

**Halifax Area School District  
Course Plan  
English 12**

Course Name: English 12  
Unit: Grammar

Time Line: 4 weeks

<i><b>BIG Ideas:</b></i>				
<b>Using Standard English can contribute to success in life.</b>				
<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Students will demonstrate knowledge and use of Standard English in speaking and writing	<p>Student will take diagnostic tests to assess their needs for remediation and mastery.</p> <p>Students will identify and correct errors in usage, such as:</p> <ul style="list-style-type: none"> <li>• irregular verbs</li> <li>• verb tense consistency</li> <li>• passive voice</li> <li>• plurals and possessives</li> <li>• agreement</li> <li>• redundancy</li> <li>• parallelism</li> <li>• sentence reduction</li> </ul>	<p>Formal assessment</p> <ul style="list-style-type: none"> <li>• Exercises/worksheets</li> <li>• Quizzes</li> <li>• Tests</li> </ul> <p>Informal assessment</p> <p>Reduction in number of usage errors in their speaking and writing</p>	<p>Drill exercises from various textbooks and workbooks</p> <p>Internet</p>	1.5.11.F

**Halifax Area School District  
Course Plan  
English 12**

Course Name: English 12  
Unit: Literature

Time Line: 8 weeks

***BIG Ideas:***

**Literature can be a source of pleasure, a springboard for discussion, and a reflection of real-life situations.**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
<p>Short stories, plays, and poetry from British and World literature</p>	<p>Student will:</p> <p>Read selections of literature and do some basic analysis of literary elements studied in previous years, such as:</p> <ul style="list-style-type: none"> <li>• Characterization</li> <li>• Theme</li> <li>• Plots / conflict</li> <li>• Tone</li> <li>• Diction</li> <li>• Style</li> <li>• Historical background</li> <li>• Symbolism</li> </ul>	<p>Formal assessment:</p> <ul style="list-style-type: none"> <li>• Essays</li> <li>• Summaries</li> <li>• Journals of reader response and pre-reading thoughts</li> </ul> <p>Informal assessment:</p> <ul style="list-style-type: none"> <li>• Discussion</li> </ul>	<p>Text: <i>British and World Literature for Life and Work</i>, LaRocca and Johnson</p> <p>Newspapers &amp; magazines</p> <p>Internet</p>	<p>1.2.11.A 1.1.11.C 1.3.11.A 1.1.11.D 1.3.11.B 1.1.11.E 1.3.11.C 1.1.11.H 1.3.11.D 1.3.11.E 1.3.11.F 1.4.11.B 1.4.11.C 1.5.11.A 1.5.11.B 1.5.11.C 1.5.11.D 1.5.11.E 1.5.11.F 1.6.11.A 1.6.11.B 1.6.11.C 1.6.11.D 1.6.11.E 1.6.11.F 1.7.11.A 1.7.11.B R11.A.1.1.1 R11.A.1.1.2 R11.A.1.3.1 R11.A.1.3.2 R11.A.1.4.1 R11.A.1.5.1 R11.A.1.6.1 R11.A.1.6.2 R11.B.1.1.1 R11.B.1.2.1 R11.B.2.1.1 R11.B.2.1.2 R11.B.2.2.1 R11.B.2.2.2</p>

**Halifax Area School District  
Course Plan  
English 12**

Course Name: English 12

Unit: Literature

Time Line: 8 weeks

***BIG Ideas:***

**Literature can be a source of pleasure, a springboard for discussion, and a reflection of real-life situations.**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Seeing connections between life and literature	<p>Student will:</p> <ul style="list-style-type: none"> <li>• Apply content and themes to real world situations.</li> <li>• Read news articles pertaining to issues arising from the literature.</li> <li>• Create projects of their own design based on the literature.</li> </ul>	<p>Formal assessment:</p> <ul style="list-style-type: none"> <li>• Essays</li> <li>• Summaries</li> <li>• Journals of reader response and pre-reading thoughts</li> <li>• Rubric for project</li> </ul> <p>Informal assessment:</p> <ul style="list-style-type: none"> <li>• Discussion</li> </ul>	<p>Text: <i>British and World Literature for Life and Work</i>, LaRocca and Johnson</p> <p>Newspapers &amp; magazines Internet</p>	1.2.11.A 1.3.11.A 1.3.11.B 1.3.11.C 1.3.11.D 1.3.11.F 1.4.11.B 1.4.11.C 1.5.11.A 1.5.11.B 1.5.11.C 1.5.11.D 1.5.11.E 1.5.11.F 1.6.11.A 1.6.11.B 1.6.11.C 1.6.11.D 1.6.11.E 1.7.11.A 1.7.11.B

**Halifax Area School District  
Course Plan  
English 12**

Course Name: English 12

Unit: Literature

Time Line: 8 weeks

***BIG Ideas:***

**Literature can be a source of pleasure, a springboard for discussion, and a reflection of real-life situations.**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Novels	Students will read at least one novel (independently or as part of the class, depending on needs of class and time constraints) and analyze it through reader response, essays, and/or class discussion.	Formal assessment <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Tests</li> <li>• Essays</li> <li>• Possibly a presentation</li> </ul> Informal assessment <ul style="list-style-type: none"> <li>• Discussion</li> </ul>	Class novel:  <i>Never Cry Wolf, Mowat</i>	1.1.11.B 1.2.11.A 1.3.11.A 1.3.11.B 1.3.11.C 1.3.11.D 1.3.11F 1.4.11.B 1.4.11.C 1.5.11.A 1.5.11C 1.6.11.A 1.6.11.B 1.6.11.C 1.6.11.D 1.6.11.E 1.7.11.A 1.7.11.B 1.7.11.C R11.A.1.1.1 R11.A.1.1.2 R11.A.1.3.1 R11.A.1.3.2 R11.A.1.4.1 R11.A.1.5.1 R11.A.1.6.1 R11.A.1.6.2 R11.B.1.1.1 R11.B.1.2.1 R11.B.2.1.1 R11.B.2.1.2 R11.B.2.2.1 R11B.2.2.2 R11.A.2.1.1 R11.A.2.1.2

