Danville Area School District
Course Overview and Scope and Sequence

Course Title: 12th Grade English
Content Area: English, writing

Grade level: 12
Date Developed: August 2023

COURSE OVERVIEW:

- Students in British and World Literature will read, determine, and analyze text to determine central ideas, themes, structure, organization, diction, and syntax.
- Students will use critical thinking, reflection, and writing skills to evaluate a variety of college level texts and their various styles.
- Students will learn to read closely and understand the process of critical analysis while developing an understanding of the author's intent and effect.
- Students will develop higher level and critical thinking skills - encouraging students to examine materials from multiple perspectives and include expository, argumentative, analytical, and narrative writing responses.
- Students will gain a college-career ready understanding of awareness and analysis of language, composition, and effective communication.
- Students will practice writing in a variety of forms and styles of analytical and persuasive writings: journals, reflective writing, research papers, vignettes, and narratives and will practice the writing process including conferencing and revising and rewriting.

"Holt McDougal Literature: Grade 12." Holt McDougal, 2012.

Reading focus areas:

- Interact with text through close reading, analysis, and interpretation
- Engage and interact with text to discern not only the craft of the writer, but the connectivity to other texts
- Cite evidence to support claims and resolutions
- Read and analyze British documents of historical and literary significance, including how each addresses related themes and concepts.

Writing focus areas:

- Write routinely over extended periods (research, reflection, and revision) and shorter periods (single sittings) for a range of tasks, purposes, and audiences.
- Establish and sustain a precise controlling idea/claim/counterclaim/position choosing sophisticated organizational strategies: clear and well-defined intro, body, and relevancy evidence.
- Choose an effective style, tone, and POV

- Build knowledge on a subject through research projects and responding analytically to literary and informational sources.

Speaking and listening focus areas:

- Listening attentively and critically, responding thoughtfully, and building upon the ideas of others.
- Talking about texts in order to develop knowledge of academic language and conceptual understanding
- Discuss and make connections among multiple texts using intra-, inter-, and extratextual questions

Language and conventions focus areas:

- Demonstrate a command of standard English: grammar, usage, mechanics, precise language, and varied syntax
- Acquire and use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college-career readiness level
- Demonstrate independence in gathering vocabulary knowledge

"English Language Arts: Grade 11-12 PA Common Core Standards." *Department of Education*, 2023,

file:///C:/Users/lschwartz/Downloads/PACore%20ELA%206-12_March%202014%20UA%20(1).pdf.

ANCHOR STANDARDS:

Reading

CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently

CC.1.3.11-12.A CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text - development and interaction of the central ideas; provide an objective summary of the text

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.

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.

CC.1.3.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text

CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. .

CC.1.3.11–12.F Evaluate how words and phrases shape the context and style of a text.

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. One play by Shakespeare - Macbeth).

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.

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.

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.

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.

CC.1.2.11–12.L Read and comprehend literary fiction and informational text on grade level, reading independently and proficiently

Writing

Informative

CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.

CC.1.4.11–12.C Develop and analyze a 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

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; includeformatting 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

Argumentative

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, domainspecific 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

Narrative

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 and 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: parallel structure; various types of phrases and clauses to convey specific meanings and add variety and interest; 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 or 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.
CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products inresponse to ongoing feedback, including new arguments and information.
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.
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.
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) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:
CC.1.5.11–12.A 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
CC.1.5.11–12.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
CC.1.5.11–12.C 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
CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task
CC.1.5.11–12E Adapt speech to a variety of contextsand tasks
CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence

CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.
KEY COURSE **Texts:** *Holt McDougal Literature: British Literature; Frankenstein* (Shelly)*; The Strange Case of Dr. Jekyll and Mr. Hyde* (Stevenson)*; Animal Farm* (Orwell)*; Macbeth* (Shakespeare)*; Lord of the Flies* (Golding)*; Gulliver's Travels* (Swift)*; Dracula* (Stoker)*; Oedipus Rex* (Sophocles)*; Antigone* (Sophocles) Supplementals: video/media library *(Holt McDougal)*; current events - news clips and various other medias including satire; discussion boards - padlet, nearpod, Google suite; technology assistance - kahoot, quizlet, Gimkit, etc; resume and cover letter - teacher created - templates
KEY ASSESSMENTS: Instructor observation - "Share independent learning" whole, small group, and individual collaboration McDougal textbook rubrics Teacher created rubrics for short research and writing (including journals) Reading checks Multiple choice exams - Holt McDougal Research with checkbrics Projects - varied on units with teacher created rubrics

