

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**

Avon Grove School District

Grade 12 AP

Board Approved May 24, 2007

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
<b>Standard 1.1 Learning to Read Independently</b>			
<p><b>Purpose for Reading (R11.A. 1.1)</b></p>	<p>Describe and/or analyze examples of text that support its intended purpose in narrative and poetic text. <b>(R.A.1.6.2)</b></p> <p>Identify and/or analyze examples of text that support the author's intended purpose in informational and persuasive biographical, instructional, and editorial/essay text. <b>(R.A.2.6.2)</b></p> <p>Locate appropriate texts (literature, information, documents) for an assigned purpose before reading.</p> <p>Identify and use common organizational structures and graphic features to comprehend information.</p>	<p>Review definition and characteristics of narrative and poetic text.</p> <p>Examine a wide variety of narrative (fiction and narrative nonfiction) and poetic texts.</p> <p>Compare and contrast:</p> <ul style="list-style-type: none"> <li>▪ Similar texts with a different purpose</li> <li>▪ Different texts with a similar purpose</li> </ul> <p>(Example—Compare a story and a poem both written to tell the story of the same event.)</p> <p>Review definition and characteristics of informational and persuasive text.</p> <p><u>To identify and/or analyze the purpose in informational and persuasive text:</u></p> <ul style="list-style-type: none"> <li>• Preview selection</li> <li>• Identify organizational pattern</li> <li>• Separate facts/ opinions</li> <li>• Question as you read</li> <li>• Make and verify predictions about author's purpose</li> </ul> <p>Familiarize students with textbook organization.</p> <p>Familiarize students with the organization and use of the library and other media sources.</p> <p><b>Refer to Standard 1.2 – Text Organization (R.B.3.3.1)</b></p>	<p><b>Assessments</b></p> <p>Multiple choice Short answer Essay Fill in the blank True/false Projects Study guides Web quests Power Point Paraphrasing Modernizing literary themes Journals</p> <p><b>Resources</b></p> <p>Short Stories – Bedford</p> <p>Novels – Crime and Punishment Pride and Prejudice Beloved The Diagnosis The Amazing Adventures of Kavalier and Clay Grendel, Beowolf, The Canterbury Tales 1984</p> <p>Plays - Hamlet A Doll's House Waiting for Godot Rosencrantz and Guildenstern Are Dead A Raisin in the Sun The Importance of Being Ernst A Modest Proposal</p> <p>Independent reading</p>

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<p><b>Word Recognition</b></p>	<p>Identify and apply word recognition skills in fiction and nonfiction texts.</p> <p>Use knowledge of root words and words for literary works to recognize and understand the meaning of new words accurately in speaking and writing. <b>(R11.A.1.2)</b></p> <p>Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from the text. <b>(R.A.1.2.1 and R.A.2.2.1)</b></p> <p>Identify, describe, evaluate, and synthesize the essential ideas in text. Assess those reading strategies that are most effective in learning from a variety of texts. <b>(R.11.A.1.2)</b></p> <p>Make inferences, draw conclusions, and make generalizations based on text. <b>(R11.A.1.3)</b></p> <p>Establish a reading vocabulary by identifying and correctly using new words acquired. <b>(R.11.A.1.1)</b></p>	<p>Use vocabulary words from the fiction and nonfiction pieces <b>(R.11.A.2.1)</b> Discuss the origins, definitions and uses in literature. Teach prefixes, suffixes, roots and etymology of words. Define and /or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences. <b>(R11. A.1.2.)</b> Teach mnemonic devices and skills to build student’s personal vocabulary. Describe and define how the meaning of the word is related to the part of speech and how it is used in the sentence.</p> <p>Define prefix, suffix, and root. The teacher will use Before, During and After reading strategies. Questioning, Brainstorming, Connecting to experiences or text, elements of the story, setting purposes, writing, enacting, constructing, reading aloud, taking notes, journaling, partner read, make associations, re-read, highlight, outline, discuss, oral presentations, organizer, map, draw, sketch, self-question, view, summarize, evaluate New vocabulary words will be given to the students before the story is read. Identify how the meaning of a word is changed. <b>(R.11.A.1.2.1)</b></p> <p>Students will use dictionaries, thesaurus, texts, and glossaries to establish a reading vocabulary.</p>	<p><u><b>Assessments</b></u></p> <p>Multiple choice Short answer Essay Fill in the blank True/false Projects Study guides Web quests Power Point Paraphrasing Modernizing literary themes Journals</p> <p><u><b>Resources</b></u></p> <p>Short Stories – Bedford Novels – Crime and Punishment Pride and Prejudice Beloved The Diagnosis The Amazing Adventures of Kavalier and Clay Grendel, Beowulf, The Canterbury Tales Plays - Hamlet A Doll’s House Waiting for Godot Rosencrantz and Guildenstern Are Dead A Raisin in the Sun The Importance of Being Earnest A Modest Proposal Independent reading</p>

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Grade 12 AP

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<b>Standard 1.1 Learning to Read Independently</b>			
Vocabulary Development	<p>Identify and/or apply a synonym or antonym of a word used in text. (R.A.1.1.2)</p> <p>Expand reading vocabulary by identifying and correctly using literary devices and words with literal and figurative meanings. Use a dictionary or related reference.</p>	<p><u>Suggested Strategies:</u></p> <ul style="list-style-type: none"> <li>• Vocabulary Pictures</li> <li>• Vocabulary Review</li> <li>• Matching Games</li> </ul> <p>See strategies listed for (RA.1.1.1, R.A.2.1.1, R.A.2.1.2)</p>	<p><u>Assessment:</u></p> <ul style="list-style-type: none"> <li>• Curriculum based assessments</li> <li>• Authentic assessment--products of students' work, application to writing</li> <li>• Informal assessment of application in reading, writing, and speaking activities</li> </ul>