**Halifax Area School District  
Course Plan  
English 12**

Course Name: English 12

Unit: Literature

Time Line: 8 weeks

***BIG Ideas:***

**Literature can be a source of pleasure, a springboard for discussion, and a reflection of real-life situations.**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Novels  (Continued)	Students will read at least one novel (independently or as part of the class, depending on needs of class and time constraints) and analyze it through reader response, essays, and/or class discussion.	Formal assessment <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Tests</li> <li>• Essays</li> <li>• Possibly a presentation</li> </ul> Informal assessment <ul style="list-style-type: none"> <li>• Discussion</li> </ul>	Class novel:  <i>Never Cry Wolf, Mowat</i>	R11.A.2.2.1 R11.A.2.2.2 R11.A.2.3.1 R11.A.2.3.2 R11.A.2.4.1 R11.A.2.5.1

**Halifax Area School District  
Course Plan  
English 12**

Course Name: English 12  
Unit: Vocational - Jobs

Time Line: 7 weeks

***BIG Ideas:***

**Producing high quality documents can help applicants acquire jobs. Soft and hard skills are needed to acquire and maintain a job.**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Preparation for job hunting	Students will: <ul style="list-style-type: none"> <li>• List sources of job information</li> <li>• Prepare an error-free resume</li> <li>• Prepare an error-free cover letter</li> <li>• Prepare an error-free list of references</li> <li>• Prepare an error-free letter thanking interviewer</li> <li>• Role play job interview</li> <li>• Edit own and others' documents</li> </ul>	Formal Assessment <ul style="list-style-type: none"> <li>• Resume and Letters-edited to be error free</li> <li>• Interview rubric- completed by human resources person</li> <li>• Spelling tests</li> </ul> Informal assessment <ul style="list-style-type: none"> <li>• Evidence of students acquiring jobs</li> </ul>	Human resources people to conduct interviews Sample resumes, letters, etc. Internet	1.4.11.B 1.4.11.D 1.4.11.E 1.5.11.A 1.5.11.B 1.5.11.C 1.5.11.D 1.5.11.E 1.5.11.F 1.6.11.A 1.6.11.E
Preparation for maintaining a job	Students will: <ul style="list-style-type: none"> <li>• Identify interpersonal skills and work habits needed to acquire and maintain a job.</li> </ul>	Informal assessment <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Evidence of students maintaining jobs</li> </ul>	Internet Guest speakers Newspaper and magazine articles of topical interest	1.6.11.A

**Halifax Area School District  
Course Plan  
English 12**

Course Name: English 12  
Unit: Life Skills

Time Line: 6 weeks

***BIG Ideas:***

**Preparing for their future includes understanding issues that they will face, knowing how to discuss the topics intelligently, and knowing how to persuade others to share their opinions.**

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Preparing for life situations	Students will: <ul style="list-style-type: none"> <li>• Research a current topic that would be practical and of interest to seniors</li> <li>• Present it to class in a speech, followed by class discussion.</li> <li>• Take notes from their classmates' presentations.</li> </ul>	Formal assessment <ul style="list-style-type: none"> <li>• Speech rubric</li> <li>• Journal</li> </ul> Informal assessment <ul style="list-style-type: none"> <li>• Discussion</li> </ul>	Newspaper and magazine articles Internet	1.1.11.A 1.1.11.F 1.1.11.G 1.2.11.A 1.2.11.B 1.6.11.A 1.6.11.C 1.6.11.D 1.6.11.E 1.8.11.A 1.8.11.B 1.8.11.C
The art of persuasion	Students will: <ul style="list-style-type: none"> <li>• Learn argumentation techniques</li> <li>• Write at least two persuasive essays (for district assessment)</li> </ul>	Formal assessment <ul style="list-style-type: none"> <li>• PSSA writing rubric</li> <li>• Persuasive essay rubric</li> </ul> Informal assessment <ul style="list-style-type: none"> <li>• Class discussion</li> </ul>	Newspaper and magazine articles Internet	1.1.11.A 1.1.11.G 1.2.11.A 1.2.11.B 1.2.11.C 1.4.11.B 1.4.11.C 1.5.11.A 1.5.11.B 1.5.11.C 1.5.11.D 1.5.11.E 1.5.11.F

**Halifax Area School District  
Course Plan  
English 12**

Course Name: English 12

Unit: Preparing for the Future (Graduation Project)

Time Line: 12 weeks

***BIG Ideas:***

**Making a career/higher education decision is enhanced by learning more about ourselves and available options.**

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
Knowledge of available resources	<p>Student will:</p> <ul style="list-style-type: none"> <li>• Gather information from a variety of sources, including job shadowing and/or interviewing, self-assessment inventories, the guidance office, and college visit for college bound.</li> <li>• Take notes with emphasis on avoiding plagiarism.</li> <li>• Write a paper following explicit guidelines and in own voice.</li> </ul>	<p>Formal Assessment</p> <ul style="list-style-type: none"> <li>• Graduation project rubric</li> </ul> <p>Informal Assessment</p> <ul style="list-style-type: none"> <li>• Updates on their plans indicate if they're utilizing acquired research skills.</li> <li>• Discussion</li> <li>• Conferencing</li> </ul>	<p>Career library compiled from library, guidance office and English department.</p> <p>Guidance counselors</p> <p>Software: <i>Choices</i></p> <p><i>Occupational Outlook Handbook</i></p> <p><i>Index of Majors</i></p> <p><i>The College Handbook</i></p> <p>Various college web sites</p> <p>Internet</p>	<p>1.1.11.A 1.2.11.A 1.4.11.B 1.4.11.C 1.5.11.A 1.5.11.B 1.5.11.C 1.5.11.D 1.5.11.E 1.5.11.F 1.5.11.G 1.6.11.A 1.6.11.B 1.6.11.C 13.1.11.A 13.1.11.C 13.1.11.D 13.2.11.B 13.3.11.A 13.3.11.D</p>



**Halifax Area School District  
Course Plan  
English 12**

Course Name: English 12

Unit: Preparing for the Future (Graduation Project)