SCOPE AND SEQUENCE					
UNIT ESSENTIAL QUESTION	STANDARDS	CONTENT WITH SUPPLEMENTALS	ASSESSMENT	KEY VOCAB	TIME-FRAME
Unit 0.5 Intro Plagiarism EQ: What is plagiarism and how can I avoid it?	CC1.2A - central ideas CC1.2B - evidence CC.1.2C - analyze CC1.2.D - eval POV CC.1.2.E - eval struct CC.1.2.F- eval diction/syntax CC.1.2.J - domain vocab CC.1.2K - det meaning	Google orientation, rules/expectations Plagiarism - lecture burst Quizlet practice Quiz and contract Sophocles - *Oedipus Rex* and *Antigone*	Smash or trash game, observation Quizlet scores Exam Signed contract Exam scores Short responses -	Plagiarism Unauthorized Aid Direct Plagiarism Self-Plagiarism Copyright In-text Citation Work Cited Intellectual Property	10 days (170 remain)

Summer reading EQ: What was the impact of industrialization on American Society? College essays Presentations of topics	CC.1.2L - Read/comp W1.4A - informative writing W1.4.B - sharp focus W1.4.C - develop W1.4.D - organize W1.4.E, K, Q- style aware W1.4.F, L, R- conventions W.1.4.M - real event W.1.4.N - engage orient W.1.4.O - techniques W.1.4.P - progression W.1.4.S - reflect evid W.1.4.T - dev/strength W.1.4.U - tech W.1.4.V - research W.1.4.W -assess resrh W.1.4.X - write - time SL1.5A - part/collab SL1.5B - eval persp SL.1.5.C - integrate SL.1.5.D - present SL1.5E - adapt speech SL.1.5F - digital use SL1.5.G - command language	College essays Presentations with positive notes - peer review (essay topics)	written Completed outlines, research, and essays Peer critiques Writer's conferences Observations Peer critiques Oral presentations Post it prize memo Reflections	Summary Paraphrase Quotation Mosaic Plagiarism Sloppy Scholarship Others determined by individual readers for this unit	
Unit 1 The Anglo-Saxon and Medieval Periods - 449-1485 EQ(s): What		Introduction - Anglo Saxon and Medieval period - historical context (3 days)	Completed research an Google quiz scores Timeline - digital	Britons Angles, Saxons Angle-land Vikings Monasteries Epic	41 days (129 remain)

makes a true hero? Who really shapes society? Does fate control our lives? Can people live up to high ideals?		Epic: from *Beowulf* Where do Monsters Lurk? Vocabulary in context Grammar and Style - create imagery Read-write connect - Features to life analysis Criticism - Grendel POV (10 days)	Completed quick write Digital match Journals: and discussion: alliteration, universal theme, tone, kenning, summaries and reflections, speech tone, clarification, caesuras, tired discussions, imagery, allusions, homographs, settings - effects, clarification, compare/contrast Graphic organizers: setting, characterization, motives, connotations, author's purpose and effect Vocab in context Academic writing -	Monarch Feudal system Black Death Frame story Chivalry Ballads Courtly love Stock epithets Kennings Hero Setting Plot Dialogue Theme Style Diction Tone Universal theme Alliteration Caesura Affliction Gorge Infamous Lair Livid Loathsome Purge Talon	

			concept of hero change Grammar and style - imagery focus - adj and verb Kahoot and quizlet participation Comp checks - 6 Final project - 4 choices - rubric		
		Venerable Bede How do dreams inspire you? Author research Author's purpose 2 days	Completed quick write Author fact finding quiz Mind map analysis Journal and discussion - historical purpose, author's purpose, conclusions Comp check Dreams that inspire writing - emulation final	Biography Abbot Devout Deacon Integrity	
		Chaucer: "The Prologue" from *The Canterbury Tales* What makes a great character? "The Wife of Bath's Prologue";" The Wife of Bath's Tale" Do men understand women	Author research quiz - google class Modern lang exercise - writing Text to graphic Completed study guide with graphics, reflective journals, analysis,	Characterization Courtliness Sedately Personable Accrue Malady Entreaty	

