary sentence formations. • Use appropriate mechanics. 	<ul style="list-style-type: none"> • PSSA rubric • Peer conferencing • Writing sample • Teacher-made rubric
G. Present and/or defend written work when appropriate.	Prepare a presentation.	<ul style="list-style-type: none"> • Rubric • Checklist • Research paper

Strand: 1.6 Speaking and Listening
Grade/Course: English – Grade 12

Grade Level Objectives	Performance Indicators	Assessment
A. Listen to others.	<ul style="list-style-type: none"> • Ask clarifying questions. • Evaluate the relevancy of information, ideas, and opinions. • Take notes. 	<ul style="list-style-type: none"> • Class discussion • Notebook • Teacher observation

<p>B. Listen to selections of literature (fiction and/or non-fiction).</p>	<ul style="list-style-type: none"> • Relate to previous knowledge. • Make predictions. • Summarize and reflect on content. • Identify and define new words and concepts. • Analyze and synthesize the selections, relating them to other selections heard or read. 	<ul style="list-style-type: none"> • Quiz • Presentation • Writing response
<p>C. Speak using skills appropriate to formal speech situations.</p>	<ul style="list-style-type: none"> • Adjust presentation according to audience and purpose. • Use effective verbal communication skills to create the desired impression or effect on the audience. • Adjust stress, volume, and inflection to provide emphasis to ideas or to influence the audience. 	<ul style="list-style-type: none"> • Rubric • Peer assessment • Teacher observation
<p>D. Contribute to discussions.</p>	<ul style="list-style-type: none"> • Ask relevant, clarifying questions. • Enhance the discussion by introducing and responding with relevant information, ideas, and opinions. • Listen to and acknowledge the contributions of others. • Paraphrase and summarize as needed. 	<ul style="list-style-type: none"> • Teacher observation
<p>E. Participate in discussions and presentations.</p>	<ul style="list-style-type: none"> • Initiate conversation. • Present oral readings for a specific purpose. • Conduct interviews. • Engage in informal debate on a particular topic. • Critically evaluate group discussion. 	<ul style="list-style-type: none"> • Teacher observation • Peer assessment • Checklist

F. Use media for learning purposes.	<ul style="list-style-type: none"> • Use various forms of media to obtain information for a particular intent. • Recognize the impact of media on public opinion. • Utilize a variety of media to design and develop effective presentations for a specific purpose 	<ul style="list-style-type: none"> • Presentation
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Strand: 1.7 Characteristics and Functions of the English Language
Grade/Course: English – Grade 12

Grade Level Objectives	Performance Indicators	Assessment
A. Recognize the influence of historical events on the English language.	Identify the historical events and their impact on the language.	<ul style="list-style-type: none"> • Quiz • Time line
B. Recognize language variations and their effect on societal groups.	Discuss various dialects.	<ul style="list-style-type: none"> • Class discussion
C. Demonstrate an understanding of the role and influence of the English language within and across countries.	<ul style="list-style-type: none"> • Identify changes in language usage. • Identify the differences between British and American English. 	<ul style="list-style-type: none"> • Discussion

Strand: 1.8 Research
Grade/Course: English – Grade 12

Grade Level Objectives	Performance Indicators	Assessment
A. Recognize an appropriate topic for research.	Select, limit, and refine a topic for research.	<ul style="list-style-type: none"> • Teacher observation • Discussion
B. Locate information using appropriate sources and strategies.	<ul style="list-style-type: none"> • Use a variety of reliable primary and secondary resources to research topic. • Evaluate the importance and quality of the sources. • Select sources appropriate to the breadth and depth of the research. 	<ul style="list-style-type: none"> • Note cards • Teacher observation

<p>C. Organize, summarize, and present the main ideas from the research.</p>	<ul style="list-style-type: none"> • Take notes relevant to the research topic. • Develop a thesis statement based on the research. • Anticipate readers' problems or misunderstandings. • Give precise, formal credit for others' ideas, images, or information using a standard method of documentation. • Write a paper displaying unity, clarity, and effective style. 	<ul style="list-style-type: none"> • Research paper (required) • Note cards • Rubric • Outline • Teacher conference
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<p style="text-align: center;">District Recommended Instructional Approach For the Course To Drive Teacher's Instructional Activities</p>	
<ul style="list-style-type: none"> • Whole group instruction • Small group instruction • Flexible groups • Cooperative groups • Peer revising and editing • Writing workshop • Teacher and peer conferencing • Games • Projects • Creative activities • Class discussion • Modeling process • Direction instruction • Self-reflection • Oral presentations • Thematic units 	<ul style="list-style-type: none"> • Individual instruction • Contract grading • Role playing • Dramatizations • Independent study • Research • Literature Circles • Graphic organizers • Read alouds • Independent reading • Guest speakers • Guided reading • Review • Student-guided lessons • Debate • Interviews