Neshaminy School District Curriculum Maps

Grade 12 ELA

Instructional Requirement-Balanced Literacy Approach: 3 days literature (Vocabulary from literature)
3 days writing (Grammar & Conventions)
Speaking & Listening as appropriate

District Assessments: Three times as per Assessment Calendar (October, December, March)

Core Resources Available to Teachers for Instruction:
- McDougal Littell Text, Grade-level Novels
- Sadlier: Vocabulary Workshop
- Digital tools for written and oral presentations
- Library resources for research

Habits of Mind
Research in effective thinking and intelligent behavior indicates that there are some identifiable characteristics of effective thinkers. These Habits of Mind are seldom performed in isolation, but rather, clusters of such habits are drawn forth and employed in various situations. Below are all 16 Habits of Mind, each with a tip, strategy or resource to understand and begin implementation in your classroom.

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<tbody>
<tr>
<td>- sticking to a task until it is completed.</td>
<td>- thinking before acting.</td>
<td>- listening, understanding, and empathizing with someone else's point of view.</td>
<td>- considering alternative points of view or dealing with several sources of information simultaneously.</td>
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<tr>
<td>- Identify characteristics of persistence shown by individuals in well-known events</td>
<td>- Model the use of patience, including wait time during discussion, or using helpful sentence stems that reflect intentional choice.</td>
<td>- Model appropriate listening and help student identify the most common “errors” in conversation.</td>
<td>- Use RAFT assignments (Role, Audience, Format, Topic) where students must consider a situation, letter, speech or poem from a different perspective.</td>
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</tbody>
</table>
5. **Thinking About our Thinking (Metacognition)**- mapping out thinking process.
   - Diagram the relationship between a want and a need.
   - Map out how characters from books or thinkers in history might have arrived at certain starting or stopping points in thought.

6. **Striving for Accuracy and Precision**- taking time to check over work.
   - Use “three before me,” a strategy that insists on any important assignment being checked by at least three other people before being handed in.

7. **Questioning and Posing Problems**- knowing how to ask questions to fill in the gaps and asking a range of questions.
   - Create a “parking lot” area in the classroom—stocked with post-it notes—where students can post questions.

8. **Applying Past Knowledge to New Situations**- being able to abstract meaning from one experience and apply it in a new and novel situation.
   - Use questions stems like “What do you remember about . . .?”, “When have you ever seen anything like this?”

9. **Thinking and Communicating with Clarity and Precision**- communicating accurately in both written and oral form.
   - Remind students to avoid the vagueness and abstraction—and imprecision—of terms like always, never, all, everybody, teachers, etc.

10. **Gathering Data through All Senses**- knowing information gets into the brain through different sensory pathways.
   - Allow students to “cite” sources from sensory data in addition to traditional textual sources.

11. **Creating, Imagining, and Innovating**- examining alternative possibilities from many angles.
   - Offer persistent sources of inspiring thought, design, art or multimedia through writing prompts, discussion points or simply as a daily class closure.

12. **Responding with Wonderment and Awe**- having a passion for learning.
   - Don’t just allow opportunities for student choice in topics, formats, or learning pathways—insist on it.

13. **Taking Responsible Risks**- accepting confusion, uncertainty, and the higher risks of failure as part of the normal process.
   - Create an environment where failure is analyzed, not punished.

14. **Finding Humor**- initiating humor more often, placing greater value on having a sense of humor, appreciating and understanding others’ humor.
   - Point out humor where it is not immediately apparent, especially in stories and examples from your own life.
   - Teach students to distinguish between situations of human frailty and fallibility that are in need of compassion and those that are truly funny.

15. **Thinking Interdependently**- realizing that all of us together are more powerful, intellectually and/or physically, than any one individual.
   - Cooperative learning groups
   - Using digital and social media provides opportunity for interdependence.

16. **Learning Continuously**- always striving for improvement.
   - Revisit old ideas, writing and projects to identify areas for development, improvement or revision.

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Arthur L. Costa, Ed.D. and Bena Kallick, Ph.D.
Teaching Tips created by Terry Heich, [www.edutopia.org](http://www.edutopia.org)
Grade 12 English Curriculum Map

Overarching Big Ideas for English and Language Arts, Grades 6-12 (FOR ALL UNITS)

- Substantive ideas expressed with clarity and coherence, through written and oral communication, are necessary for success.
- Proficient readers use a variety of reading strategies to access and comprehend information from different sources.
- We become lifelong readers by exploring personal interests through a variety of literary genres.
- What we read affects how we interpret our world and the world around us.
- Effective writing is a recursive process. It is a powerful means of communication that informs, persuades and entertains.
- Ideas can be effectively communicated through digital and non-digital formats.
- Textual evidence is necessary to make convincing arguments.
- Text complexity (what we read and the skill with which we read) develops reading independence and proficiency.

Unit: Literature-Novels/Short Stories/Poetry/Drama/Informational

Enduring Understandings:

- Narrative structure can be either fiction or non-fiction (informational) and often follows a basic structure.
- Drama is a specific type of narrative reading and writing
- People experience the same media message differently.
- Listening is the process of receiving, constructing meaning from, and responding to spoken and nonverbal messages.
- Questioning and contributing help speakers convey their message, explore issues, and clarify thinking.
- A speaker’s choice of words and style set a tone and define the message.
- A speaker selects a form and organizational pattern based on the audience and purpose.
- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
- Good writers use a repertoire of strategies that enable them to vary form and style, in order to write for different purposes, audiences, and contexts.