		"The Pardoner's Prologue"; "The Pardoner's Tale" What has the power to corrupt? (18 days) Translated by John Gardner: *Sir Gawain and the Green Knight* Is honor worth dying for? (4 days) Written analysis - poetry (choose an essential question) 3 days	evaluation of characterization and motives and Chaucer's why Grammar and style exercises in text Writing in context exercise Vocab journals Graphic organizers - complete Irony responsive journals Comp checks Final project - choice of four Google research quiz Quickwrite Journals and discussion: inferences, connect to chivalry, character traits, situational irony, comparisons Social context - debate/discussion Comp check Planning sheet Rough draft Revised copy Published to site McDougal rubric	Avarice Castigate Parley Exemplum Foreshadow Implore Crone Sovereignty Bequeath Temporal Rebuke Medieval romance Speculate Theology Fidelity Prose Abstract Explicitly	

		Unit exam with vocab and editing skills test 1 day	Exam score		
Unit 2 The English Renaissance - 1485 - 1660		Historical context Spenser: "Sonnet 30; Sonnet 75: Shakespeare: "Sonnet 18; Sonnet 29; Sonnet 116; Sonnet 130" Petrarch: "Sonnet 90; Sonnet 292" Macbeth - Acts I - V Media study More: from Utopia Queen Elizabeth I: "Speech before..." Female Orations: Lanier - "Eve's Apology in Defense..." Milton: from *Paradise Lost* Donne: "A Valediction...; Holy Sonnet 10; Meditation 17" Marvell: "To His Coy Mistress" Herrick: "To Virgins..." Lovelace: "To Althea..."			

		Writing workshop: blog			
Unit 3: The Restoration and the 18th Century		Historical context Pepys: from The Diary of Samuel Pepys Swift: "Modest Proposal" *Gulliver's Travels* Johnson: "Dictionary of the English Language - Preface" Wollstonecraft: from A Vindication of..." Writing workshop: speech			
Unit 4: The Flowering of Romanticism 1798 - 1832		Historical context Blake Wordsworth Coleridge Shelly Frankenstein Keats Writing workshop - feature article			
Unit 5: The Victoians		Tennyson Browning Gaskell Carlyle Arnold			

		Writing workshop - power presentations			
Unit 6: Modern and Contemporary Literature		T.S Eliot Lawrence Yeats Joyce Orwell Churchill Heaney Hughes Gordimer Writing workshop - narrative Resumes and cover letters			
Supplementals: *Lord of the Flies* *Dracula*	CC1.2A - central ideas CC1.2B - evidence CC.1.2C - analyze CC.1.2D - eval - pov CC.1.2E - eval - struct CC.1.2.F- eval diction/syntax CC.1.2.G - eval - media CC.1.2H - seminal text CC.1.2.J - domain vocab CC.1.2K - det meaning CC.1.2L - Read/comp W1.4A - informative writing W1.4.B - sharp focus W1.4.C - develop W1.4.D - organize W1.4.E - style aware W1.4.F - conventions		Comp check Rhetor's project Discussion Journals Graphic organizers Argument museum presentation Application to real world student choice Vocab journal Comp check Concept presentation - groups Vocab journals Comp check Discussion,		days

	W1.4.G - argumentative writing W1.4.H - sharp focus W1.4.I - develop W1.4.J - organize W1.4.K - style aware W1.4.L - conventions W.1.4.S - reflect -evid W.1.4.T - strengthen W.1.4.V - research W1.4.X - timeframe SL1.5A - part/collab SL1.5B - eval persp SL.1.5C - integrate sources SL.1.5.D - present findings SL1.5E - adapt speech SL.1.5F - digital use SL1.5.G - command language		journals, debate: Graphic form media for difficult subject matter, use of color, imagery, narrative Comp checks Group projects - presentations Vocab journals Comp check Digital notes Discussion Grit Comp check Whole novel discussion - time permitting		