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Grade 12 AP

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<b>Standard 1.1 Learning to Read Independently</b>			
<p>Comprehension and Interpretation</p>	<p>Identify basic facts and ideas in text using specific strategies. Understand fiction and nonfiction text appropriate to grade level. Make inferences and/or draw conclusions based on information from the text. <b>(R.A.1.3.1 and R.A.2.3.1)</b></p> <p>Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents <b>(R.11.B.1.1) (R11.A.1.3.2)</b></p> <p>Make and support with evidence, assertions, about texts.</p> <p>Compare and contrast texts using themes, settings, characters, and ideas. Make extensions to related ideas, topics, or information. Assess the validated of the document based on context. Identify and apply word recognition skills. Analyze the positions, purposes, arguments, and evidence <b>(R.11.A.2.2) (R11.A.2.6.1)</b></p> <p>Cite evidence from text to support generalizations. <b>(R.A.1.3.2 and R.A.2.3.2)</b></p>	<p><u>Interactive Reading Strategies:</u></p> <ul style="list-style-type: none"> <li>Recall genre characteristics.</li> <li>Set a purpose for reading.</li> <li>Predict using graphic and textual clues.</li> <li>Generate essential questions as aids to comprehension.</li> <li>Clarify understanding through rereading and discussion.</li> <li>Summarize and evaluate understanding of the text.</li> </ul> <p><u>Reciprocal Teaching</u> strategies</p> <p><u>Reading Apprentice</u> strategies</p> <p><u>Evidence:</u></p> <ul style="list-style-type: none"> <li>Details—facts, opinions, descriptions, explanations, definitions</li> <li>Examples</li> <li>Quotes</li> <li>Text references--page/ paragraph/ sentence</li> </ul> <p><u>How to Track Evidence:</u></p> <ul style="list-style-type: none"> <li>Underline/highlight</li> <li>Tag with post-it notes</li> <li>Create a chart, list, or web</li> </ul>	<p>Descriptions of specific strategies and graphic organizers to support strategies are available in the LA Teacher’s Notebook.</p> <p>Fiction and nonfiction texts of all genres</p> <p><u>PSSA Coach</u> books: Grades 7 and 8</p> <p><u>Reading Strategies:</u> Grade 8 anthology: p. 16 (fiction), 44 (nonfiction), 124 (poetry), 182 (drama) Grade 7 anthology: p. 4, 110, 198, 374, 452 (fiction), 556 (nonfiction), 640 (drama), 726 (poetry)</p> <p><u>Making Inferences/ Drawing Conclusions:</u> Grade 8 anthology: p. 513, Literary Handbook Grade 7 anthology: p. 101, 278, 327, 345, 505</p> <p><u>PSSA Coach:</u> Chapter 4</p> <p><u>Assessment Items:</u> Multiple choice: A. From the passage, you can infer that Jim has... B. You can conclude that Dale is probably going to...</p>

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Avon Grove School District

Grade 12 AP

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<b>Standard 1.1 Learning to Read Independently</b>			
<p>Comprehension and Interpretation</p>	<p>Assess the validation of the document based on context Identify and apply word recognition skills Analyze the positions, purposes, arguments and evidence <b>(R.11.A.2.2) (R11.A.2.6.1)</b></p> <p>Identify and/or explain stated or implied main ideas and relevant supporting details from text. <b>(R.A.2.4.1 and R.A.2.4.2)</b></p>	<p><u>When making inferences a reader should:</u></p> <ul style="list-style-type: none"> <li>• Make inferences before, during, and after reading.</li> <li>• Use the Inference Formula: New Information + What I Already Know = Inference.</li> <li>• Be aware that authors imply and readers infer.</li> </ul> <p>Teachers will facilitate reading comprehension and interpretation of texts using the following methods:</p> <ul style="list-style-type: none"> <li>• Discussions – retellings, responding</li> <li>• Enactments – debates, panel discussions, dramatizations, role-play</li> <li>• Writing – answering questions, respond to teacher directed questions, short answer, essays.</li> <li>• Oral presentation – demonstrations discussions of the concepts, or questions</li> <li>• Viewing –m film, video,</li> <li>• Summarizing</li> <li>• Evaluating what was read.</li> </ul> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> <li>• Identify author’s purpose and/or message.</li> <li>• Identify topic sentences.</li> <li>• Locate signal words such as: in summary, in conclusion, therefore.</li> <li>• Check introductory and concluding paragraphs for author’s main points.</li> <li>• Identify titles, subtitles, and headings.</li> <li>• Create an outline identifying main ideas and supporting</li> </ul>	<p>Open-ended question: Based on the details in the passage, what can you conclude about Bob’s feelings towards the new puppy? Use information from the passage to support your response.</p> <p><u>Main Idea/ Supporting Details</u> Grade 8 anthology: p. 45 Grade 7 anthology: p. 556, 603</p> <p><u>PSSA Coach:</u> Chapter 3</p> <p><u>Assessment Items:</u> Multiple choice: A. This passage is mainly about... B. Which of the following is <u>not</u> a supporting detail in this passage?</p> <p><u>Note:</u> Supporting details may be referred to as nonessential information in PSSA assessment items.</p> <p>Open-ended question: What is the main message the author of this passage is trying to express? Support your response with information from the passage.</p>

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<p>Comprehension and Interpretation (cont.)</p>	<p>Summarize the key details and events of a fictional text as a whole. <b>(R.A.1.5.1)</b></p> <p>Summarize the major points, processes, and events of a nonfiction text as a whole. <b>(R.A.2.5.1)</b></p> <p>Demonstrate after reading an understanding and interpretation of fiction and nonfiction text, including public documents.</p> <p>Make, and support with evidence, assertions about text.</p> <ul style="list-style-type: none"> <li>• Compare and contrast texts using themes, settings, characters and ideas.</li> <li>• Make extensions to related ideas, topics, or information.</li> <li>• Describe the context of a document.</li> </ul> <p>Analyze the positions, arguments, and evidence in public documents</p>	<p><u>When summarizing:</u></p> <ul style="list-style-type: none"> <li>• Identify and restate main ideas, main events, key points.</li> <li>• Include only the most important supporting details.</li> <li>• Differentiate between what is important and what is interesting.</li> <li>• Identify appropriate graphic organizers to support summarizing.</li> </ul> <p><u>Strategies:</u></p> <ul style="list-style-type: none"> <li>• 5 important words</li> <li>• 20 word summary</li> <li>• Clear summary</li> <li>• 3-2-1strategy</li> <li>• Use graphic organizers</li> </ul> <p>Table of contents/headings prompts</p> <p><u>Suggested Strategies:</u></p> <ul style="list-style-type: none"> <li>• Double Entry Journal</li> <li>• Exit Ticket</li> <li>• 4 Door Activity</li> <li>• Venn Diagram</li> <li>• Fish Bone organizer</li> <li>• Response Journal</li> <li>• Flow Chart</li> <li>• Literature circles/discussion groups</li> </ul>	<p><u>Assessments</u></p> <p>Multiple choice                      Short answer                      Essay                      Fill in the blank                      True/false                      Projects                      Study guides                      Web quests                      Power Point                      Paraphrasing                      Modernizing literary themes                      Journals</p> <ul style="list-style-type: none"> <li>• Curriculum based assessment</li> <li>• Rubric based assessment of journals, exit tickets, activities/worksheets, written response to text</li> <li>• Formal/informal assessment of participation in discussions and completion of graphic organizers</li> </ul>