Essential Questions:

- What are the major components of narrative writing?
- How is drama different from reading other types of text?
- How does understanding a text’s structure help me better understand its meaning?
- How are sounds represented by letters?
- How does fluency affect comprehension?
- What do readers do when they do not understand everything in a text?
- Why do readers need to pay attention to a writer’s choice of words?
- How do readers construct meaning from text?
- Why conduct research?
- How do good writers express themselves? How does process shape the writer’s product?
- How do writers develop a well written product?
- How do rules of language affect communication?
- Why does a writer choose a particular form of writing?
- When is appropriate to ask questions?
- How do speakers express their thoughts and feelings?
- How does the choice of words affect the message?
- How do speakers express their thoughts and feelings?
- How does a speaker communicate so other will listen and understand the message?
- Can one hear but not listen?
- What’s the media message?

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<td><strong>What will be taught?</strong></td>
<td><strong>What will students know &amp; be able to do as a result of this instruction?</strong></td>
<td><strong>What evidence will I collect that demonstrates that students have achieved the objectives?</strong></td>
<td><strong>What materials will I use to achieve the objectives?</strong></td>
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<tr>
<td><strong>Reading Literature</strong></td>
<td>CC.1.3.11-12.A</td>
<td>Literary elements</td>
<td>Students will be able to:</td>
<td>Selected short stories from McDougal Littell 12th grade text.</td>
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<tr>
<td></td>
<td>CC.1.3.11-12.B</td>
<td>• Plot</td>
<td>• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>Online resources</td>
</tr>
<tr>
<td></td>
<td>CC.1.3.11-12.C</td>
<td>• Structure</td>
<td>• Identify and analyze the function of essential short story elements in the writer’s craft (i.e. character, setting, conflict, plot, climax, resolution, theme, tone, point of view).</td>
<td>(Do not use any selections from other grade level literature texts.)</td>
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<tr>
<td></td>
<td>CC.1.3.11-12.D</td>
<td>• Exposition</td>
<td>• Identify and analyze literary elements of a short story and how they interact with the setting, characters, and/or plot.</td>
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<td></td>
<td>CC.1.3.11-12.E</td>
<td>• Rising action</td>
<td>• Analyze how complex</td>
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<td>CC.1.3.11-12.F</td>
<td>• Falling action</td>
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<td>CC.1.3.11-12.G</td>
<td>• Climax</td>
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<td></td>
<td>CC.1.3.11-12.H</td>
<td>• Technical-the turning point</td>
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<td></td>
<td>CC.1.3.11-12.I</td>
<td>• Dramatic-the point of greatest interest or excitement</td>
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<td></td>
<td>CC.1.3.11-12.J</td>
<td>• Resolution</td>
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<td>CC.1.3.11-12.K</td>
<td>• Denouement</td>
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<td><strong>Vocabulary</strong></td>
<td>• Types of short stories</td>
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<td>• The homecoming</td>
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<td>• Progressive isolation</td>
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</tbody>
</table>
Progressive revelation
The choice
Elements of fiction
Plot structure (plot triangle)
Conflict (external vs. internal)
Foreshadowing
Flashback
Characterization
Setting
Point of view
Theme
Irony
- Verbal
- Situational
- Dramatic
Tone
Mood
symbols

Characterization
Methods of characterization
- Character’s physical description
- Character’s background or personal history
- Character’s surroundings-room, office, etc.
- Character’s actions, reactions, and opinions of others
- Character’s speech
- Other character’s reactions to what the character says or does

Types of characters
- Flat
- Round
- Dynamic
- Static

characters (e.g., those with multiple conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Identify minor and major characters
Determine author’s purpose and theme(s) in a text and analyze in detail how it is conveyed through relevant details
Analyze how an author develops and contrasts the points of view of different characters and/or narrators
Analyze how an author’s choices concerning how to structure a text, order of events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such affects as mystery, tension, or surprise
Determine a theme or central idea and analyze in detail its development over the course of a text, including how it emerges
| | Stock/stereotypical
| | Author’s purpose
| | Setting
| | Time
| | Place
| | Social conditions
| | Historical/geographical environmental
| | Theme
| | Definition
| | Difference from
| | Summary
| | Moral
| | Character observations
| | Clues to the discovery of theme
| | Title of text
| | Character's qualities
| | Forces affecting the character
| | Setting
| | Conflict and resolution
| | Point of View
| | First person narrator
| | Main character
| | Minor character or observer
| | Third person
| | Objective
| | Limited
| | Omnipotent
| | Stream of consciousness

and is shaped and refined by specific details; provide an objective summary of the text.