Time Line: 12 weeks

***BIG Ideas:***

**Making a career/higher education decision is enhanced by learning more about ourselves and available options.**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Decision making skills in choosing a career/further education	<p>Student will:</p> <ul style="list-style-type: none"> <li>• Gather information from a variety of sources, including job shadowing and/or interviewing, self-assessment inventories, the guidance office, and college visit for college bound.</li> <li>• Take notes with emphasis on avoiding plagiarism.</li> <li>• Write a paper following explicit guidelines and in own voice.</li> </ul>	<p>Formal Assessment</p> <ul style="list-style-type: none"> <li>• Graduation project rubric</li> </ul> <p>Informal Assessment</p> <ul style="list-style-type: none"> <li>• Updates on their plans indicate if they're utilizing acquired research skills.</li> <li>• Discussion</li> <li>• Conferencing</li> </ul>	<p>Career library compiled from library, guidance office and English department.</p> <p>Guidance counselors</p> <p>Software: <i>Choices</i></p> <p><i>Occupational Outlook Handbook</i></p> <p><i>Index of Majors</i></p> <p><i>The College Handbook</i></p> <p>Various college web sites</p> <p>Internet</p>	<p>1.1.11.A 1.2.11.A 1.4.11.B 1.4.11.C 1.5.11.A 1.5.11.B 1.5.11.C 1.5.11.D 1.5.11.E 1.5.11.F 1.5.11.G 1.6.11.A 1.6.11.C 1.6.11.F 13.1.11.A 13.1.11.C 13.1.11.D 13.2.11.B 13.3.11.A 13.3.11.D</p>

**Halifax Area School District  
Course Plan  
Academic English 12**

**Course Name: Academic English 12**

**Unit: Grammar**

**Time Line: 9 weeks**

***BIG Ideas:***

Using Standard English can contribute to success in life.

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
<p>Students will demonstrate knowledge and use of Standard English in speaking and writing</p>	<p>Student will take diagnostic tests to assess their needs for remediation and mastery.</p> <p>Students will identify and correct errors in usage, such as:</p> <ul style="list-style-type: none"> <li>• irregular verbs</li> <li>• verb tense consistency</li> <li>• passive voice</li> <li>• plurals and possessives</li> <li>• agreement</li> <li>• redundancy</li> <li>• parallelism</li> <li>• sentence reduction</li> <li>• commonly confused words</li> <li>• pronoun problems</li> </ul>	<p>Formal assessment</p> <ul style="list-style-type: none"> <li>• Exercises/worksheets</li> <li>• Quizzes</li> <li>• Tests</li> </ul> <p>Informal assessment</p> <ul style="list-style-type: none"> <li>• Reduction in number of usage errors in their speaking and writing</li> </ul>	<p>Text: <i>Business English and Communication</i></p> <p>Drill exercises from various textbooks and workbooks</p> <p>Internet</p>	<p>1.5.11.F</p>

**Halifax Area School District  
Course Plan  
Academic English 12**

**Course Name: Academic English 12**  
**Unit: Literature**

**Time Line: 9 weeks**

***BIG Ideas:***

Students will be able to analyze works of literature and understand their place in the history of British/world literature.

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
<p>Short stories, plays, and poetry</p>	<p>Students will: Read various plays, poems, stories, and analyze them for the following:</p> <ul style="list-style-type: none"> <li>• Characterization</li> <li>• Theme</li> <li>• Plots / conflict</li> <li>• Tone</li> <li>• Diction</li> <li>• Style</li> <li>• Historical background</li> <li>• Symbolism</li> </ul> <p>Write reader responses to the literature.</p> <p>Demonstrate understanding by preparing a lesson on a poem, to be presented to class</p>	<p>Formal Assessment</p> <ul style="list-style-type: none"> <li>• Reader responses in writing</li> <li>• Essays - Focus Correction Areas</li> <li>• Rubric for oral presentation</li> <li>• Tests</li> </ul> <p>Informal Assessment</p> <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Evidence of improved analytical ability in progressive works of literature.</li> </ul>	<p>Selections from: <i>England in Literature</i> <i>Themes in World Literature</i></p>	<p>1.1.11.B 1.1.11.H 1.2.11.A 1.3.11.A 1.3.11.B 1.3.11.C 1.3.11D 1.3.11.E 1.3.11F 1.4.11.B 1.4.11.C 1.5.11.A 1.5.11C 1.6.11.A 1.6.11.B 1.6.11.C 1.6.11.D 1.6.11.E 1.7.11.A 1.7.11.B 1.7.11.C R11.A.1.1.1 R11.A.1.1.2 R11.A.1.3.1 R11.A.1.3.2 R11.A.1.4.1 R11.A.1.5.1 R11.A.1.6.1 R11.A.1.6.2 R11.B.1.1.1 R11.B.1.2.1</p>

Board Approved: August 7, 2006

				R11.B.2.1.1 R11.B.2.1.2 R11.B.2.2.1 R11.B.2.2.2
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**Halifax Area School District  
Course Plan  
Academic English 12**

**Course Name: Academic English 12**

**Unit: Literature**

**Time Line: 9 weeks**

***BIG Ideas:***

Students will be able to analyze works of literature and understand their place in the history of British/world literature.

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
<p>Novels</p>	<p>Students will read at least one novel (independently or as part of the class, depending on needs of class and time constraints) and analyze it through reader response, essays, and/or class discussion.</p>	<p>Formal assessment</p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Tests</li> <li>• Essays</li> <li>• Possibly a presentation</li> </ul> <p>Informal assessment</p> <ul style="list-style-type: none"> <li>• Discussion</li> </ul>	<p>Possible novels:</p> <p><i>Never Cry Wolf</i>, Mowat  <i>Johnny Got His Gun</i>, Trumbo  <i>The Great Gatsby</i>, Fitzgerald  <i>1984</i>, Orwell  <i>A Separate Peace</i>, Knowles</p>	<p>1.1.11.B            1.2.11.A            1.3.11.A            1.3.11.B            1.3.11.C            1.3.11D            1.3.11F            1.4.11.B            1.4.11.C            1.5.11.A            1.5.11C            1.6.11.A            1.6.11.B            1.6.11.C            1.6.11.D            1.6.11.E            1.7.11.A            1.7.11.B            1.7.11.C            R11.A.1.1.1            R11.A.1.3.1            R11.A.1.3.2            R11.A.1.4.1            R11.A.1.5.1            R11.A.1.6.1            R11.A.1.6.2            R11.B.1.1.1            R11.B.1.2.1            R11.B.2.1.1            R11.B.2.1.2            R11.B.2.2.1            R11.B.2.2.2</p>

**Halifax Area School District  
Course Plan  
Academic English 12**

**Course Name: Academic English 12**  
**Unit: Vocational**

**Time Line: 4 weeks**

***BIG Ideas:***

Producing high quality documents can help applicants acquire jobs. Soft and hard skills are needed to acquire and maintain a job.