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Avon Grove School District

Grade 12 AP

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<b>Standard 1.1 Learning to Read Independently</b>			
<b>Word Recognition</b>	<p>Define words or phrases from context clues given in explanatory sentences and/or text examples.</p> <p>Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences or through the use of examples within text. <b>(R.A.1.2.2 and R.A.2.2.2)</b></p>	<p>Identify context clues: synonyms, antonyms, definitions, examples, explanations, descriptions,</p> <p>Define and identify <u>homonyms</u> – words spelled the same but with different meanings in context. Example: Present may mean: gift; now (in the present time); to show</p> <p>Describe and identify how the meaning of a word is related to the part of speech and usage in the sentence.</p> <p><u>Suggested strategies:</u></p> <ul style="list-style-type: none"> <li>• Use contextually rich text examples.</li> <li>• Highlight context clues</li> </ul> <p>Complete analogies</p>	<p><u>Assessments:</u></p> <p>Multiple choice Short answer Essay Fill in the blank True/false Projects Study guides Web quests Power Point Paraphrasing Modernizing literary themes Journals</p>

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<b>Word Recognition</b>	<p>Define words or phrases from context clues given in explanatory sentences and/or text examples.</p> <p>Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences or through the use of examples within text. <b>(R.A.1.2.2 and R.A.2.2.2)</b></p>	<p>Identify context clues: synonyms, antonyms, definitions, examples, explanations, descriptions,</p> <p>Define and identify <u>homonyms</u> – words spelled the same but with different meanings in context. Example: Present may mean: gift; now (in the present time); to show</p> <p>Describe and identify how the meaning of a word is related to the part of speech and usage in the sentence.</p> <p><u>Suggested strategies:</u></p> <ul style="list-style-type: none"> <li>• Use contextually rich text examples.</li> <li>• Highlight context clues</li> <li>• Complete analogies</li> </ul>	<p><b>Assessments:</b></p> <p>Multiple choice Short answer Essay Fill in the blank True/false Projects Study guides Web quests Power Point Paraphrasing Modernizing literary themes Journals</p>

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<b>Standard 1.1 Learning to Read Independently</b>			
<p><b>Vocabulary Development</b></p>	<p>Use knowledge of phonics, syllabication, roots and affixes, the dictionary or glossary, and context clues to decode and understand multi-syllable words and content area vocabulary.</p> <p>Identify and apply the meaning of vocabulary in fiction and nonfiction text.</p> <p>Understand the meaning of and apply key vocabulary across various subject areas.</p> <p>Identify and/or apply the meaning of multiple-meaning words used in text. <b>(R.A.1.1.1)</b></p> <p>Identify and/or apply the meaning of multiple-meaning words in context. <b>(R.A.2.1.1)</b></p> <p>Identify and/or apply the meaning of content-specific words used on text. <b>(R.A.2.1.2)</b></p>	<p>Independently identify and apply word recognition strategies when reading fiction and nonfiction text.</p> <ul style="list-style-type: none"> <li>• Recognize word parts and their meanings.</li> <li>• Use context clues.</li> <li>• Use dictionaries and glossaries.</li> <li>• Apply meaning in various contexts and content areas.</li> </ul> <p><u>Suggested Strategies:</u></p> <ul style="list-style-type: none"> <li>• LINC Strategy</li> <li>• Vocabulary Chart</li> <li>• "Knowledge of Words" chart</li> <li>• Frayer Four-Square Model</li> <li>• Vocabulary Word Box</li> <li>• Chart—Related Words/Descriptions</li> <li>• It is...It isn't</li> <li>• Analogies</li> </ul>	<p><u>Assessment</u></p> <p>Multiple choice Short answer Essay Fill in the blank True/false Projects Study guides Web quests Power Point Paraphrasing Modernizing literary themes Journals</p>

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Grade 12 AP

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<b>Standard 1.1 Learning to Read Independently</b>			
<p><b>Fluency</b></p>	<p>Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> <li>• Read familiar materials aloud with accuracy.</li> <li>• Self-correct mistakes.</li> <li>• Use appropriate rhythm, flow, meter, and pronunciation.</li> <li>• Read a variety of genres and types of text.</li> </ul> <p>Adjust reading rate according to purpose for reading and text structure.</p> <p>Develop a lifetime reading habit.</p> <ul style="list-style-type: none"> <li>• Self select texts to include a variety of genres and types for independent reading.</li> <li>• Independently read at least 25 books per year.</li> <li>• Maintain a reading log that identifies books completed from independent reading.</li> </ul>	<p><u>Suggested Strategies:</u></p> <ul style="list-style-type: none"> <li>• Teacher Modeling/Read-Alouds</li> <li>• Timed Readings</li> <li>• Repeated Readings</li> <li>• Readers’ Theatre</li> <li>• Paired Reading</li> </ul> <p>Record a book/story</p> <p>Student-composed guidebook to the many allusions in Grendel</p> <p>Society comparisons: 19<sup>th</sup> Century</p> <p>Pride &amp; Prejudice, 21<sup>st</sup> Century America</p> <p>Poetic Forms Presentation write-ups Poetry Structural Analysis Papers</p> <p>Bi-weekly in-class prompt essays, 40 minutes each. Neatly handwritten; readability is important! Get into the habit of writing by hand and then transferring to a word processing program for longer assignments to develop fluidity in your writing and fully connect the wires from your brain to your pen.</p> <p>Formal essay prompts on summer reading titles, to be turned in on the second day of school for peer and teacher revision</p>	<p><u>Assessment</u></p> <p>Multiple choice Short answer Essay Fill in the blank True/false Projects Study guides Web quests Power Point Paraphrasing Modernizing literary themes Journals</p> <p><u>Resources</u></p> <p>Short Stories – Bedford Novels – Crime and Punishment Pride and Prejudice Beloved The Diagnosis The Amazing Adventures of Kavalier and Clay Grendel, Beowulf, The Canterbury Tales 1984 Plays - Hamlet A Doll’s House Waiting for Godot Rosencrantz and Guildenstern Are Dead A Raisin in the Sun The Importance of Being Earnest A Modest Proposal</p> <p>Independent reading</p>