- By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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<tr>
<th><strong>PA Core Standards</strong></th>
<th><strong>Content</strong> What will be taught?</th>
<th><strong>Objectives</strong> What will students know &amp; be able to do as a result of this instruction?</th>
<th><strong>Assessments</strong> What evidence will I collect that demonstrates that students have achieved the objectives?</th>
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</table>
| **What state standards will be met?** | **Reading Literature**  
CC.1.3.11-12.A  
CC.1.3.11-12.B  
CC.1.3.11-12.C  
CC.1.3.11-12.D  
CC.1.3.11-12.E  
CC.1.3.11-12.F  
CC.1.3.11-12.I  
CC.1.3.11-12.J | - Introduction to novel/Epic Poem as a genre  
- Fiction  
- Mystery  
- Memoir  
- Historical  
- Nonfiction  
- Plot  
- Characterization  
- Setting  
- Genre  
- Theme  
- Point of view  
- First person  
- Third person  
- Omniscient  
- Limited  
- Dialogue  
- Tone  
- Bias  
- Dialect  
- Symbolism  
- Foreshadowing | - Identify and analyze literary elements of a text and how they interact with the setting, characters, and/or plot  
- Identify minor and major characters  
- Determine author’s purpose and theme(s) in a text and analyze how it is conveyed through relevant details  
- Identify differences between first person, third person, third person limited, and third person omniscient  
- Analyze how an author develops and contrasts the points of view of different characters and/or narrators  
- Distinguish between first, third person point of view  
- Determine two or more themes over the course of a short story, including its relationship to supporting ideas; provide a subjective summary  
- Identify major components of plot and elements of characterization  
- Explain the importance of a setting | - Reading quizzes/tests  
- Elements of fiction  
- Inferences based on text  
- Literary elements  
- Author’s purpose  
- Open-ended responses  
- Journals  
- Compare/contrast  
- Expository writing  
- Persuasive Writing |
| **Writing**  
CC.1.4.11-12.A-F  
CC.1.4.11-12.M-T | **Anchor Text(s)**  
Beowulf  
The Canterbury Tales  
Metamorphosis |
| **Vocabulary**  
CC.1.2.11-12.F-K  
CC.1.3.11-12.F-K | **Anchor Text (options):**  
Grendel  
Thirteenth Warrior  
Le Morte D’Artur  
Sir Gawain and the Green Knight  
Inferno  
Pride and Prejudice,  
Wuthering Heights |
| **Speaking and Listening**  
CC.1.5.11-12.A | | | | |
- Identify and explain major themes
- Use reading strategy as appropriate:
  - Connect text to self, text to text(s), and text to world
  - Question
  - Predict
  - Visualize
  - Evaluate
  - Clarify
- Compare/contrast a fictional portrayal of time, place, or character and an historical account of the same period as a means of understanding how authors of fiction use or alter history
- Compare/contrast elements of fiction
- Draw inferences from the text and use text based evidence to support conclusions and inferences.
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<tbody>
<tr>
<td>Grade: 12 Sub Unit: Drama Timeline: 4-6 weeks</td>
<td>What will be taught?</td>
<td>What will students know &amp; be able to do as a result of this instruction?</td>
<td>What evidence will I collect that demonstrates that students have achieved the objectives?</td>
<td>What materials will I use to achieve the objectives?</td>
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<tr>
<td>Reading Literature</td>
<td>- The characteristics of blank verse and iambic pentameter - The elements of drama; analyze the use and effectiveness of aside, monologue, soliloquy, dialogue, stage directions, foils, comic relief, pun - How to:  - make inferences or draw conclusions based on information from text  - to cite evidence from text to support generalizations  - Analyze the effectiveness of Shakespeare’s use of figurative language and literary elements to enhance meaning  - Reading strategies needed to decode text  - Qualities of the dramatic genre and their role in author’s purpose  - Literary elements and devices  - Allusion  - Characterization  - Figurative language  - Plot structure  - Features of drama and author’s purpose  - Blank verse  - Comic relief  - Dialogue between characters  - Dramatic irony</td>
<td>- Describe the characteristics of blank verse and iambic pentameter - Recognize elements of drama; analyze the use and effectiveness of aside, monologue, soliloquy, dialogue, stage directions, foils, comic relief, pun - Make inferences or draw conclusions based on information from text - Cite evidence from text to support generalizations. - Analyze the effectiveness of Shakespeare’s use of figurative language and literary elements to enhance meaning - Explain, describe, and/or analyze examples of text that support the author’s intended purpose. - Monitor understanding and apply reading strategies as appropriate to increase understanding. - Identify and analyze literary elements of a text and how they interact with the setting, characters, and/or plot - Identify minor and major characters - Determine two or more themes over the course of a short story, including its relationship to supporting ideas; provide a subjective summary - Use reading strategy as</td>
<td>- Reading quizzes/tests - Features of drama - Inferences based on text - Literary elements - Author’s purpose - Open-ended responses - Journals - Compare/contrast - Expository writing - Persuasive Writing</td>
<td>Anchor Text(s)</td>
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<td>Writing</td>
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<td>CC.1.4. 11-12.M-T</td>
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<tr>
<td>Vocabulary</td>
<td>CC.1.2. 11-12.F-K</td>
<td>CC1.3. 11-12.F-K</td>
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<td>Speaking and Listening</td>
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<tr>
<td>Foil</td>
<td>Foreshadowing</td>
<td>Iambic pentameter</td>
<td>Imagery</td>
<td>Metaphor</td>
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**Sub Unit: Poetry**

**Timeline: 3-4 weeks**

**Enduring Understandings:**

- A writer selects a form based on audience and purpose.
- Words powerfully affect meaning.
A poet’s choice of words and style set a tone, define the message, and make an emotional and/or intellectual impression on the reader.

**Essential Questions:**
- What constitutes poetry?
- How does poetry differ from other literary forms?
- What are the elements of poetry?
- What do readers do when they do not understand everything in a poem?
- Why do readers need to pay attention to a poet’s choice of words?
- How do readers construct meaning from poems?
- How do poets express themselves? How does process shape the poet’s work?
- Why does a poet choose a particular form of writing?
- How does choice of words affect the message?