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Preparation for job hunting	Students will: <ul style="list-style-type: none"> <li>• List sources of job information</li> <li>• Prepare an error-free resume</li> <li>• Prepare an error-free cover letter</li> <li>• Prepare an error-free list of references</li> <li>• Prepare an error-free letter thanking interviewer</li> <li>• Role play job interview</li> <li>• Edit own and others' documents</li> </ul>	Formal Assessment <ul style="list-style-type: none"> <li>• Resume and Letters-edited to be error free</li> <li>• Interview rubric- completed by human resources person.</li> </ul> Informal assessment <ul style="list-style-type: none"> <li>• Evidence of students acquiring jobs</li> </ul>	Human resources people to conduct interviews Sample resumes, letters, etc. Internet	1.4.11.B 1.4.11.D 1.4.11.E 1.5.11.A 1.5.11.B 1.5.11.C 1.5.11.D 1.5.11.E 1.5.11.F 1.6.11.A 1.6.11.E
Preparation for maintaining a job	Students will: <ul style="list-style-type: none"> <li>• Identify interpersonal skills and work habits needed to acquire and maintain a job.</li> </ul>	Informal assessment <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Evidence of students maintaining jobs</li> </ul>	Internet Guest speakers Newspaper and magazine articles of topical interest	1.6.11.A

**Halifax Area School District  
Course Plan  
Academic English 12**

**Course Name: Academic English 12**  
**Unit: Preparation for College**

**Time Line: 11 weeks**

***BIG Ideas:***

Preparing for the SATs should improve a student's score. Reading college level material should help prepare students for college.

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Reading college level material	Student will: <ul style="list-style-type: none"> <li>• Read short college level selections</li> <li>• Complete comprehension and</li> <li>• Vocabulary checks, followed by written response and /or discussion.</li> </ul>	Formal Assessment <ul style="list-style-type: none"> <li>• Vocabulary tests</li> <li>• Comprehension tests</li> <li>• Essay rubric</li> </ul> Informal Assessment <ul style="list-style-type: none"> <li>• Discussion</li> </ul>	Selections from: <i>Of Bunsen Burners, Bones and Belles Lettres</i> - Lester  <i>Opening Doors-Understanding College Reading</i> - Cortina, Elder, Gonnet  Newspapers, magazines, and Internet (for current readings of topical interest)	1.1.11.A 1.1.11.B 1.1.11C 1.1.11D 1.1.11.E 1.1.11.G 1.2.11.A 1.3.11.A 1.4.11.B 1.5.11.A 1.5.11.B 1.5.11.C 1.5.11.D 1.6.11.D 1.6.11.E R11.A.1.1 R11.A.1.3 R11.A.1.4 R11.A.1.5 R11.A.2.1. R11.A.2.3 R11.A.2.4 R11.A.2.5 R11.B.2.1 R11.B.2.2 R11.B.3.1 R11.B.3.2 R11.B.3.3

**Halifax Area School District  
Course Plan  
Academic English 12**

**Course Name: Academic English 12**

**Unit: Preparation for College**

**Time Line: 11 weeks**

***BIG Ideas:***

Preparing for the SATs should improve a student's score. Reading college level material should help prepare students for college.

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
SAT preparation	Students will practice for verbal portion of SATs (vocabulary and writing).	<p>Formal Assessment</p> <ul style="list-style-type: none"> <li>• Vocabulary tests</li> </ul> <p>Informal Assessment</p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Use of words and word attack in the classroom</li> <li>• SAT scores</li> </ul>	<p><i>Hot Words for the SAT I</i> - Bromberg &amp; Leibb</p> <p>Materials on the new SATs</p> <p>Teacher instruction</p> <p>Internet</p>	<p>1.1.11.C 1.1.11.E R11.A.1.1.1 R11.A.1.1.2 R11.A.1.2.1 R11.A.1.2.2 R11.A.2.1.1 R11.A.2.1.2 R11.A.2.2.1 R11.A.2.2.2</p>
Learning the meanings of Greek and Latin roots as a means of attacking unfamiliar words	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Present assigned roots to the class</li> <li>• Learn how to attack unfamiliar words with their knowledge of roots</li> </ul>	<p>Formal Assessment</p> <ul style="list-style-type: none"> <li>• Vocabulary test on unfamiliar words</li> </ul>	<p>Writers Inc. Various vocabulary texts for reference Internet Dictionary</p>	<p>1.1.11.C R11.A.1.2.1 R11.A.2.2.1</p>



**Halifax Area School District  
Course Plan  
Academic English 12**

Course Name: Academic English 12  
Unit: Persuasion

Time Line: 4 weeks

***BIG Ideas:***

**The ability to persuade others is based on logical thinking and methods of argumentation. Learning to write and speak persuasively could contribute to students' success in college.**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Writing persuasively	Write three persuasive essays (one at beginning of year for district assessment, one after teacher instruction, and one at end of year for district assessment) based on principles of logic and argumentation.	Formal Assessment <ul style="list-style-type: none"> <li>• Persuasive essay rubric</li> </ul> Informal Assessment <ul style="list-style-type: none"> <li>• Evidence of logic in class discussion and writing</li> </ul>	Newspapers, magazines, and Internet (for current readings of topical interest)  Handouts on argumentation techniques	1.1.11.F 1.1.11.G 1.2.11.A 1.2.11.B 1.2.11.C 1.4.11.B 1.4.11.C 1.5.11.A 1.5.11.B 1.5.11.C 1.5.11.D 1.5.11.E 1.5.11.F 1.8.11.A 1.8.11.B 1.8.11.C
Speaking persuasively	Give a persuasive speech, based on one of the above essays.	Formal Assessment  Speech rubric	Newspapers, magazines, and Internet	1.1.11.F 1.1.11.G 1.2.11.A 1.2.11.B 1.6.11.A 1.6.11.C 1.6.11.D 1.6.11.E 1.6.11.F 1.8.11.A 1.8.11.B 1.8.11.C

**Halifax Area School District  
Course Plan  
Academic English 12**

Course Name: Academic English 12

Unit: Preparing for the Future

Time Line: 9 weeks

**BIG Ideas**

Making a career/higher education decision is enhanced by learning more about ourselves, career & economic trends, and information about specific schools.

