



SPRING GROVE AREA SCHOOL DISTRICT

PLANNED COURSE OVERVIEW



Course Title: English 12

Grade Level(s): 12

Units of Credit: 1

Classification: Required

Length of Course: Full Year

Periods Per Cycle: 6

Length of Period: 40 Minutes

Total Instructional Time: 120 Hours

Course Description

The focus of this course will be on developing communication skills necessary for entering the workforce or attending a trade school. It is a course with a chronological approach to British literature from the Anglo-Saxon to modern times. This literature will be the vehicle for building skills including note-taking, close reading and analysis, written expression, discussion, and research. Students can expect to create at least one research project. Independent reading will also be assigned.

Instructional Strategies, Learning Practices, Activities, and Experiences

Bell Ringers
Teacher Demonstrations
Guided Individual Practice

Independent Reading
Homework
Guided Group Practice

Flexible Groups

Assessments

Quizzes
Tests
Journals

Research Project
Independent Project

Group Projects
Common Final

Materials/Resources

Elements of Literature: Level 6
Holt, Rinehart and Winston

Elements of Language: Level 6
Holt, Rinehart and Winston

Teacher-generated Materials
Additional Resources to be Determined

Adopted: 4/20/88

Revised: 9/3/91; 8/19/98; 10/04; 8/16/10; 5/19/14; 5/22/23

https://springgroveareasco.sharepoint.com/sites/PrivateSGASD/Shared Documents/AASG/NEWCURR/English Language Arts/2023/Grade 12/English 12/English 12_Overview.docx

Literature	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The Anglo-Saxon Era</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Analyze personification, caesura, kennings, and alliteration. • Analyze the qualities of an epic hero. • Analyze the use of figurative language. • Analyze the development of theme across texts. • Analyze how an author develops tone. • Use context clues to determine meaning of unfamiliar words. <p>CC.1.3.11-12.A 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>CC.1.3.11-12.E 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>CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.11-12.H 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>CC.1.3.11-12.I 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>

Literature	
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<p>The Middle Ages</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Use textual evidence to make inferences and conclusions. • Use context clues to determine the meaning of unfamiliar words. • Evaluate the author’s purpose and how it shapes tone and theme. • Analyze how an author develops characterization. • Analyze how point of view contributes to the meaning of a text. <p>CC.1.3.11-12.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>CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.11-12.I 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>

Literature	
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<p>The Renaissance</p> <ul style="list-style-type: none"> • Sonnets and Other Poems • Shakespearean Tragedy 	<p>Objectives:</p> <ul style="list-style-type: none"> • Analyze the development of a drama. • Analyze Shakespeare’s use of figurative language. • Compare and contrast themes across texts. • Evaluate various interpretations of a text. • Use textual evidence to make inferences and conclusions. • Paraphrase difficult texts. • Read fluently and with proper emotion. • Analyze the use of dramatic, situational, and verbal irony. <p>CC.1.3.11-12.A 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>CC.1.3.11-12.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>CC.1.3.11-12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.11-12.G 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>

Literature	
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The Renaissance (continued)	<p>CC.1.3.11-12.H 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>CC.1.3.11-12.I 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>

Literature	
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<p>The Restoration</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Analyze the use of logos, ethos, and pathos in a persuasive text. • Analyze how author’s purpose influences a text’s structure. • Evaluate author’s bias. • Analyze the author’s use of persuasive techniques including repetition, rhetorical questions, illustrative anecdotes, argument by analogy, historical allusion, counterargument, and appeal to authority. • Identify examples of and explain the use of satire. • Analyze how world events influence literature. • Identify facts vs. opinions. <p>CC.1.2.11-12.A 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>CC.1.2.11-12.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>CC.1.2.11-12.C 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>CC.1.2.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11-12.E 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>CC.1.2.11-12.G 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>

Literature	
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The Restoration (continued)	<p>CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>CC.1.2.11-12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>

Literature	
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<p>The Romantic Era</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Analyze author's use of figurative language. • Analyze the development of tone in poetry. • Make inferences and conclusions based on a text. • Evaluate the way various authors develop similar themes. • Identify common Romantic conventions. • Analyze author's use of symbolism. <p>CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.11-12.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>CC.1.3.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.11-12.H 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>CC.1.3.11-12.I 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>

Literature	
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<p>The Victorian Age</p> <ul style="list-style-type: none"> • Victorian Literature 	<p>Objectives:</p> <ul style="list-style-type: none"> • Evaluate how world events shape literature. • Analyze how an author’s point of view impacts a text. • Use context clues to determine the meaning of unfamiliar words. • Summarize difficult texts. • Analyze character motivation and development. • Analyze how text structure plays a role in plot development. • Analyze allegory. <p>CC.1.3.11-12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> <p>CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.11-12.I 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>CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>

Vocabulary and Grammar	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Vocabulary and Grammar Usage</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Write with clarity. • Demonstrate mastery of grammatical conventions. • Discuss content using grade-level appropriate vocabulary. <p>CC.1.2.11-12.J 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>CC.1.2.11-12.K 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>CC.1.3.11-12.J 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>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>

Writing	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Writing</p> <ul style="list-style-type: none"> • Informational Pieces • Persuasive Pieces • Literary Analysis • Research Project 	<p>Objectives:</p> <ul style="list-style-type: none"> • Use correct mechanics. • Write complex pieces developing a given topic. • Cite appropriate sources to support assertions. • Use a variety of sentence styles. • Identify and evaluate appropriate sources. • Use persuasive strategies to develop a claim. • Write with focus and clarity. • Use appropriate organizational strategies. <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11–12.C 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 topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>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.</p>

Writing	
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<p>Writing (continued)</p>	<p>CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • 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. <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> • Introduce the precise, knowledgeable claim. <p>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.</p> <p>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.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>

Writing	
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<p>Writing (continued)</p>	<p>CC.1.4.11–12.V 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>CC.1.4.11–12.W 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>CC.1.4.11–12.X 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>