**Pennsylvania Core Standards**
- CC.1.3.11-12.A
- CC.1.3.11-12.B
- CC.1.3.11-12.D
- CC.1.3.11-12.E

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<tr>
<th>Pennsylvania Core Standards</th>
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<th>Objectives</th>
<th>Area of Focus/Instructional Activities/Lessons</th>
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<tr>
<td>What state standards will be met?</td>
<td>What will be taught?</td>
<td>What will students know &amp; be able to do as a result of this instruction?</td>
<td>What will students do to achieve the objectives?</td>
<td>How will I differentiate the curriculum to meet individual student needs?</td>
<td>What evidence will I collect that demonstrates that students have achieved the objectives?</td>
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</table>

- Appropriate reading strategies
- Connect text to self, text to text(s), and text to world
- Use reading strategy as appropriate
- Identify author’s purpose and analyze examples of text
- Students will read a variety of poems to identify and interpret form, author’s
- Reading quizzes/tests
- Analysis of selected

**Mandatory Text:**
- Romantic Poetry
<table>
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<th>Writing (See Writing Map)</th>
<th>• Poetry composition</th>
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<tr>
<td>Vocab (See Writing Map)</td>
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- **Elements of poetry**
  - Rythm Scheme
  - Imagery
- **Stanzas**
  - Poetry vs. Prose
- **Figurative Language**
  - Simile
  - Metaphor
  - Personification
  - Alliteration
  - Onomatopoeia
  - Hyperbole
  - Idiom
  - Symbolism
  - Rhythm
- **Sound Techniques**
  - Rhyme Scheme
  - Rhythm
  - Meter
  - Alliteration
  - Assonance
  - Consonance

- **Vocabulary**
  - CC.1.2.
  - CC.1.3.

- **Speaking and Listening**
  - CC.1.5.

- **Writing**
  - CC.1.4.
  - CC.1.5.

- **Romantics**
  - Byron (She Walks in Beauty)
  - Wordsworth (Wandered...)

- **Pastoral**
  - Marlowe
  - Raleigh

- **Carpe Diem**
  - Marvell
  - Herrick

- **Sonnets**
  - Shakespeare
  - Marlowe

- **Optional Anglo-Saxon Poems**
  - “The Seafarer”
  - “The Wife’s
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<tr>
<td>Grade: 12</td>
<td>Sub Unit: Informational (Non-Fiction)</td>
<td>Timeline: 3-4 weeks</td>
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be met?  

How will I differentiate the curriculum to meet individual student needs?

Pennsylvania Core Standards

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<td>CC1.5.11-12.A</td>
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<td>CC1.2.11-12.B</td>
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<tr>
<td>CC1.4.11-12.F</td>
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- Autobiography/Memoir
- Biography
- Essay
  - News Articles
  - Speeches
- Text structure
  - Comparison/Contrast
  - Cause/Effect
  - Problem/Solution
  - Sequencing
  - Persuasive
- Main idea and supporting details
- Point of view
  - First person
  - Third person
- Persuasive techniques
- Identify and discuss differences various forms of informational texts
- Analyze text structure an author uses to organize a text such as headings, graphics and charts.
- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferred
- Determine central idea of text and analyze its development over the course of a text
- Determine author’s point of view or purpose and analyze how the author distinguishes his or her position from that of others
- Determine how author uses meaning of words or phrases
- Trace and evaluate argument and specific claims in a text assessing whether their reasoning is sound and the evidence relevant and sufficient to support the
- Read selected informational texts (e.g., autobiography/memoir, biography, and essays) to determine main ideas and supporting details
- Read texts that depict examples of compare/contrast, cause/effect, problem solution, and sequencing to determine author’s purpose and effectiveness
- Discuss author’s use of POV and the effectiveness of choosing first over third
- Compose a personal autobiography or biography
- Reading quizzes/tests
  - Text structure of biography and autobiography
  - Main ideas and supporting details
  - Fact vs. opinion
  - Constructed responses
  - Objective summary of a non-fiction piece

Anchor Texts: Nonfiction - Core)  
Night

Optional  
At First They Killed My Father

Writing Rubric
claims

- Summarize the major points, processes, and/or events of a nonfictional text as a whole and give examples that support the author’s intended purpose.
- Analyze features unique to biography and autobiography.
- Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events.
- Compare/contrast a text to an audio, video, or multimedia version of a text analyzing each medium’s portrayal of the subject.
- Distinguish between first and third person point of view and explain its effectiveness.
- Distinguish between fact and opinion.
- Compose biography or autobiography.
- Participate in large and small group discussions.

Unit: Vocabulary

Enduring Understandings:

- A rich vocabulary helps to communicate complex ideas effectively.
- Vocabulary development assists comprehension.
- Examining the context of unfamiliar words helps to promote understanding of a text.
- Knowledge of prefixes, suffixes, and roots helps to increases your vocabulary.
- Repeated use and application of new vocabulary embeds it in your lexicon.

**Essential Questions:**

- How do you increase my vocabulary?
- How do you recognize the meaning of unfamiliar words?
- How can knowledge of new vocabulary become permanent?
- Why is an extensive vocabulary important?