Board Approved May 24, 2007

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 Grade 12 AP

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<b>Standard 1.2 Reading Critically in All Content Areas</b>			
<p><b>Comparison, Analysis, and Evaluation</b></p>	<p>Identify, interpret, describe, and/or analyze bias and propaganda techniques in nonfiction text. (R.B.3.2.1)</p> <p>Analyze the techniques of particular media messages and their effect on a targeted audience.</p> <p>Compare and analyze how different media offer a unique perspective on the information presented.</p>	<p><u>Propaganda Techniques:</u> (Required):</p> <ul style="list-style-type: none"> <li>• Name-calling</li> <li>• Bandwagon</li> <li>• Red herring</li> <li>• Emotional appeal</li> <li>• Testimonial</li> <li>• Repetition</li> <li>• Sweeping generalization</li> <li>• Circular argument</li> </ul> <p>Use of statistics and facts</p> <p><u>Analysis process:</u></p> <ul style="list-style-type: none"> <li>• Expose students to various types of electronic and print media.</li> <li>• Identify propaganda techniques and targeted audience.</li> </ul> <p>Discuss and evaluate effect of technique.</p> <p><u>Analysis process:</u></p> <ul style="list-style-type: none"> <li>• Examine a topic as presented by various media.</li> <li>• Determine purpose and targeted audience of specific media.</li> <li>• Consider background and bias</li> </ul> <p>Compare effectiveness</p>	<p><u>Media and print sources:</u></p> <ul style="list-style-type: none"> <li>• Advertisements</li> <li>• Political speeches</li> <li>• Editorials</li> <li>• Internet text</li> <li>• Newspapers and periodicals</li> <li>• Television and radio</li> </ul> <p><u>Assessment items:</u> Multiple choice:</p> <p>A. This passage can be described as propaganda because...</p> <p>B. Which statement best reflects the author's bias?</p> <p>Open-ended question: Explain the author's bias about city parks that is expressed in the passage. Use details from the passage to support your response.</p> <p>Media and print sources of all types</p> <p>Curriculum based assessments</p> <p>Formal/informal assessment of discussion and written work</p> <p>Formal/informal assessment of discussion and written work</p>

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Grade 12 AP

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<b>Standard 1.3 Reading, Analyzing, and Interpreting Literature</b>			
<b>Overview</b>	Read and understand works of literature.	<p>Standard 1.3 is to be addressed by the use of before, during, and after reading strategies.</p> <p>Specific strategies are identified within each literary element and literary device.</p>	<p>Suggested stories, descriptions of strategies, and graphic organizers to support the teaching of each literary element/device are provided in the LA Teacher's Notebook.</p> <p><u>Fiction texts:</u></p> <ul style="list-style-type: none"> <li>• Anthology</li> <li>• Novels</li> </ul> <p><u>Literary nonfiction texts:</u></p> <ul style="list-style-type: none"> <li>• Autobiography/biography</li> <li>• Personal narratives/anecdotes</li> </ul> <p><u>PSSA Coach</u> books</p> <p>PSSA Released Items (see PDE website)</p> <p><b>Assessment items:</b> Note--Examples provided are formatted the way questions in these areas will appear on the PSSA Reading Test.</p>

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Grade 12 AP

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<b>Literary Elements</b>	<p>Identify, interpret, compare, describe, analyze, and/or evaluate the relationships among literary elements of character, setting, plot, and theme, within fiction or literary nonfiction: <b>(R.B.1.1.1)</b></p> <p>Analyze the use of literary elements by an author including characterization, setting, plot, and theme.</p> <p>Character (may also be the narrator, the speaker, or the subject of a biography)</p> <p>Interpret compare, describe, analyze, and/or evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fiction or literary nonfiction text.</p>	<p>Strategies to compare / analyze/ evaluate literary elements:</p> <ul style="list-style-type: none"> <li>• Story maps</li> <li>• Literature circles</li> <li>• Venn diagrams</li> <li>• Journaling—Talk to the Text</li> <li>• Reciprocal teaching strategies</li> </ul> <p><u>Define and identify:</u></p> <ul style="list-style-type: none"> <li>• Protagonist/antagonist</li> <li>• Main/minor characters</li> <li>• Dynamic/Static characters</li> </ul> <p><u>Direct Characterization:</u></p> <ul style="list-style-type: none"> <li>• Physical description</li> <li>• Character’s thoughts, speech, or actions</li> <li>• Other characters’ thoughts, speech, or actions</li> <li>• Direct comments of author</li> </ul> <p><u>Indirect Characterization:</u></p> <ul style="list-style-type: none"> <li>• Make inferences based on evidence and details from plot and/or characters’ thoughts and speech.</li> <li>• What does the author imply about the character?</li> <li>• Perspective: position from which a character views events</li> </ul> <p><u>Motive:</u> the reasons, emotions, and goals that drive a character to act a certain way.</p>	<u>Assessment</u>