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
<p>Knowledge of available sources</p>	<p>Student will:</p> <ul style="list-style-type: none"> <li>• Gather information from a variety of sources.</li> <li>• Take notes with emphasis on avoiding plagiarism.</li> <li>• Complete worksheets</li> <li>• Write a paper following explicit guidelines and in own voice.</li> </ul>	<p>Formal Assessment</p> <ul style="list-style-type: none"> <li>• Rubric</li> </ul> <p>Informal Assessment</p> <ul style="list-style-type: none"> <li>• Updates on their plans indicate if they're utilizing acquired research skills.</li> <li>• Discussion</li> <li>• Conferencing</li> </ul>	<p>Career library compiled from library, guidance office and English department.</p> <p>Articles on current trends &amp; financing education</p> <p>Guidance counselors</p> <p>Software: <i>Choices</i></p> <p><i>Occupational Outlook Handbook</i></p> <p><i>Index of Majors</i></p> <p><i>The College Handbook</i></p> <p>Various college web sites</p> <p>Internet</p>	<p>1.1.11.A 1.2.11.A 1.4.11.B 1.4.11.C 1.5.11.A 1.5.11.B 1.5.11.C 1.5.11.D 1.5.11.E 1.5.11.F 1.5.11.G 1.6.11.A 1.6.11.C 1.6.11.F 13.1.11.A 13.1.11.C 13.1.11.D 13.2.11.B 13.3.11.A 13.3.11.D R11.A.2.1 R11.A.2.2 R11.A.2.3 R11.A.2.4</p>

Board Approved: August 7, 2006

**Halifax Area School District  
Course Plan  
Academic English 12**

Course Name: Academic English 12

Unit: Preparing for the Future

Time Line: 9 weeks

**BIG Ideas**

Making a career/higher education decision is enhanced by learning more about ourselves, career & economic trends, and information about specific schools.

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
<p>Reality Check:</p> <p>Using their junior paper as a basis, analysis of individual goals (financial, post-secondary training, career, other) in relation to current trends, family values, and increasing self-awareness.</p>	<p>Student will:</p> <ul style="list-style-type: none"> <li>• Gather information from variety of sources.</li> <li>• Take notes with emphasis on avoiding plagiarism.</li> <li>• Complete worksheets</li> <li>• Write a paper following explicit guidelines and in own voice.</li> </ul>	<p>Formal Assessment</p> <ul style="list-style-type: none"> <li>• Rubric</li> </ul> <p>Informal Assessment</p> <ul style="list-style-type: none"> <li>• Updates on their plans indicate if they're utilizing acquired research skills.</li> <li>• Discussion</li> <li>• Conferencing</li> </ul>	<p>Career library compiled from library, guidance office and English department.</p> <p>Articles on current trends, adjusting to college life, &amp; financing education</p> <p>Guidance counselors</p> <p>Staff members, including coaches, advisers, etc.</p> <p>Software: <i>Choices</i></p> <p><i>Occupational Outlook Handbook</i></p> <p><i>Index of Majors</i></p> <p><i>The College Handbook</i></p> <p>Various college web sites</p> <p>Various professional web sites</p> <p>Internet</p>	<p>1.1.11.A 1.2.11.A 1.4.11.B 1.4.11.C 1.5.11.A 1.5.11.B 1.5.11.C 1.5.11.D 1.5.11.E 1.5.11.F 1.5.11.G 1.6.11.A 13.1.11.A 13.1.11.C 13.1.11.D 13.2.11.B 13.3.11.A 13.3.11.D R11.A.2.3.1 R11.A.2.3.2 R11.A.2.4.1 R11.B.1.1.1 R11.B.1.2.1 R11.B.3.1.1 R11.B.3.2.1 R11.B.3.3.3</p>

Board Approved: July 17, 2006

**Halifax Area School District  
Course Plan  
Honors English 12**

**Course Name: Honors English 12**

**Unit: Grammar**

**Time Line: 2 weeks**

**BIG Ideas**

Using Standard English can contribute to success in life.

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Students will demonstrate knowledge and use of Standard English in speaking and writing	Student will take diagnostic tests to assess their needs for remediation and mastery.  Students will identify and correct errors in usage, such as: <ul style="list-style-type: none"><li>• irregular verbs</li><li>• verb tense consistency</li><li>• passive voice</li><li>• plurals and possessives</li><li>• agreement</li><li>• redundancy</li><li>• parallelism</li><li>• sentence reduction</li></ul>	Formal assessment <ul style="list-style-type: none"><li>• Exercises/worksheets</li><li>• Quizzes</li><li>• Tests</li></ul> Informal assessment  Reduction in number of usage errors in their speaking and writing	Text: Business English and Communication  Drill exercises from various textbooks and workbooks  Internet	1.5.11.F

Board Approved: July 17, 2006

**Halifax Area School District  
Course Plan  
Honors English 12**

**Course Name: Honors English 12**  
**Unit: Literature**

**Time Line: 20 weeks**

***BIG Ideas:***

Students will be able to analyze works of literature and understand their place in the history of British/world literature.

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
<p>Short stories, plays, and poetry</p>	<p>Students will:</p> <p>Read various plays, poems, stories, and analyze them for the following:</p> <ul style="list-style-type: none"> <li>• Characterization</li> <li>• Theme</li> <li>• Plots / conflict</li> <li>• Tone</li> <li>• Diction</li> <li>• Style</li> <li>• Historical background</li> <li>• Symbolism</li> </ul> <p>Demonstrate understanding by preparing a lesson on a poem, to be presented to class</p> <p>Examine how British literature evolved from Anglo-Saxon to Renaissance.</p>	<p>Formal Assessment</p> <ul style="list-style-type: none"> <li>• Reader responses in writing</li> <li>• Quizzes</li> <li>• Essays - Focus Correction Areas</li> <li>• Rubric for oral presentation</li> <li>• Tests</li> </ul> <p>Informal Assessment</p> <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Evidence of improved analytical ability in progressive works of literature.</li> </ul>	<p>Selections from: England in Literature Themes in World Literature</p>	<p>1.1.11.B 1.2.11.A 1.2.11.C 1.3.11.A 1.3.11.B 1.3.11.C 1.3.11D 1.3.11F 1.4.11.B 1.4.11.C 1.5.11.A 1.5.11C 1.6.11.A 1.6.11.B 1.6.11.C 1.6.11.D 1.6.11.E 1.7.11.A 1.7.11.B 1.7.11.C R11.A.1.1.1 R11.A.1.1.2 R11.A.1.3.1 R11.A.1.3.2 R11.A.1.4.1 R11.A.1.5.1 R11.A.1.6.1 R11.A.1.6.2 R11.B.1.1.1 R11.B.1.2.1 R11.B.2.1.1</p>

Board Approved: July 17, 2006

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Board Approved: July 17, 2006

**Halifax Area School District  
Course Plan  
Honors English 12**

**Course Name: Honors English 12**

**Unit: Literature**

**Time Line: 20 weeks**

***BIG Ideas:***

Students will be able to analyze works of literature and understand their place in the history of British/world literature.

