

**EXPLORATORY ENGLISH - GRADE 12**  
**PLANNED COURSE CURRICULUM GUIDE**

**I. COURSE DESCRIPTION AND INTENT:**

**II. INSTRUCTIONAL TIME:**

**Class Periods:**

**Length of Class Periods (minutes): 42**

**Length of Course: 180 days; 120 clock hours**

**Unit of Credit: 1**

**Course Weight: 1**

**A GREAT PLACE TO LEARN!**



***PINE GROVE AREA SCHOOL DISTRICT***  
**PINE GROVE, PENNSYLVANIA**

**PINE GROVE AREA SCHOOL DISTRICT**  
Pine Grove, Pennsylvania 17963

**PLANNED COURSE ADAPTATIONS/MODIFICATIONS**  
**Introduction**

The instructional adaptations that follow are provided as suggestions to be implemented with all students, particularly with those in need of special education services including the gifted. This listing is in no way intended to be exhaustive. Rather, it is reflective of some major considerations in the area of curriculum adaptations/modifications.

These instructional adaptations will work with any student, but are especially beneficial to those in need of learning support. Some may argue that these modifications are simply *good teaching*. Indeed, modifications of this type do represent good teaching. These principles of good teaching become instructional modifications whenever: (1) certain students in a particular class require such modifications *above and beyond* what is typically required by *most* students in that class and (2) without these modifications, these same students would not succeed.

## PREFACE

Users and information seekers should familiarize themselves with the purpose and terminology of this **Planned Course Curriculum Guide (PCCG)**. We suggest that you first read the following:

- **PCCG PURPOSE AND INTENT**
- **PCCG DEFINITIONS**

The PCCG specifies the unit lesson outcome, essential content, standards, activities, resources, and evaluation of student performance. This sector provides the means to initiate the learning activities to attain the program goal as identified in the course description and intent.

The standards and outcomes are minimal expectations; further embellishment of the course is discretionary with the instructor depending upon the capability of the students.

This PCCG is designed as an ACTIVE document capable of technological modification as required.

The instructional delivery of this curriculum is quality controlled through the lesson plan development of the teacher.

**Lawrence J. Mussoline, Jr., Ph.D.**  
**Superintendent of Schools**

# **PLANNED COURSE CURRICULUM GUIDE (PCCG) PURPOSE AND INTENT**

## **The Planned Course Curriculum Guide (PCCG) is a multi-purpose document:**

- All staff, particularly new teachers, can understand instructional expectations through the WRITTEN curriculum
- A continuing district-wide instructional process and scope and sequence of subject matter are enhanced. The WRITTEN curriculum is delivered through the TAUGHT curriculum (instructional content and learning activities) and is evaluated through the TESTED curriculum (expected levels of student achievement - learning outcomes)
- Priority student-centered outcomes are identified and attained through suggested learning activities and content designed to help insure a balanced and comprehensive basic curriculum
- Essential content and course standards provide an efficient basis for selecting appropriate instructional materials and resources
- Staff development areas for curriculum improvement are provided
- The PCCG conforms with current Pennsylvania Department of Education curriculum regulations and serves the dual feature of providing both an administrative document and an instructional guide
- Content and subject format remain flexible and adaptable to modification - an "active" document
- Special Pennsylvania Department of Education (PDE) legislation is identified
- Parents and students are provided with an overview of the instructional program and each course in particular

## PLANNED COURSE CURRICULUM GUIDE (PCCG) DEFINITIONS

- **Course Description and Intent**: a brief overview of the course and program goals
- **Instructional Time**: frequency of class meetings and time/appropriate credit at the secondary level
- **Special Notes**: emphatic features or highlights and identification of Department of Education mandates found in the course
- **Unit Lesson Outcome**: describes the knowledge, skills, attitudes, student performance behaviors and areas of study that have been identified as appropriate to help the student attain the rigorous standards of a quality education
- **Teaching-Learning Activities**: suggested activities designed to help all students achieve the learning outcomes and standards
- **Standards**: statements establishing the minimal knowledge, skills, performance behaviors, and essential learning (content) a student must attain. A standard defines what students should know and be able to do
- **Expected Levels of Achievement (Learning Outcomes)**: what students will be expected to do as a result of the application of teaching-learning activities and content
- **Evaluation Criteria (Actual Level of Attainment)**: student performance level achieved and measured through specified evaluation criteria

## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

**Academic Content Standard #1:** All students will read and comprehend grade appropriate text using a variety of strategies.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p><b>STANDARD 1</b></p> <p>96. Before reading, locate and select various resources for a specific purpose.</p> <p>97. Analyze and synthesize correlation of the text and graphic features of informational materials analyzing author's choices.</p> <p>98. During reading, apply acquired knowledge and strategies to understand the meaning of new words. Use these words to communicate effectively.</p> <p>99. Utilize effective comprehension strategies to extract essential ideas from text.</p> <p>100. Utilize the acquired reading vocabulary by determining the</p>	<p>96. Do research for senior project.</p> <p>97. Make outline for senior project.</p> <p>98. Present findings of research for senior project.</p> <p>99. Compile notes for senior project.</p> <p>100. Keep a word bank of new vocabulary</p> <p>101. Read contemporary nonfiction.</p> <p>102. Research information for senior project.</p> <p>103. Present a reading of a poem.</p> <p><u>Corrective</u> – Individual instruction,</p>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Self-assessment</li> <li>• Group assessment</li> <li>• Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-generated files</li> <li>• Internet</li> <li>• Library</li> <li>• Primary sources: the community</li> <li>• Textbook</li> </ul>

<p>meaning of and use accurately, new words encountered in reading materials. Use a reference when appropriate.</p> <p>101. Understand the meaning of and apply key vocabulary.</p> <p>102. Understand and apply knowledge gained from text. Support assertions about texts; compare and contrast texts; make extensions to related ideas, topics or information; assess the validity of documents; analyze the positions in documents; evaluate the author's strategies; critique public documents.</p> <p>103. Read fluently with a high level of comprehension. Read aloud with accuracy; self-correct mistakes; use appropriate reading techniques (e.g., rhythm, flow, meter, and pronunciation); read a variety of genres and text; demonstrate comprehension.</p>	<p><u>Extension</u> – Student will be encouraged to present senior project findings to community groups.</p>		
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## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

**Academic Content Standard #2:** All students will identify and solve situational problems and justify decisions in written or oral form from information gained by reading texts and using other selected media.

<b>ESSENTIAL CONTENT PERFORMANCE STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</b> <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<p><b>STANDARD 2</b></p> <p>38. Read and understand informational texts and documents. Differentiate fact from opinion. Distinguish between essential and nonessential information. Make decisions and draw conclusions using established criteria. Evaluate the text organization and content.</p> <p>39. Use, understand, and evaluate a variety of media. Evaluate and select appropriate electronic media. Critique the techniques of electronic media. Use media to demonstrate understanding.</p> <p>40. Produce accurate work in at least one literary genre that follows the conventions of the genre.</p>	<p>38. Read an essay.</p> <p>39. Create a multi-media presentation.</p> <p>40. Write a documentary script. Write an interview script.</p> <p><u>Corrective</u> – Individual instruction.</p> <p><u>Extension</u> – Create a Power Point presentation to accompany personal autobiography.</p>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Scripts</li> <li>• Self-assessment</li> <li>• Group assessment</li> <li>• Quizzes</li> <li>• Videotapes</li> <li>• Power Point software</li> <li>• Word software</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Worksheet</li> <li>• Teacher-generated files</li> <li>• Models – multi-media presentations</li> <li>• Library</li> <li>• Internet</li> </ul>

## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

**Academic Content Standard #3:** All students will read, analyze, and interpret literature through a variety of literary devices, elements, styles, and genre.