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Avon Grove School District

Grade 12 AP

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
<b>Standard 1.3 Reading, Analyzing, and Interpreting Literature</b>			
<b>Literary Elements</b>	<p>Interpret, compare, describe, analyze, and/or evaluate the <b>setting</b> of fiction or literary nonfiction.</p> <p>Interpret, compare, describe, analyze, and/or evaluate elements of the <b>plot</b></p>	<p>Setting may include all or some of the following:</p> <ul style="list-style-type: none"> <li>• Geographic location</li> <li>• Historical time period</li> <li>• Season</li> <li>• Time of day</li> <li>• Customs, and/or manners of a society.</li> </ul> <p>Identify the importance of setting in story:</p> <ul style="list-style-type: none"> <li>• Does the setting serve only as background to the story?</li> </ul> <p>Is the setting integral to the story? How? Why?</p> <p>Define and identify plot elements:</p> <ul style="list-style-type: none"> <li>• Exposition (setting, characters, conflict unfolds).</li> <li>• Rising action</li> <li>• Climax</li> <li>• Falling action</li> <li>• Resolution</li> </ul> <p><u>Suggested Strategies:</u></p> <ul style="list-style-type: none"> <li>• Plot diagram</li> <li>• Reciprocal Teaching strategies</li> </ul>	<p><u>Assessment</u></p> <p>Multiple choice Short answer Essay Fill in the blank True/false Projects Study guides Web quests Power Point Paraphrasing Modernizing literary themes Journals</p>

Board Approved May 24, 2007

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**

Avon Grove School District

Grade 12 AP

<b>Pennsylvania Standard</b>	<b>Student Learning Objectives</b>	<b>Instructional Strategies and Content</b>	<b>Resources and Assessments</b>
<b>Standard 1.3 Reading, Analyzing, and Interpreting Literature</b>			
<b>Literary Elements</b>	Interpret, compare, describe, analyze, and/or evaluate the message about life or human nature that is communicated by a work of fiction or literary nonfiction.	<p>Theme is the main lesson of a passage, the message about life or human nature contained in fiction or literary nonfiction.</p> <p>Identify how the theme is communicated by the author:</p> <ul style="list-style-type: none"> <li>• Directly stated – Theme is expressed in the moral of the story, as in fables, or in a statement made directly by a character or characters.</li> </ul> <p>Implied – The author implies the theme through the words and experiences of the characters. An implied theme may also be revealed by a symbol.</p>	<p>Trade books</p> <p>Fiction and nonfiction texts</p> <p>Drama and poetry selections</p>

Board Approved May 24, 2007

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**

Avon Grove School District

Grade 12 AP

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
<b>Standard 1.3 Reading, Analyzing, and Interpreting Literature</b>			
<b>Text Connections</b>	Interpret, compare, describe, analyze, and/or evaluate connections between texts.(R.B.1.2.1)	Present texts of various genres with similar themes and/or topics for interpretation, comparison, analysis, and evaluation.  <u>Suggested strategies:</u> <ul style="list-style-type: none"> <li>• Literature circles with jigsaw</li> <li>• Venn Diagrams</li> <li>• Double Entry Journals</li> <li>• Written response</li> </ul>	Trade books  Fiction and nonfiction texts  Drama and poetry selections  <u>Assessment</u>  Teachers will choose appropriate assessments for various learning objectives. Multiple choice Short answer Essay Fill in the blank True/false Projects Study guides Web quests Power Point Paraphrasing Modernizing literary themes Journals

Board Approved May 24, 2007

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**

Avon Grove School District

Grade 12 AP

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
<b>Standard 1.3 Reading, Analyzing, and Interpreting Literature</b>			
<p><b>Literary Devices</b></p>	<p>Identify, interpret, compare, describe, analyze, and/or evaluate the relationships among the literary devices (figurative language, point of view, tone, style, and sound techniques) within fiction and literary nonfiction. <b>(R.B.1.1.1)</b></p> <p><b><u>Figurative Language:</u></b></p> <p>Identify, interpret, describe, and/or analyze the examples of personification, simile, alliteration, metaphor, hyperbole, and imagery in text. <b>(R.B.2.1.1)</b></p> <p>Identify, interpret, describe, and/or analyze the author’s purpose for and effectiveness at using figurative language in text. <b>(R.B.2.1.2)</b></p>	<p>Strategies to compare/ analyze/ evaluate literary devices:</p> <ul style="list-style-type: none"> <li>• Double entry journal</li> <li>• Talk to the Text</li> <li>• Venn diagram</li> <li>• Response journals</li> </ul> <p>Review definitions of figurative language forms:</p> <ul style="list-style-type: none"> <li>• Imagery</li> <li>• Personification</li> <li>• Simile</li> <li>• Metaphor</li> <li>• Alliteration</li> <li>• Hyperbole.</li> <li>• Allusion (Grade 8)</li> </ul> <p>Include examples of figurative language from fiction and poetry texts</p> <p><u>Suggested strategies:</u></p> <ul style="list-style-type: none"> <li>• Illustrate examples.</li> <li>• Take a “Sensory Walk” through the text.</li> <li>• Use read-alouds rich in figurative language.</li> <li>• Highlight/use post-it notes to identify examples while reading.</li> </ul> <p>Book Minute—share examples from personal reading.</p>	<p>Specific anthology references are listed within each literary device section.</p> <p><b><u>Assessment</u></b></p> <p>Teachers will choose appropriate assessments for various learning objectives.</p> <p>Multiple choice Short answer Essay Fill in the blank True/false Projects Study guides Web quests Power Point Paraphrasing Modernizing literary themes Journals.</p>

Board Approved May 24, 2007

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**

Avon Grove School District

Grade 12 AP

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
<b>Standard 1.3 Reading, Analyzing, and Interpreting Literature</b>			
<p><b>Literary Devices</b></p>	<p>Identify and describe the point of view of the narrator as the first person or third person point of view. <b>(R.B.2.2.1)</b></p> <p>Interpret and describe the effectiveness of the point of view used by the author. <b>(R.B.2.2.2)</b></p>	<p>Additional content:</p> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> Person point of view</li> <li>• Identify nouns and pronouns that indicate point of view</li> </ul> <p>Note: Point of view is never referred to as narrator, speaker, or a character’s name.</p> <p><u>Suggested strategies:</u></p> <ul style="list-style-type: none"> <li>• Retell story from another point of view.</li> <li>• Highlight point of view indicator words.</li> </ul> <p>Tone is revealed through the author’s:</p> <ul style="list-style-type: none"> <li>• Word choice</li> <li>• Selection of details</li> <li>• Sentence structure</li> <li>• Use of figurative language.</li> </ul> <p>Words to describe tone:</p> <ul style="list-style-type: none"> <li>• Formal, relaxed, playful</li> <li>• Serious, humorous</li> <li>• Sarcastic, bitter, sympathetic</li> <li>• Thoughtful</li> <li>• Reverent</li> </ul>	<p><u>Assessment</u></p> <p>Multiple choice Short answer Essay Fill in the blank True/false Projects Study guides Web quests Power Point Paraphrasing Modernizing literary themes Journals</p>