<table>
<thead>
<tr>
<th>Pennsylvania Core Standards</th>
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</thead>
<tbody>
<tr>
<td>Grade: 12</td>
<td>What will be taught?</td>
<td>What will students know &amp; be able to do as a result of this instruction?</td>
<td>What will students do to achieve the objectives?</td>
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<td>What evidence will I collect that demonstrates that students have achieved the objectives?</td>
<td>What materials will I use to achieve the objectives?</td>
</tr>
<tr>
<td>Pennsylvania Core Standards</td>
<td>Vocabulary building skills</td>
<td>Recognize Latin and Greek roots, prefixes and suffixes and use them to define new words</td>
<td>Study root words and affixes within every vocabulary lesson in Vocabulary Workshop</td>
<td>Vocabulary quizzes</td>
<td>Vocabulary Workshop Level G</td>
<td>Selected vocabulary from various texts and/or other sources</td>
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<tr>
<td>CC1.2. 11-12.F</td>
<td>C.O.D.E.</td>
<td>Recognize context clues in order to understand the new vocabulary used in selected reading passages</td>
<td>Identify, define and use unfamiliar words in reading selections and from other media sources</td>
<td>Writing assignments</td>
<td>3 units a marking period</td>
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<tr>
<td>CC1.2. 11-12.J</td>
<td>Using context clues</td>
<td>Define and correctly use new vocabulary words, both in and out of literary context</td>
<td>Incorporate newly acquired vocabulary in writing, speaking, and presentations</td>
<td>Speaking</td>
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<tr>
<td>CC1.2. 11-12.K</td>
<td>Connotation</td>
<td>Identify synonyms and antonyms</td>
<td>Responses and reactions to literature</td>
<td>Presentations</td>
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<td></td>
<td>Denotation</td>
<td>Determine or clarify the meaning of unknown and</td>
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<td>Etymology</td>
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<td>Compound words</td>
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<td>Prefixes/Suffixes/Roots</td>
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<td>Contractions</td>
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<td>multiple meaning words and phrases 10th grade reading and content, choosing flexibility from a variety of strategies that have multiple meanings</td>
<td>Discussions and activities for understanding denotation/connotation and diction</td>
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<tr>
<td>• Demonstrate understanding of figurative language, word relationships and nuances in word meanings</td>
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<td>• Students will write paragraphs or stories using as many vocabulary words as possible</td>
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<td>• Acquire and use accurately grade-appropriate academic and domain-specific word and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
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<td>• Research archaic and obsolete words</td>
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<td>• Increase and improve writing skills through vocabulary development</td>
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**Unit: Grammar and Mechanics**

**Timeline:** **ONGOING THROUGHOUT ALL UNITS**

Overarching Big Ideas for English and Language Arts, Grades 6-12

- Substantive ideas expressed with clarity and coherence, through written and oral communication, are necessary for success.
- Proficient readers use a variety of reading strategies to access and comprehend information from different sources.
- We become lifelong readers by exploring personal interests through a variety of literary genres.
- What we read affects how we interpret our world and the world around us.
- Effective writing is a recursive process. It is a powerful means of communication that informs, persuades and entertains.
- Ideas can be effectively communicated through digital and non-digital formats.
- Textual evidence is necessary to make convincing arguments.
- Text complexity (what we read and the skill with which we read) develops reading independence and proficiency.

Enduring Understandings:

- Proper grammar in written and verbal communication gives evidence of a solid language arts learning experience and reflects on the educational background of the student.
- Rules, conventions of language, help readers understand what is being communicated.
- A speaker’s choice of words and style set a tone and define the message.
- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
- Readers use language and structure and context clues to identify the intended meaning of words and phrases as they are used in text.
- Fluent readers group words quickly to help them gain meaning from what they read.

Essential Questions:

- What is the importance of using proper grammar in all forms of communication?
- How do I figure out a word I do not know?
- How does fluency affect comprehension?
- How do good writers express themselves? How does the process affect the writer’s product?
- How do rules of language affect communication?
- How does the choice of words affect the message?

Note: Some objectives and concepts are designed to reinforce and review skills that students should have mastered by grade nine. Those are designated by “R” and may not be applicable or necessary in all classes. Also, lessons may be conducted as part of the literature and writing units as well as in separate units.
<table>
<thead>
<tr>
<th>Pennsylvania Core Standards</th>
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<tbody>
<tr>
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<td>CC1.4. 11-12.F</td>
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<td>CC1.4. 11-12.L</td>
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<td>CC1.4. 11-12.R</td>
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<tr>
<td>CC1.4. 11-12.G</td>
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</tbody>
</table>

- Grammar and Mechanics
  - Nouns/pronouns
  - Definition
  - Common
  - Proper
  - Singular plural nouns
  - Possessive
  - Compound
- Adjectives/adverbs
  - Definition
  - Comparative
  - Superlative
  - Phrase
  - Demonstrative
  - Predicate adjective
  - Comparative adverb
- Conjunctions
- Verbs
  - Definition
  - Types
    - Action
    - Linking
    - State-of-being
  - Tenses
  - Irregular
  - Principal parts
- Prepositions
  - List
  - Phrase
  - Sentence parts
  - Simple subject
  - Simple predicate