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Novels	Students will read at least five novels (one in summer reading, two as part of the class, and two independently) and analyze them.	Formal assessment <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Tests</li> <li>• Essays</li> <li>• Possibly a presentation</li> </ul> Informal assessment <ul style="list-style-type: none"> <li>• Discussion</li> </ul>	Possible novels:  A Prayer for Owen Meany, Irving 1984, Orwell One Flew Over the Cuckoo's Nest, Kesey Johnny Got His Gun, Trumbo	1.1.11.B 1.2.11.A 1.3.11.A 1.3.11.B 1.3.11.C 1.3.11D 1.3.11F 1.4.11.B 1.4.11.C 1.5.11.A 1.5.11C 1.6.11.A 1.6.11.B 1.6.11.C 1.6.11.D 1.6.11.E 1.7.11.A 1.7.11.B 1.7.11.C R11.A.1.1.1 R11.A.1.1.2 R11.A.1.3.1 R11.A.1.4.1 R11.A.1.5.1 R11.A.1.6.1 R11.A.1.6.2 R11.B.1.1.1 R11.B.1.2.1 R11.B.2.1.2 R11.B.2.2.1 R11.B.2.2.2

Board Approved: July 17, 2006

**Halifax Area School District  
Course Plan  
Honors English 12**

**Course Name: Honors English 12  
Unit: Preparation for College**

**Time Line: 7 weeks**

<b>BIG Ideas</b>				
Establishing selection criteria, researching, and visiting colleges help a student choose the right college. Preparing for the SATs should improve a student's score.				
<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Choosing the right college	Students will visit two colleges and prepare a PowerPoint presentation comparing and evaluating them based on their own selection criteria.	College visitation questionnaire Presentation rubric	Summer letter College Handbook Index of Majors Guidance office library Internet	13.1.11.E
<p>Reality Check:</p> <p>Using their junior paper as a basis, analysis of individual goals (financial, post-secondary training, career, other) in relation to current trends, family values and increasing self-awareness</p>	<p>Students will:</p> <p>Gather information from variety of sources.</p> <p>Take notes with emphasis on avoiding plagiarism.</p> <p>Complete worksheets</p> <p>Write a paper following explicit guidelines and in own voice.</p>	<p>Formal Assessment:</p> <p style="text-align: center;">Graduation Project Rubric</p> <p>Informal Assessments:</p> <p style="text-align: center;">Updates on their plans indicating if they're utilizing acquired research skills.</p> <p>Discussion</p> <p>Conferencing</p>	<p>Career library compiled from library, guidance office and English department.</p> <p>Articles on current trends, adjusting to college life, and financing education.</p> <p>Guidance Counselors</p> <p>Staff members, including coaches, advisors, etc.</p> <p>Software: Choices</p> <p><i>Occupational Outlook Handbook</i> <i>Index of Majors</i> <i>The College Handbook</i></p> <p>Various college websites</p> <p>Various professional web sites</p> <p>Internet</p>	<p>1.1.11.A 1.2.11.A 1.4.11.B 1.4.11.C 1.5.11.A 1.5.11.B 1.5.11.C 1.5.11.D 1.5.11.E 1.5.11.F 1.5.11.G 1.6.11.A 13.1.11.A 13.1.11.C 13.1.11.D 13.2.11.B 13.3.11.A 13.3.11.D R11.A.2.3.1 R11.A.2.3.2 R11.A.2.4.1 R11.B.1.1.1 R11.B.1.2.1 R11.B.3.1.1 R11.B.3.2.1 R11.B.3.3.3</p>



Board Approved: July 17, 2006

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Board Approved: July 17, 2006

**Halifax Area School District  
Course Plan  
Honors English 12**

**Course Name: Honors English 12**

**Unit: Preparation for College**

**Time Line: 7 weeks**

<b>BIG Ideas</b>				
Establishing selection criteria, researching, and visiting colleges help a student choose the right college. Preparing for the SATs should improve a student's score.				
<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
SAT preparation	Practice for verbal portion of SATs (vocabulary and writing).	Formal Assessment <ul style="list-style-type: none"> <li>• Vocabulary tests</li> </ul> Informal Assessment <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Use of words and word attack in the classroom</li> <li>• SAT scores</li> </ul>	Hot Words for the SAT I - Bromberg & Leibb  Materials on the new SATs  Teacher instruction Internet	1.1.11.C 1.1.11.E R11.A.1.1.1 R11.A.1.1.2 R11.A.1.2.1 R11.A.1.2.2 R11.A.2.1.1 R11.A.2.1.2 R11.A.2.2.1 R11.A.2.2.2
Learning the meanings of Greek and Latin roots as a means of attacking unfamiliar words	Students will: <ul style="list-style-type: none"> <li>• Present assigned roots to the class</li> <li>• Learn how to attack unfamiliar words with their knowledge of roots</li> </ul>	Formal Assessment <ul style="list-style-type: none"> <li>• Vocabulary test on unfamiliar words</li> </ul>	Writers Inc. Various vocabulary texts for reference Internet Dictionary	1.1.11.C R11.A.1.2.1 R11.A.2.2.1

Board Approved: July 17, 2006

**Halifax Area School District  
Course Plan  
Honors English 12**

**Course Name: Honors English 12**

**Unit: Public Speaking**

**Time Line: 2 weeks**

***BIG Ideas:***

Teaching a lesson enhances one's understanding of a literary work. Oral interpretation of a literary work builds one's confidence as a speaker.