Board Approved May 24, 2007

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**

Avon Grove School District

Grade 12 AP

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
<b>Standard 1.3 Reading, Analyzing, and Interpreting Literature</b>			
<b>Literary Devices</b>	<p>Identify, interpret, describe, and/or analyze how the author’s word choice, sentence length, tone, and use of figurative language create style.</p> <p>Identify, interpret, describe, and/or analyze examples and the effect of rhyme, rhythm, meter, repetition, alliteration and onomatopoeia in text.</p>	<p>Identify style through questioning;</p> <ul style="list-style-type: none"> <li>• Does the author use mostly short, simple words and sentences or long, complex ones?</li> <li>• Do the characters speak in dialect? Does their language seem believable?</li> <li>• Does the author use sensory or figurative language?</li> </ul> <p>Words to describe style:</p> <ul style="list-style-type: none"> <li>• Formal, informal, humorous</li> <li>• Conversational, casual</li> <li>• Persuasive</li> <li>• Informative</li> </ul> <p>Review definitions and provide examples of sound techniques in fiction, literary nonfiction, and poetry text:</p> <ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Rhythm</li> <li>• Repetition</li> <li>• Alliteration</li> <li>• Onomatopoeia</li> </ul> <p>Poetry:</p> <ul style="list-style-type: none"> <li>• Identify and label rhyme scheme.</li> <li>• Identify internal and end rhyme.</li> <li>• Identify and label meter (stressed and unstressed syllables and words)</li> </ul>	

Board Approved May 24, 2007

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**

Avon Grove School District

Grade 12 AP

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
<b>Standard 1.3 Reading, Analyzing, and Interpreting Literature</b>			
<b>Poetry</b>	<p>Read and respond to poetry</p> <p>Identify poetic forms</p>	<p>Define and identify:</p> <ul style="list-style-type: none"> <li>• Narrative and lyric poetry</li> <li>• Line, stanza, rhyme, rhyme scheme, rhythm, repetition</li> <li>• Poem’s mood, tone, theme, use of figurative language</li> <li>• 7<sup>th</sup> grade forms: limerick, couplet, concrete, haiku, ballad, ode</li> <li>• 8<sup>th</sup> grade forms: sonnet, elegy and all of 7<sup>th</sup> grade listed above</li> </ul> <p>Read narrative and lyric poetry that varies in style, form, tone, and theme.</p> <p>Make a personal connection to poetry in response journals.</p>	<p><u>Assessment</u></p> <p>Multiple choice Short answer Essay Fill in the blank True/false Projects Study guides Web quests Power Point Paraphrasing Modernizing literary themes Journals</p>

Board Approved May 24, 2007

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**

Avon Grove School District

Grade 12 AP

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
<b>Standard 1.3 Reading, Analyzing, and Interpreting Literature</b>			
<b>Drama</b>	<p>Read and respond to drama.</p> <p>Analyze drama to determine the reasons for a character's actions based on the situation and the character's basic motivation.</p>	<p>Define and identify:</p> <ul style="list-style-type: none"> <li>• Act/scene</li> <li>• Dialogue</li> <li>• Stage directions</li> <li>• Script/script format</li> <li>• Screenplay</li> </ul> <p>Identify and analyze literary elements present in drama.</p> <p><u>Suggested strategies:</u></p> <ul style="list-style-type: none"> <li>• Reader's Theater format</li> <li>• Audio versions of dramas</li> </ul>	

Board Approved May 24, 2007

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**

Avon Grove School District

Grade 12 AP

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
<b>Standard 1.4 Types of Writing</b>			
<p><b>Overview/ The Writing Process</b></p>	<p>Write narrative, informational, and persuasive pieces.</p> <p>Write narrative, informational, and persuasive pieces following the steps of the writing process.</p>	<p>Specific content and strategies are identified within each type of writing.</p> <p>Identify, describe, and apply the steps of the writing process:</p> <ul style="list-style-type: none"> <li>• Pre-write</li> <li>• Draft</li> <li>• Revise</li> <li>• Edit</li> <li>• Publish</li> </ul> <p><u>Suggested strategies:</u></p> <ul style="list-style-type: none"> <li>• <u>Pre-writing:</u> brainstorm, mapping, webs, lists, outline</li> <li>• <u>Drafting:</u> writing partners-author dictates, partner writes, dictate on tape</li> <li>• <u>Revising:</u> Writer's Chair, revision checklist, revision conference</li> </ul> <p><u>Editing:</u> checklist, editing conference, use spell check, check spelling by reading piece backwards</p>	<p>PDE Writing Assessment Handbook on <a href="http://www.pde.state.pa.us">www.pde.state.pa.us</a></p>

Board Approved May 24, 2007

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**

Avon Grove School District

Grade 12 AP

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
<b>Standard 1.4 Types of Writing</b>			
<b>Narrative</b>	<p>Write short stories, poems, and plays.</p> <ul style="list-style-type: none"> <li>• Apply varying organizational methods.</li> <li>• Use relevant illustrations.</li> <li>• Utilize dialogue.</li> <li>• Apply literary conflict.</li> <li>• Include literary elements <b>(Standard 1.3.B)</b></li> <li>• Use literary devices <b>(Standard 1.3.C)</b></li> </ul>	<p><u>Required:</u> Write a narrative piece graded using the PSSA Domain Scoring Guideline.</p> <p>Choose from the following types of narrative writing:</p> <ul style="list-style-type: none"> <li>• Personal narrative</li> <li>• Short story</li> <li>• Narrative poetry</li> <li>• Myth</li> <li>• Legend</li> <li>• Folk tale</li> <li>• Anecdote</li> <li>• Dramatic script</li> </ul>	<p><u>Assessment</u></p> <p>Multiple choice Short answer Essay Fill in the blank True/false Projects Study guides Web quests Power Point Paraphrasing Modernizing literary themes Journals</p>