<b>ESSENTIAL CONTENT PERFORMANCE STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</b> <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<p><b>STANDARD 3</b></p> <p>73. Read and understand works of literature.</p> <p>74. Evaluate authors use of literary elements.</p> <p>75. Evaluate the effectiveness of authors' use of literary devices (e.g., sound techniques, figurative language, literary structures).</p> <p>76. Critique various types of poetry.</p> <p>77. Evaluate the components of drama.</p> <p>78. Read and respond to literary works.</p>	<p>73. Read literary pieces from all genre.</p> <p>74. View filmstrips about literary elements.</p> <p>75. Present an oral reading of a poem.</p> <p>76. Read poems from Renaissance, Seventeenth Century, Romantic Age, and Twentieth Century.</p> <p>77. Enact a drama in class.</p> <p>78. Reader response to literature in portfolios.</p> <p><u>Corrective</u> – Individual instruction.</p> <p><u>Extension</u> – Field trip to Holocaust Museum, Washington, D.C.</p>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Portfolios</li> <li>• Group assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Filmstrips with audio cassettes</li> <li>• Library</li> <li>• Models: videotapes</li> <li>• Portfolios</li> </ul>

## LEARNING STANDARDS AND CONTENT ACTIVITIES

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**Academic Content Standard #4:** All students will demonstrate the ability to write a variety of pieces, including poetry, fiction, nonfiction, and personal resumes.

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<p><b>STANDARD 4</b></p> <p>44. Write short stories, poems, and plays that consciously include: varying organizational methods and characteristics, relevant illustrations, dialogue, literary conflict, varying literary characteristics, literary elements, literary devices, and detailed descriptions.</p> <p>45. Write complex informational pieces using: a well-developed topic, precise language and specific detail, cause and effect, various models of development (e.g., definition).</p>	<p>44. Write a short story, poem, and play.</p> <p>45. Write a descriptive essay.</p> <p><u>Corrective</u> – Individual instruction.</p> <p><u>Extension</u> – Videotape the descriptive essay for open house.</p>	<ul style="list-style-type: none"> <li>• Compositions</li> <li>• Speeches</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Filmstrip</li> <li>• Tape recording</li> <li>• Videotape</li> <li>• Portfolio</li> <li>• Models: essays</li> </ul>

## LEARNING STANDARDS AND CONTENT ACTIVITIES

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**Academic Content Standard #5:** All students will demonstrate the ability to effectively write, revise, edit, and publish original pieces of writing.

<b>ESSENTIAL CONTENT PERFORMANCE STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</b> <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<p><b>STANDARD 5</b></p> <p>85. Write with a sharp, distinct focus. Identify topic, task, and audience. Maintain a single point of view.</p> <p>86. Write using well-developed and appropriate content. 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.</p> <p>87. Write with effective and logical organization that supports unity and clarity.</p> <p>88. Write with effective style.</p> <p>89. Revise writing to improve: style, word choice, sentence variety,</p>	<p>85. Write a narrative essay.</p> <p>86. Write a script.</p> <p>87. Write a descriptive essay.</p> <p>88. Write a cause/effect response to literature.</p> <p>89. Revise writing in a process writing group.</p> <p>90. Edit writing in a process writing group.</p> <p>91. Present written work for publication.</p> <p><u>Corrective</u> – Individual instruction.</p> <p><u>Extension</u> – Encourage students to</p>	<ul style="list-style-type: none"> <li>• Composition rubric</li> <li>• Self-assessment</li> <li>• Group assessment</li> <li>• Speech rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Models</li> <li>• Library</li> <li>• Internet</li> <li>• Primary sources: Community members</li> <li>• Portfolio</li> </ul>

<p>paragraph development, clarity of meaning. Organization in the context of purpose, audience, and genre.</p> <p>90. Edit writing using: correct spelling, appropriate mechanics and punctuation, and proper syntax.</p> <p>91. Present and/or defend written work for publication when appropriate.</p>	<p>submit writing to school literary magazine.</p>		
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## LEARNING STANDARDS AND CONTENT ACTIVITIES

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**Academic Content Standard #6:** All students will speak well in formal and informal settings using speech presentation skills and media resources.