- Students will show understanding of all grammatical topics by identifying and using them throughout the year
- Improve skills in both writing and speaking as a result of using standard English
- Identify and use correctly different types of nouns
- Identify and use parts of speech and parts of a sentence correctly
- Use punctuation marks correctly
- Recognize the purpose of conjunctions is to join words, phrases, and clauses
- Identify and use action, helping, and linking verbs
- Identify and properly use present, past, and future tenses
- Basic introduction to recognize a preposition and identify proper placement in a sentence

- Complete exercises in grammar and writing texts and teacher-made activities
- Construct sentences using and identifying grammatical concepts
- Edit paragraphs and essays for grammatical correctness
- Peer edit

- Writing assignments
- Editing and revising activities
- Grammar tests quizzes
- McDougal Littell Literature Text
- Teacher created worksheets
- On-line sources
- Complete subject
- Complete predicate
- Compound subject
- Compound predicate
- Understood subject
- Direct object
- Predicate nominative
- Predicate adjective
- Sentence types
  - Simple
  - Compound
  - Declarative
  - Interrogative
  - Exclamatory
  - Imperative
- Sentence errors
  - Run-on
  - Fragment
  - Combining
- Capitalization
  - First word of a sentence
  - Proper nouns
  - Pronoun “I”
  - Titles and initials
  - Greeting/closing of letter
  - Abbreviations
  - First word in a direct quotation
  - Proper adjectives
- Punctuation
  - Period
    - End of sentence
    - Abbreviations/initials
  - Question mark
  - Exclamation point
  - Comma
    - Dates
    - Greeting/closing of letter
    - Introductory words/phrases
    - Nouns of direct address
    - Items in a series
    - Compound sentences
conjunctions
  - Quotations
  - Writing last name first
- Quotation marks
  - Direct
  - Titles
- Apostrophe
  - Contractions
  - Possessives
- Colon, hyphen dash
- Indenting

Unit: Writing—Descriptive/Expository Research/Persuasive/Poetry  Timeline: ONGOING THROUGHOUT ALL UNITS

Overarching Big Ideas for English and Language Arts, Grades 6-12
- Substantive ideas expressed with clarity and coherence, through written and oral communication, are necessary for success.
- Proficient readers use a variety of reading strategies to access and comprehend information from different sources.
- We become lifelong readers by exploring personal interests through a variety of literary genres.
• What we read affects how we interpret our world and the world around us.
• Effective writing is a recursive process. It is a powerful means of communication that informs, persuades and entertains.
• Ideas can be effectively communicated through digital and non-digital formats.
• Textual evidence is necessary to make convincing arguments.
• Text complexity (what we read and the skill with which we read) develops reading independence and proficiency.

Enduring Understandings:

• Consistent practice improves writing skills?
• Oral discussion helps to build connections to others and create opportunities for learning.
• A writer selects a form based on audience and purpose.
• Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
• Words powerfully affect meaning.
• Descriptive techniques enrich the reader’s experience by appealing to the senses.
• Forms of persuasion are found in various venues including but are not limited to written words and verbal communication.
• Persuasive techniques can be obvious or subtle.
• Good readers compare, infer, synthesize, and make connections (test to text, text to world, text to self) to make text personally relevant and useful.
• Researchers gather and critique information from different sources for specific purposes.
• Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
• Fluent readers group words quickly to help them gain meaning from what they read.
• What is the significance of using descriptive writing techniques in writing?
• How does descriptive writing differ from other genres?
• What are appropriate uses for descriptive writing?

Essential Questions:

• What are the various types of writing?
• How do the types differ from each other?
• What are the appropriate uses for the different types?
• How can discussion increase our knowledge and understanding of an idea(s)?
• How does the choice of words affect the message?
• How do good writers express themselves?
• How does process shape the writer’s product?
• How do the rules of language affect communication?
• Why does a writer choose a particular form of writing?
• What is the significance of using descriptive writing techniques in writing?

Writing units may be taught in conjunction with the literature, with the grammar and mechanics, or as separate units.
- How does descriptive writing differ from other genres?
- What are appropriate uses for descriptive writing?
- Why conduct research?
- What is the value of conducting research, compiling information and writing an expository paper?
- How are people persuaded to do something?
- How is writing an art?
- How do I figure out a word I do not know?
- How does fluency affect comprehension?
- What do readers do when they do not understand everything in a text?
- Why do readers need to pay attention to a writer’s choice of words?
- How do readers conduct meaning from text?

<table>
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<th>Unit: Writing</th>
<th>Timeline: ONGOING THROUGHOUT ALL UNITS</th>
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<td><strong>Objectives</strong></td>
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<tr>
<td>What state standards will be met?</td>
<td>What will be taught?</td>
<td>What will students know &amp; be able to do as a result of this instruction?</td>
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<tr>
<td><strong>Sentences</strong></td>
<td><strong>Varied</strong></td>
<td><strong>Improved writing skills in the different types of writing</strong></td>
</tr>
<tr>
<td><strong>Expanded</strong></td>
<td><strong>Compound subjects and predicates</strong></td>
<td><strong>Improve writing skills as assessed by the state assessment program</strong></td>
</tr>
<tr>
<td><strong>Paragraph development</strong></td>
<td><strong>Topic sentence</strong></td>
<td><strong>Incorporate the use of sophisticated transitions into writing</strong></td>
</tr>
<tr>
<td>Pennsylvania Core Standards</td>
<td>Content</td>
<td>Objectives</td>
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<td>What state standards will be met?</td>
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<td>What will students know &amp; be able to do as a result of this instruction?</td>
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</tbody>
</table>