Board Approved May 24, 2007

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**

Avon Grove School District

Grade 12 AP

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
<b>Standard 1.4 Types of Writing</b>			
<b>Informational</b>	<p>Write multi-paragraph informational pieces.</p> <ul style="list-style-type: none"> <li>• Include cause and effect.</li> <li>• Develop a problem and solution when appropriate to the topic.</li> <li>• Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs).</li> <li>• Use primary and secondary sources.</li> </ul> <p><u>Primary</u>: original object or document recorded at the time of event or by someone present at the event.</p> <p><u>Secondary</u>: written about or a summary of a primary source</p>	<p>Required: Write a five paragraph informational piece graded using the PSSA Domain Scoring Guideline.</p> <p>Choose from the following types of informational writing:</p> <ul style="list-style-type: none"> <li>• Essay</li> <li>• Report</li> <li>• Article</li> <li>• How-to</li> <li>• Summary</li> <li>• Review</li> </ul>	

Board Approved May 24, 2007

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**

Avon Grove School District

Grade 12 AP

<b>Pennsylvania Standard</b>	<b>Student Learning Objectives</b>	<b>Instructional Strategies and Content</b>	<b>Resources and Assessments</b>
<b>Standard 1.4 Types of Writing</b>			
<b>Persuasive</b>	<p>Write persuasive pieces.</p> <ul style="list-style-type: none"> <li>• Include a clearly stated position or opinion.</li> <li>• Include convincing, elaborated and properly_cited evidence.</li> <li>• Develop reader interest.</li> <li>• Anticipate and counter reader concerns and arguments.</li> </ul>	<p>Required:</p> <p>Write a five paragraph persuasive piece graded using the PSSA Domain Scoring Guideline.</p> <p>Choose from the following types of persuasive writing:</p> <ul style="list-style-type: none"> <li>• Essay</li> <li>• Letter</li> <li>• Editorial</li> <li>• Speech</li> </ul>	<p><u>Assessment</u></p> <p>Multiple choice Short answer Essay Fill in the blank True/false Projects Study guides Web quests Power Point Paraphrasing Modernizing literary themes Journals</p>

Board Approved May 24, 2007

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**

Avon Grove School District

Grade 12 AP

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
<b>Standard 1.4 Types of Writing</b>			
<b>Writing Extensions</b>	<p>Apply writing skills and knowledge of the writing process to produce other forms of written work.</p> <ul style="list-style-type: none"> <li>• Maintain a written record of activities, course work, experience, honors, and interests.</li> <li>• Use, design, and develop a media project that expands understanding.</li> <li>• Produce work in at least one literary genre that follows the conventions of the genre.</li> <li>• Write in response to literature.</li> </ul>	<p>Suggested applications:</p> <ul style="list-style-type: none"> <li>• Reading/writing logs</li> <li>• Record an interview</li> <li>• Interest inventory</li>   <li>• Power point presentation</li> <li>• Create and present a song</li> <li>• Produce a video or slide show</li>   <li>• Short stories—mystery, fantasy, realistic, historic</li> <li>• Myths, fables, legends</li> <li>• Biography/autobiography</li> <li>• Poetry</li> <li>• Dramatic script—teleplay, radio broadcast</li>   <li>• Interpret /analyze fiction and nonfiction text</li> <li>• Reader's Response Journal</li> </ul>	

Board Approved May 24, 2007

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**

Avon Grove School District

Grade 12 AP

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
<b>Standard 1.5 Quality of Writing</b>			
<p><b>Overview</b></p>	<p>Address the five characteristics or domains of effective writing when drafting, revising, and editing written pieces.</p>	<p>Writing Domains:</p> <ul style="list-style-type: none"> <li>• Focus</li> <li>• Content</li> <li>• Organization</li> <li>• Style</li> <li>• Conventions</li> </ul> <p>Definitions and descriptions are detailed within each domain.</p> <p>Standard 1.5 is to be addressed by the use of the Writing Process strategies and PA domain scoring guidelines.</p>	<p>PDE Writing Assessment Handbook  <a href="http://www.pde.state.pa.us">www.pde.state.pa.us</a></p> <p>PSSA Writing Sampler</p> <p>PSSA Domain Scoring Guide</p> <p>Teacher-created item specific domain scoring guides</p> <p><u>Assessment Notes:</u></p> <ul style="list-style-type: none"> <li>• All assessed written pieces should be scored on the five writing domains.</li> <li>• Assessment item examples provided are formatted the way they will appear in the multiple-choice section of the PSSA Writing test.</li> </ul>

Board Approved May 24, 2007

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**

Avon Grove School District

Grade 12 AP

<b>Pennsylvania Standard</b>	<b>Student Learning Objectives</b>	<b>Instructional Strategies and Content</b>	<b>Resources and Assessments</b>
<b>Standard 1.5 Quality of Writing</b>			
<b>Focus</b>	<p>Write with a sharp, distinct focus.</p> <p>Identify topic, task and audience.</p> <p>Establish a single point of view.</p>	<p>Writing should:</p> <ul style="list-style-type: none"> <li>• Clearly address the topic</li> <li>• Make an assertion about the topic—thesis.</li> <li>• Respond appropriately to a prompt in subject matter and mode.</li> <li>• Appeal to the audience in what is said and how it is said.</li> <li>• Be written from the point of view most appropriate to the task and topic –first, second, or third person.</li> </ul>	