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Teaching lesson to class	Student will:  Prepare a lesson on a literary selection, probably a poem, placing special emphasis on interpreting the message and demonstrating effective public speaking skills: <ul style="list-style-type: none"> <li>• volume</li> <li>• inflection</li> <li>• pitch</li> <li>• rate</li> <li>• poise</li> <li>• gesture</li> <li>• timbre</li> <li>• eye contact</li> <li>• articulation</li> </ul>	Formal Assessment <ul style="list-style-type: none"> <li>• Oral presentation rubric</li> </ul> Informal Assessment <ul style="list-style-type: none"> <li>• Class discussion</li> </ul>	Text: England in Literature	1.1.11.A 1.1.11.B 1.1.11.C 1.1.11.D 1.1.11.E 1.1.11.F 1.1.11.G 1.1.11.H 1.2.11.A 1.3.11.A 1.3.11.B 1.3.11.C 1.3.11.D 1.3.11.E 1.3.11.F 1.6.11.A 1.6.11.B 1.6.11.C 1.6.11.D 1.6.11.E 1.7.11.A

Board Approved: July 17, 2006

**Halifax Area School District  
Course Plan  
Honors English 12**

**Course Name: Honors English 12**

**Unit: Public Speaking**

**Time Line: 2 weeks**

***BIG Ideas:***

Teaching a lesson enhances one's understanding of a literary work. Oral interpretation of a literary work builds one's confidence as a speaker.

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Oral interpretation	Student will prepare a recitation of a literary work of their choice placing special emphasis on interpreting the message and demonstrating effective public speaking skills: <ul style="list-style-type: none"> <li>• volume</li> <li>• inflection</li> <li>• pitch</li> <li>• rate</li> <li>• poise</li> <li>• gesture</li> <li>• timbre</li> <li>• eye contact</li> <li>• articulation</li> </ul>	Formal Assessment <ul style="list-style-type: none"> <li>• Oral presentation rubric</li> </ul> Informal Assessment <ul style="list-style-type: none"> <li>• Class discussion</li> </ul>	Classroom anthologies Library Internet	1.1.11.A 1.1.11.F 1.1.11.G 1.1.11.H 1.2.11.A 1.3.11.B 1.3.11.C 1.3.11.D 1.3.11.E 1.3.11.F 1.6.11.A 1.6.11.B 1.6.11.C 1.6.11.D 1.6.11.E
Oral presentation	Students will do the oral presentation for the graduation project	Formal Assessment Oral presentation rubric	Powerpoint Computer	1.6.11.C 1.6.11.D 1.6.11.F

Board Approved: July 17, 2006

**Halifax Area School District  
Course Plan  
Honors English 12**

**Course Name: Honors English 12**

**Unit: Vocational - Jobs**

**Time Line: 4 weeks**

***BIG Ideas:***

Producing high quality documents can help applicants acquire jobs. Soft and hard skills are needed to acquire and maintain a job.

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Preparation for job hunting	Students will: <ul style="list-style-type: none"> <li>• List sources of job information</li> <li>• Prepare an error-free resume</li> <li>• Prepare an error-free cover letter</li> <li>• Prepare an error-free list of references</li> <li>• Prepare an error-free letter thanking interviewer</li> <li>• Role play job interview</li> <li>• Edit own and others' documents</li> </ul>	Formal Assessment <ul style="list-style-type: none"> <li>• Resume and Letters-edited to be error free</li> <li>• Interview rubric- completed by human resources person.</li> </ul> Informal assessment <ul style="list-style-type: none"> <li>• Evidence of students acquiring jobs</li> </ul>	Human resources people to conduct interviews Sample resumes, letters, etc. Internet	1.4.11.B 1.4.11.D 1.4.11.A 1.4.11.E 1.5.11.A 1.5.11.B 1.5.11.C 1.5.11.D 1.5.11.E 1.5.11.F 1.6.11.A
Preparation for maintaining a job	Students will: <ul style="list-style-type: none"> <li>• Identify interpersonal skills and work habits needed to acquire and maintain a job.</li> </ul>	Informal assessment <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Evidence of students maintaining jobs</li> </ul>	Internet Guest speakers Newspaper and magazine articles of topical interest	1.6.11.A

**Halifax Area School District  
Course Plan  
Honors English 12**

**Course Name: Honors English 12**  
**Unit: Persuasion**

**Time Line: 2 weeks**

***BIG Ideas:***

The ability to persuade others is based on logical thinking and methods of argumentation. Learning to write and speak persuasively could contribute to students' success in college.

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Writing persuasively	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Write three persuasive essays (one at beginning of year for district assessment, one after teacher instruction, and one at end of year for district assessment) based on principles of logic and argumentation.</li> <li>• If time permits, present essay to class for debate.</li> </ul>	<p>Formal Assessment</p> <ul style="list-style-type: none"> <li>• PSSA writing rubric</li> <li>• Persuasive essay rubric</li> </ul> <p>Informal Assessment</p> <ul style="list-style-type: none"> <li>• Evidence of logic in class discussion and writing</li> </ul>	<p>Newspapers, magazines, and Internet (for current readings of topical interest)</p> <p>Handouts on argumentation techniques</p>	<p>1.1.11.F 1.1.11.G 1.2.11.A 1.2.11.B 1.4.11.B 1.4.11.C 1.5.11.A 1.5.11.B 1.5.11.C 1.5.11.D 1.5.11.E 1.5.11.F 1.8.11.A 1.8.11.B 1.8.11.C</p>

**Halifax Area School District  
Course Plan  
AP English 12**

Course Name: AP English 12

Unit: Vocational - Jobs

Time Line: 2 weeks

<b><i>BIG Ideas:</i></b> <b>The best career decisions are informed ones.</b> <b>Students will understand the value of producing high quality documents in order to acquire a job.</b> <b>Students will understand the value of soft and hard skills needed to acquire and maintain a job.</b>				
<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Establishing selection criteria: Researching and visiting colleges help a student choose an appropriate college.	Students will visit two colleges and prepare a PowerPoint presentation comparing and evaluating them based on their own selection criteria.	College visitation questionnaire Presentation rubric	Summer letter College Handbook Index of Majors Guidance office library Internet	13.1.11.E
Preparation for job hunting	Students will: <ul style="list-style-type: none"> <li>• List sources of job information</li> <li>• Prepare an error-free resume</li> <li>• Prepare an error-free cover letter</li> <li>• Prepare an error-free list of references</li> <li>• Prepare an error-free letter thanking interviewer</li> <li>• Role play job interview</li> <li>• Edit own and others' documents</li> </ul>	Formal Assessment <ul style="list-style-type: none"> <li>• Resume and Letters-edited to be error free</li> <li>• Interview rubric- completed by human resources person.</li> </ul> Informal assessment <ul style="list-style-type: none"> <li>• Evidence of students acquiring jobs</li> </ul>	Human resources people to conduct interviews Sample resumes, letters, etc. Internet	1.4.11.B 1.4.11.E 1.5.11.A 1.5.11.B 1.5.11.C 1.5.11.D 1.5.11.E 1.5.11.F 1.6.11.A
Preparation for maintaining a job	Students will: <ul style="list-style-type: none"> <li>• Identify interpersonal skills and work habits needed to acquire and maintain a job.</li> </ul>	Informal assessment <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Evidence of students maintaining jobs</li> </ul>	Internet Guest speakers Newspaper and magazine articles of topical interest	1.6.11.A