### Sub Unit: Descriptive Writing

**Grade: 12**

#### Sub Unit: Descriptive Writing

- Supporting details (all senses)
- Supported by one example
- Supported by several examples
- Types of paragraphs
  - descriptive
  - narrative
  - explanatory
  - how and why
  - comparison
  - cause and effect
  - persuasive/argumentative
- Composition
  - introductory paragraph
  - body paragraphs
  - concluding paragraph
  - transitions
  - word choice
- Report
- Letters
  - friendly
  - social
  - business
- Poetry
- Continue to develop and refine writing style
- Respond to a picture prompt in writing
- Write a business letter using the correct format
- Apply elements of standard written English
- Identify author’s tools/crafts for writing descriptively
- Read mentor texts aloud for emphasis/clarification
- Define new vocabulary terms and utilize them in reading and writing
- Participate in class discussions
- Emphasize the importance of revision and editing
- Differentiate among non-proficient, proficient, and advanced writing as prescribed on the PA Writing Domain Scoring Guide
- Have students score their own writing according to the state rubric
- Peer Edit using the state rubric
- Thesis based three part paper (Introductory Paragraph/Body Paragraphs/Concluding Paragraphs)
- Narrative
- Expository
- Persuasive
- Compare/Contrast
- Teacher made rubrics
- Graphic Organizers
- Four Square
- Outlines
- Word or other writing program
- PowerPoint or other types of electronic presentation
- Writing Folder/Portfolio

#### Optiions for Modifications/Extensions

- How

---

**Pennsylvania Core Standards**

**What state standards will be met?**

---

**Content**

**What will be taught?**

---

**Objectives**

**What will students know & be able to do as a result of this instruction?**

---

**Area of Focus/Instructional Activities/Lessons**

**What will students do to achieve the objectives?**

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**Assessments**

**What evidence will I collect that demonstrates that students have achieved the objectives?**

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**Resources**

**What materials will I use to achieve the objectives?**

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<table>
<thead>
<tr>
<th>Pennsylvania Core Standards</th>
<th>Content</th>
<th>Objectives</th>
<th>Area of Focus/Instructional Activities/Lessons</th>
<th>Options for Modifications</th>
<th>Assessments</th>
<th>Resources</th>
</tr>
</thead>
</table>
| CC.1.2. 11-12.A CC.1.3. 11-12.A- X | • Figurative language  
• Sensory Details  
• Show don’t tell  
• Writing to create a single effect  
• Symbolism | • Recognize different techniques authors use to write descriptively  
• Use various descriptive writings as a model for a student created piece  
• Create a unique piece of writing (story or essay) which showcases various uses of descriptive writing  
• Develop a practical understanding of the writing process | • Write an original story or essay using various methods of descriptive writing  
• Identify authors’ tools/crafts for writing descriptively  
• Read descriptive excerpts (mentor texts) aloud for emphasis/clarification  
• Define new vocabulary terms and utilize them in reading and writing  
• Participate in class discussions | | | |
<p>| Sub Unit: Expository Writing/Research | | | | | | |
| Grade: 12 | Sub Unit: Descriptive Writing | Timeline: 2-3 Weeks | | | | |</p>
<table>
<thead>
<tr>
<th>What state standards will be met?</th>
<th>achieve the objectives?</th>
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<th>objectives?</th>
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</thead>
<tbody>
<tr>
<td>CC1.2, 11-12.A CC.1.2. 11-12.B CC.1.3, 11-12.A CC.1.4, 11-12.A-X</td>
<td>- Research Strategies - Plagiarism - Paraphrasing - Citing a source - Thesis Statement - Outlining - Organizing a research paper</td>
<td>- Visit the school library and use the resources there to research their topics - Focus a topic on a single thesis statement that will guide the research process and paper - Complete an oral presentation on a research topic - Research potential career choices and create a portfolio - Write a three page research paper based on an assigned and/or self-selected topic using guided research techniques</td>
<td>- Completed notecards/outline s - Correct citations for all sources used in a research paper - Completion of a research paper based on a specific topic, assigned or self-selected - Portfolios and reflections - Rubrics</td>
<td>- Library/media center resources - Rubrics - Mentor texts</td>
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</table>
## Sub Unit: Persuasive Writing/Research

**Grade: 12**

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<td>What will students know &amp; be able to do as a result of this instruction?</td>
<td>What will students do to achieve the objectives?</td>
<td>How will I differentiate the curriculum</td>
<td>What evidence will I collect that demonstrates that students have achieved the objectives?</td>
<td>What materials will I use to achieve the objectives?</td>
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<td>CC.1.4.11-12.A-X</td>
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<tr>
<td>- Topic-based writing</td>
<td>- Write a well-crafted persuasive essay effectively arguing one side of an issue</td>
<td>- Write a well-crafted persuasive essay aiming to achieve high scores on both the district timed writing initiatives and state assessment.</td>
<td>- State-mandated assessment</td>
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<tr>
<td>- Persuasive techniques</td>
<td>- Recognize persuasive techniques used by writers, journalists and advertisements</td>
<td>- Create response to literature essays that argue one side of an issue in a novel or short story</td>
<td>- Persuasive essays written in class</td>
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<tr>
<td>- Argument</td>
<td>- Verbally/orally argue a position</td>
<td>- Identify various persuasive methods used by the media</td>
<td>- Analyze various texts and media for persuasive techniques</td>
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<td>- Factual support</td>
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<td>- Class debate</td>
<td>- PA Writing Domain Scoring Guide for Persuasive Writing</td>
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<td>- Research Strategies</td>
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<td>- Speech or oral presentation on an issue</td>
<td>- Mentor texts</td>
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<tr>
<td>- Plagiarism</td>
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<td>- Analyze and critique persuasive techniques</td>
<td>- Teacher created modes</td>
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<td>- Paraphrasing</td>
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<td>- Use compositional risks to create an essay that effectively argues one side of an issue</td>
<td>- Newspaper editorials</td>
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<td>- Citing a source</td>
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<td>- Commercial s/advertisements</td>
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<td>- Thesis Statement</td>
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<td>- State assessment samples</td>
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<td>- Outlining</td>
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<td>- Organizing a research paper</td>
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</table>
## Sub Unit: Poetry

