

**HONOR 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: 1.1

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>STANDARD 1</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 to prepare for novel presentation. Do research for regular class presentation on specific pieces of literature (senior project).</p> <p>97. Same as #96.</p> <p>98. Make biweekly oral reports on various findings for the novel presentation. Lead class discussion and make presentation on various pieces of literature.</p> <p>99. Same as #98.</p> <p>100. Explain key words in class presentations. Lead class discussions on various pieces of literature. Read various genre of British literature from the medieval to</p>	<ul style="list-style-type: none"> • Class presentation • Oral reports • Portfolio • Peer evaluation 	<ul style="list-style-type: none"> • Text • Library • Internet • Classroom vertical file • Various videos

<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>the 20th century.</p> <p>101. Same as #100.</p> <p>102. Make various class presentations.</p> <p>103. Read aloud in class presentations to back up assertions concerning the text.</p> <p><u>Correctives</u> – Individual conferencing.</p> <p><u>Extensions</u> – Instructor input.</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.

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>STANDARD 2</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 major pieces of British non-fiction from the medieval to the 20th century. Read various critical essays to use in deep analysis of the literary texts that are essentials of the class.</p> <p>39. Prepare novel presentation. Prepare various classroom presentations.</p> <p>40. Write a sonnet. Write a dramatic monologue. Write various papers developing a thesis.</p> <p><u>Correctives</u> – Sonnet model.</p> <p><u>Extensions</u> – Peer input.</p>	<ul style="list-style-type: none"> • Novel presentation • Classroom presentations • Sonnet • Monologue • Various papers • Rubric for writing (The above mentioned projects should be produced at a level commensurate with that of an advanced senior student and are subject to peer review.) • Portfolios • Teacher conferencing 	<ul style="list-style-type: none"> • Various texts • Library • Internet • Various videos • Classroom vertical file • Genre models

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.

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>STANDARD 3</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, and 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 and discuss various significant works of British literature from the medieval to 20th century.</p> <p>74. Discuss various elements of each century and each genre through the centuries.</p> <p>75. Same as #74.</p> <p>76. Same as #74.</p> <p>77. Same as #74.</p> <p>78. Make class presentations on the elements of the various genres through the centuries. Write various papers developing theses for various genres of literature. The</p>	<ul style="list-style-type: none"> • Class presentations • Class discussion • Novel project reports • Various thesis papers • Rubric for writing • Peer review • Portfolios 	<ul style="list-style-type: none"> • Various texts • Critical essays • Library • Internet • Various videos • Classroom vertical file • Teacher conferencing • Restoration workshop

works studied include:

The plays of:

Shakespeare (15th century)

Sheridan (18th century)

Stoppard & Coward (20th century)

Shaw (19th century)

The poetry of:

Marlowe & Shakespeare (15th century)

Shelley, Keats, & Byron (19th century)

Milton (17th century)

Eliot & Auden (20th century)

The essays of:

Bacon (15th century)

Pepys & Defoe (18th century)

Eliot (20th century)

*These are just examples, by no means
a complete list*

Correctives – Conferencing.

Extensions – Instructor and peer input.

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

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>STANDARD 4</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 dramatic monologue. Write a sonnet.</p> <p>45. Write multiple critical papers developing various theses. Write a 25 page critical analysis of a novel.</p> <p><u>Correctives</u> – Editing conferences and rewrites.</p> <p><u>Extensions</u> – Peer input.</p>	<ul style="list-style-type: none"> • Thesis papers • Sonnet • Monologue • Novel project • Writing rubric • Peer review 	<ul style="list-style-type: none"> • Library • Internet • Text models • Classroom vertical file • Various texts • Teacher conferencing

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

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>STANDARD 5</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 various papers (analytic and critical) on the literary texts. Develop theses for critical papers. Complete a lengthy (25 pp.) novel project.</p> <p>86. Same as #85.</p> <p>87. Same as #85.</p> <p>88. Same as #85.</p> <p>89. Conference with the teacher on each paper. Peer review.</p> <p>90. Rewrite each paper based on conferences and peer review.</p> <p>91. Read at least 3 papers in class during the course of the year and</p>	<ul style="list-style-type: none"> • Various papers (12 for the course) • Novel project 	<ul style="list-style-type: none"> • Texts • Library • Classroom vertical file • Internet • Teacher conferencing • Peer review

<p>paragraph development, and clarity of meaning. Organization in the context of purpose, audience, and genre.</p> <p>90. Edit writing using – correct spelling, appropriate mechanics, punctuation, and proper syntax.</p> <p>91. Present and/or defend written work for publication when appropriate.</p>	<p>defend them.</p> <p><u>Correctives</u> – Editing conferences and rewrites.</p> <p><u>Extensions</u> – Peer input.</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 #6: All students will speak well in formal and informal settings using speech presentation skills and media resources.

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>STANDARD 6</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 and 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. Participate in class discussion. Respond to class presentations. Peer evaluation of papers read in class.</p> <p>74. Participate in class discussion. Respond to presentations of literature.</p> <p>75. Make classroom presentations.</p> <p>76. Participate in class discussion. Respond to classroom presentations. Make classroom presentations. Lead discussions.</p> <p>77. Same as #76.</p> <p>78. Use information from the Internet, various videos, and specific PBS presentations.</p>	<ul style="list-style-type: none"> • Discussions • Class presentation of various materials concerning literature • Report on novel project • Research for class presentations and novel project 	<ul style="list-style-type: none"> • Library • Internet • Text • Portfolio • Classroom vertical file • Various videos

audience. Adjust stress, volume, and inflection to provide emphasis to ideas or to influence the audience.

76. Contribute to discussions. Ask relevant, clarifying questions. Enhance the discussion by introducing and responding with relevant, facilitating formation, ideas, and opinions. Listen to and acknowledge the contributions of others. Facilitate equitable participation by the total group. Paraphrase and summarize as needed.

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.

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.

Correctives – Conferencing.

Extensions – Instructor input.

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 #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.

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>STANDARD 7</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. Discuss Old English as used in Beowulf and its transition to Middle English as used in Chaucer. Read various passages in Old English. Read a Chaucer tale in Middle English.</p> <p>33. Discuss language usage as it changes to represent characters of various classes in British literature. Observe and note the evolution of the English used in literature through the centuries.</p> <p>34. Discuss the pervasiveness of English language literature in all areas of the British Empire. Discuss the use of English in works by Stoppard and Corad whose native languages are not English.</p>	<ul style="list-style-type: none"> • Discussions • Readings in Old & Middle English 	<ul style="list-style-type: none"> • Texts • Videos • Recordings of Middle & Old English readers

<u>Correctives</u> – Further discussion.		
<u>Extensions</u> – Middle English pronunciation.		

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 #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.

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>STANDARD 8</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 a 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. Develop thesis statements for various papers. Develop a thesis for the novel project.</p> <p>38. Research the novel project. Research classroom presentations on various pieces of literature.</p> <p>39. Take notes for novel project and classroom presentation. Develop a bibliography for the novel project. Type and present the novel project. Type and present various thesis papers on the texts of the course.</p> <p><u>Correctives</u> – Teacher conferencing.</p> <p><u>Extensions</u> – Rewrites and peer input.</p>	<ul style="list-style-type: none"> • Write novel project • Write 12 thesis papers • Writing rubric 	<ul style="list-style-type: none"> • Library • Internet • Various videos • Teacher conferencing • Classroom vertical file • Peer review

<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 misunderstanding. Give precise, formal credit for others' ideas, images, or information using a standard method of documentation. Use formatting techniques (e.g., headings and graphics) to aid reader understanding.</p>			
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