Board Approved May 24, 2007

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**

Avon Grove School District

Grade 12 AP

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
<b>Standard 1.5 Quality of Writing</b>			
<p><b>Content/Organization</b></p>	<p>Write using well-developed content appropriate for the topic.</p> <p>Gather, determine validity and reliability of, and organize information.</p> <p>Employ the most effective format for purpose and audience.</p> <p>Write paragraphs that have details and information specific to the topic and relevant to the focus.</p> <p>Write with controlled and/or subtle organization.</p> <p>Sustain a logical order within sentences and paragraphs and between paragraphs using meaningful transitions.</p> <p>Establish topic and purpose in the introduction.</p> <p>Reiterate the topic and purpose in the conclusion.</p>	<p>Writing should:</p> <ul style="list-style-type: none"> <li>Develop and support main ideas using: facts, details, examples, opinions, anecdotes, quotations, statistics, reasons, explanations, definitions, and evidence.</li> <li>Include only those details that accomplish and support purpose, make main ideas clearer and stronger, and provide the audience with what they want or need to know.</li> </ul> <p>Writing should:</p> <p>Have an underlying pattern of organization that supports the topic and mode—sequence, order of importance, cause and effect, problem/solution, question/answer, or compare/contrast.</p> <p>Employ transition words that support the organization pattern. (See Standard 1.2.1)</p> <p>Strategy:</p> <p>“Sandwich” Format:</p> <ul style="list-style-type: none"> <li>Introduction</li> <li>3 or more reasons, main ideas, or explanations</li> <li>Conclusion</li> </ul>	<p><u>Assessments</u></p> <p>Multiple choice Short answer Essay Fill in the blank True/false Projects Study guides Web quests Power Point Paraphrasing Modernizing literary themes Journals</p>

Board Approved May 24, 2007

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**

Avon Grove School District

Grade 12 AP

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
<b>Standard 1.5 Quality of Writing</b>			
<p><b>Style/ Conventions</b></p>	<p>Write with an understanding of the stylistic aspects of composition.</p> <p>Use different types and lengths of sentences.</p> <p>Develop tone and voice through the use of precise language.</p> <p>Edit writing using the conventions of language.</p>	<p>Sentence types include:</p> <ul style="list-style-type: none"> <li>• Simple, compound, and complex</li> <li>• Declarative, interrogative, imperative, exclamatory</li> <li>• Natural and inverted order</li> </ul> <p>Precise language includes:</p> <ul style="list-style-type: none"> <li>• Denotation/connotation</li> <li>• Formal/informal language</li> <li>• Use of figurative language, idioms, and sound devices</li> </ul> <p>Spelling:</p> <ul style="list-style-type: none"> <li>• Spell common, frequently used words correctly.</li> </ul> <p>Mechanics:</p> <ul style="list-style-type: none"> <li>• Use capital letters correctly.</li> <li>• Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, and parentheses).</li> </ul> <p>Grammar and usage:</p> <ul style="list-style-type: none"> <li>• Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.</li> </ul> <p>Sentence formation:</p> <ul style="list-style-type: none"> <li>• Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).</li> </ul>	<p><u><b>Assessments</b></u></p> <p>Multiple choice Short answer Essay Fill in the blank True/false Projects Study guides Web quests Power Point Paraphrasing Modernizing literary themes Journals</p>

Board Approved May 24, 2007

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**

Avon Grove School District

Grade 12 AP

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
<b>Standard 1.6 Speaking and Listening</b>			
<b>Listening Skills/ Speaking Skills</b>	<p>Listen to others.</p> <p>Listen to and follow oral directions.</p> <p>Listen to selections of literature both fiction and nonfiction.</p> <p>Speak using skills appropriate to formal speech situations.</p> <p>Initiate everyday conversation.</p>	<p>Active listeners:</p> <ul style="list-style-type: none"> <li>• Ask probing questions.</li> <li>• Analyze information, ideas, and opinions to determine relevancy.</li> </ul> <p>Take notes when needed</p> <p>Active listeners:</p> <ul style="list-style-type: none"> <li>• Relate selections to previous knowledge.</li> <li>• Predict content/events.</li> <li>• Summarize events and identify the significant points.</li> <li>• Identify and define new words and concepts.</li> <li>• Analyze the selections</li> </ul> <p>Competent speakers:</p> <ul style="list-style-type: none"> <li>• Use complete sentences.</li> <li>• Pronounce words correctly.</li> <li>• Adjust volume to purpose and audience.</li> <li>• Adjust pace to convey meaning.</li> <li>• Add emphasis and inflection to enhance meaning.</li> </ul>	<p><u>Assessment:</u></p> <p>Curriculum based assessments</p> <p>Informal teacher assessments— observation, questioning, discussion</p> <p>Teacher created oral presentation rubrics—teacher, peer and/or self assessment</p>

Board Approved May 24, 2007

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**

Avon Grove School District

Grade 12 AP

Pennsylvania Standard	Student Learning Objectives	Instructional Strategies and Content	Resources and Assessments
<b>Standard 1.6 Speaking and Listening</b>			
<b>Discussion/ Presentation</b>	<p>Contribute to discussions.</p> <p>Participate in small and large group discussions.</p> <p>Participate in small and large group presentations.</p>	<p>When participating in discussions:</p> <ul style="list-style-type: none"> <li>• Ask relevant, probing questions.</li> <li>• Respond with relevant information, ideas, or reasons in support of opinions expressed.</li> <li>• Listen to and acknowledge the contributions of others.</li> <li>• Adjust tone and involvement to encourage equitable participation.</li> <li>• Clarify, illustrate, or expand on a response when asked.</li> <li>• Present support for opinions.</li> <li>• Paraphrase and summarize when prompted.</li> </ul> <p>Presentations in small or large groups may include:</p> <ul style="list-style-type: none"> <li>• Presenting an oral reading or Reader's Theater.</li> <li>• Conducting interviews.</li> <li>• Organizing and participating in informal debates.</li> <li>• Curriculum project presentations.</li> <li>• Presenting research.</li> </ul>	<p><u>Assessments</u></p> <p>Multiple choice Short answer Essay Fill in the blank True/false Projects Study guides Web quests Power Point Paraphrasing Modernizing literary themes Journals</p>

Board Approved May 24, 2007

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**

Avon Grove School District

Grade 12 AP

<b>Pennsylvania Standard</b>	<b>Student Learning Objectives</b>	<b>Instructional Strategies and Content</b>	<b>Resources and Assessments</b>

Board Approved May 24, 2007

**LANGUAGE ARTS – PLANNED COURSE OUTLINE**

Avon Grove School District

Grade 12 AP

<b>Pennsylvania Standard</b>	<b>Student Learning Objectives</b>	<b>Instructional Strategies and Content</b>	<b>Resources and Assessments</b>