**Grade:** 12  
**Sub Unit:** Poetry  
**Timeline:** 2-3 weeks

<table>
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<th>Pennsylvania Core Standards</th>
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<tbody>
<tr>
<td>What state standards will be met?</td>
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<td>What will students know &amp; be able to do as a result of this instruction?</td>
<td>What will students do to achieve the objectives?</td>
<td>How will I differentiate the curriculum to meet</td>
<td>What evidence will I collect that demonstrates that students have achieved the objectives?</td>
<td>What materials will I use to achieve the objectives?</td>
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| Writing | | | indivi
dual stude
nt needs |
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<tbody>
<tr>
<td>CC.1.4.11-12.A-F</td>
<td>• Poetry</td>
<td>• Identify different forms of poetry (limerick, lyric)</td>
<td>• Read various forms of poems and identify style</td>
</tr>
<tr>
<td>CC.1.4.11-12.M-T</td>
<td>• Form of poetry</td>
<td>• Identify literal and figurative meaning of poetry</td>
<td>• Interpret various poems to find literal and figurative meanings</td>
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<td></td>
<td>• Interpretation</td>
<td>• Write original poems in each of the forms listed above</td>
<td>• Write original poem in each of the forms listed</td>
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<td>• Readings</td>
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<td>• Writings</td>
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<td>• Recitation</td>
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<td>Original poetry booklets/packets</td>
<td>Rubrics</td>
<td>McDougal Littel</td>
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<td>Poetry anthologie</td>
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<td>Rubric</td>
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**Unit: Speaking and Listening (Presentations/Public Speaking)**

Overarching Big Ideas for English and Language Arts, Grades 6-12

- Substantive ideas expressed with clarity and coherence, through written and oral communication, are necessary for success.
- Proficient readers use a variety of reading strategies to access and comprehend information from different sources.
- We become lifelong readers by exploring personal interests through a variety of literary genres.
- What we read affects how we interpret our world and the world around us.
- Effective writing is a recursive process. It is a powerful means of communication that informs, persuades and entertains.
- Ideas can be effectively communicated through digital and non-digital formats.
- Textual evidence is necessary to make convincing arguments.
- Text complexity (what we read and the skill with which we read) develops reading independence and proficiency.

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<table>
<thead>
<tr>
<th>Pennsylvania Core Standards</th>
<th>Content</th>
<th>Objectives</th>
<th>Area of Focus/Instructional Activities/Lessons</th>
<th>Options for Mod</th>
<th>Assessments</th>
<th>Resources</th>
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<tbody>
<tr>
<td>Grade: 12</td>
<td>Sub Unit: Speaking and Listening</td>
<td>Timeline: ONGOING THROUGHOUT ALL UNITS</td>
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| What state standards will be met? | instruction? | What will students do to achieve the objectives? | fications/Extensions
How will I differentiate the curriculum to meet individual student needs? | demonstrates that students have achieved the objectives? | achieve the objectives? |
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<tr>
<td>CC1.6. 11-12.A-G</td>
<td>How to:</td>
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<td>• How to:</td>
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<td></td>
<td>• Use appropriate large and small group discussions skills</td>
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<td></td>
<td>• Delineate a speaker’s argument by identifying evidence and recognizing claims not supported by facts</td>
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<td></td>
<td>• Interpret information presented in diverse media and formats</td>
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<td>• Present claims and findings, sequencing ideas logically</td>
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<td>• Use appropriate eye contact, adequate volume, and clear pronunciation</td>
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<td>• Adapt speech/presentation to a variety of audiences and purposes</td>
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<td>• Make presentations using multimedia components</td>
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<td>• Use conventions of standard English</td>
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<td>• Contribute to discussions by using textual and relevant evidence and by asking probing questions to extend the depth of the discussion</td>
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<td>• Distinguish between reliable and fraudulent claims in an argument</td>
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<td>• Evaluate the information presented through diverse media</td>
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<td>• Use diverse media to select and present ideas convincingly using appropriate presentation skills</td>
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<td>• Use literature and other texts for discussion topics</td>
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<td>• Use argumentative pieces from a variety of mediums to critique their validity</td>
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<td>• Present to various audiences for a variety purposes using multiple presentation tools</td>
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<td>• Presentations that demonstrate following:</td>
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<td>• Use of research from a variety of sources</td>
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<td>• Coherence and depth of topic</td>
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<td>• Use of skills appropriate for audience and purpose</td>
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<td>• Library Media Specialist</td>
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<td>• Socratic Seminar</td>
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