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<p><b>STANDARD 6</b></p> <p>73. Listen to others. Ask clarifying questions. Evaluate the relevancy of information, ideas, and opinions. Take notes.</p> <p>74. Listen to selections of literature (fiction or nonfiction). 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.</p> <p>75. Speak using skills appropriate to formal speech situations. Adjust presentation according to audience and purpose. Use effective verbal communication skills to create the desired impression or effect on the</p>	<p>73. Listen to instructions and directions for presentations.</p> <p>74. Reader response to paired autobiographical essays.</p> <p>75. Present autobiographical speech.</p> <p>76. Participate in problem-solving discussion groups.</p> <p>77. Present senior projects. Discuss contemporary issues. Read a poem. Conduct an interview. Evaluate senior projects.</p> <p>78. Research data for senior project. Discuss a modern essay. Incorporate multi-media into senior project.</p>	<ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Group assessment</li> <li>• Organized notes</li> <li>• Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Portfolio</li> <li>• Library</li> <li>• Software</li> <li>• Internet</li> <li>• News magazine</li> </ul>

<p>audience. Adjust stress, volume, and inflection to provide emphasis to ideas or to influence the audience.</p> <p>76. Contribute to discussions. Ask relevant, clarifying questions. Enhance the discussion by introducing and responding with relevant, facilitating information, ideas, and opinions. Listen to and acknowledge the contributions of others. Facilitate equitable participation by the total group. Paraphrase and summarize as needed.</p> <p>77. Participate in discussions and presentations. Initiate conversation. Present oral readings for a specific purpose. Conduct interviews. Participate effectively in formal interview situations. Engage in informal debate on a particular topic. Critically evaluate group discussion.</p> <p>78. Use media for learning purposes. Use various forms of media to obtain information for a particular intent. Validate the impact of media on public opinion. Utilize a variety of media to design and develop effective presentations for a specific purpose.</p>	<p><u>Corrective</u> – Individual instruction.</p> <p><u>Extension</u> – Participate in Academic Fair.</p>		
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## LEARNING STANDARDS AND CONTENT ACTIVITIES

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**Academic Content Standard #7:** All students will recognize the influence of historical events on the English language, the stereotyping caused by differences in language, and the global influence of the English language.

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<p><b>STANDARD 7</b></p> <p>32. Analyze the influence of historical events on the English language.</p> <p>33. Evaluate language variations and their effect on societal groups.</p> <p>34. Demonstrate an understanding of the role and influence of the English language within and across countries.</p>	<p>32. Explain the etymology of English words.</p> <p>33. Discuss dialect from modern oration.</p> <p>34. Discuss the adaptation of formal American English and its global impact.</p> <p><u>Corrective</u> – Individual instruction.</p> <p><u>Extension</u> – Take a field trip to Washington, D.C.</p>	<ul style="list-style-type: none"> <li>• Vocabulary word bank</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Dictionary</li> <li>• Tape recording</li> </ul>

## LEARNING STANDARDS AND CONTENT ACTIVITIES

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**Academic Content Standard #8:** All students use effective research and information management skills including the use of primary and secondary sources of information with traditional and emerging library technologist.

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<p><b>STANDARD 8</b></p> <p>37. Select, refine, and narrow a topic for research.</p> <p>38. Locate information using appropriate sources and strategies. 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 (e.g., dictionaries, thesauruses, other reference materials, observations, and computer media). Use table of contents, indices, key words, cross references, and appendices. Use traditional and electronic search tools.</p>	<p>37. Select a research topic.</p> <p>38. Research a topic from the senior project. Call community sources.</p> <p>39. Brainstorm ideas for main ideas for senior project. Take notes. Write an outline. Write a bibliography. Type script.</p> <p><u>Corrective</u> – Individual instruction.</p> <p><u>Extension</u> – Present research findings to underclass students.</p>	<ul style="list-style-type: none"> <li>• Write a documentary or an oral history script.</li> </ul>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Internet</li> <li>• Textbook</li> <li>• Newspapers</li> <li>• Magazines</li> <li>• Community members</li> </ul>

<p>39. Organize, summarize, and present the main ideas from the research. 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. Use formatting techniques (e.g., heading, graphics) to aid reader understanding.</p>			
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