**Halifax Area School District  
Course Plan  
AP English 12**

Course Name: AP English 12

Unit: AP Test Prep

Time Line: on-going

***BIG Ideas: Practice makes perfect: Students can learn strategies that will enhance their chances for success on the AP test.***

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Critical and analytical reading and writing in a timed test situation	<p>Students will be able to answer both AP multiple choice and essay questions accurately and complete the exam in the testing period.</p> <p>Read difficult literature Identify various literary techniques within it Analyze how writer use the techniques Write good responses on essay tests</p>	<p>Formal Assessment AP test rubric AP test grading formula Conversion of AP test grades to percentage as delineated in my course requirements Pass AP test with a 3 (July results)</p> <p>Informal Assessment Pre-testing - note initial grades on multiple choice questions without recording.</p>	<p>Prior AP tests Princeton Review AP test Prep Cliff's English Literature and Composition Guide and various AP test materials</p>	<p>1.3.11 A 1.3.8.B 1.5.11.A 1.5.11. B 1.5.11.C 1.5.11.D 1.3.11A 1.3.11 B 1.3.11 F R11A.2.1.1 R11A.2.1.2 R11A.2.3.1 R11A.2.3.2 R11A.2.4.1 R11A.2.5.1 R11B.1.1.1 R11B.1.2.1 R11B.2.1.1 R11B.2.2.1 R11B.2.2.2</p>



**Halifax Area School District  
Course Plan  
AP English 12**

Course Name: AP English 12

Unit: Humor

Time Line: 2 weeks

***BIG Ideas: All of us can learn to be funny, or can we?***

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Write a humorous or satiric essay.	<p>Write an award-winning humorous essay which either satirizes a topical issue or trend or deals humorously with a personal experience or observation.</p> <p>Analyze models to identify particularly funny parts and determine humorous techniques, as well as other aspects of lively writing.</p>	<p>Formal Assessment Humorous Essay Scholastic Award for Humor</p> <p>Informal Assessments Peer responses to reading of essay Peer editing Multiple drafts Written response to questions Discussion</p>	<p>"A Modest Proposal" Swift Previous student models of humorous essays. Additional photo copies of more modern humorous essays (possibilities-"That Lean and Hungry Look", "Learning to Drive") Video of comedian to identify humorous strategies</p>	<p>1.4.11.A 1.3.11.A</p>

**Halifax Area School District  
Course Plan  
AP English 12**

Course Name: AP English 12

Unit: Novel

Time Line: 12 Weeks

***BIG Ideas:***

***A reader's understanding of and appreciation for a novel is enhanced by a critical approach to the work.***

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
<p>Critical and analytical reading of the novel</p>	<p>Analyze how various devices contribute to the meaning and effect of work.</p> <p>Compare and contrast of multiple works to clarify the meaning of the individual works</p> <p>Apply an archetypal analysis to a work.</p>	<p>Formal Assessment</p> <p>Essays AP rubric for timed writings</p> <p>Tests AP open-ended timed essays Homework and class short essay responses to questions</p> <p>Quizzes as interim checks on novels.</p> <p>Participation assessment tool</p> <p>Written responses to reader's guide questions</p>	<ul style="list-style-type: none"> <li>• <i>One Flew Over the Cuckoo's Nest</i>, Ken Kesey</li> <li>• <i>A Prayer for Owen Meany</i>, John Irving</li> <li>• <i>Demian</i>, Herman Hesse</li> <li>• <i>Jane Eyre</i>, Charlotte Bronte</li> <li>• <i>1984</i>, Orwell</li> <li>• <i>Plainsong</i>, Haruf</li> </ul> <p>Handouts on Jungian Psychology and internet sources on it</p> <p>Possible Films-</p> <ul style="list-style-type: none"> <li>• <i>1984</i></li> <li>• <i>Jane Eyre</i></li> <li>• <i>One Flew Over the Cuckoo's Nest</i></li> <li>• <i>Simon Birch</i></li> </ul>	<p>1.3.11A 1.3.11 B 1.3.11 F R11A.1.3 R11B.1.1.1 R11B.1.2.1 R11B.2.1.1 R11B.2.2.1 R11B.2.2.2</p>

**Halifax Area School District  
Course Plan  
AP English 12**

Course Name: AP English 12

Unit: Novel

Time Line: 12 Weeks

***BIG Ideas:***

***A reader's understanding of and appreciation for a novel is enhanced by a critical approach to the work.***

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
The writing of a quick, insightful literary analysis is simplified by the reader's focusing first on the literal meaning of the work and the feelings it evokes; second, examining striking diction, images, and figures of speech, and finally, exploring the elements in opposition.	Write cogent analyses of novels or their excerpts in a testing situation	AP essay prompts In-class essays Novel tests	The Princeton Review AP Test Prep book Prior AP tests	1.3.11.A 1.5.11.A 1.5.11.B 1.5.11.C
The reading of literary criticism can enhance one's understanding of and appreciation for a novel.	Write a research-based paper on a novel using literary criticism.	Research paper	Library research—primary and secondary sources Handouts of literary criticism of various novels District research manual	1.3.11. A 1.8.11. A 1.8.11. B 1.8.11. C R11.A.2.3.1 R11.A.2.3.2 R11.A.2.4.1 R11.A.2.5.1 R11.A.2.6.1 R11.B.1.1.1

Board Approved: August 7, 2006

**Halifax Area School District  
Course Plan  
AP English 12**

Course Name: AP English 12

Unit: Novel

Time Line: 12 Weeks

***BIG Ideas:***

***A reader's understanding of and appreciation for a novel is enhanced by a critical approach to the work.***

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Independent reading	Students will select and independently read novels related by author, themes, or periods to those studied in class.	Student-designed essay	libraries	1.3..11.F

**Halifax Area School District  
Course Plan  
AP English 12**

Course Name: AP English 12  
Unit: Drama

Time Line: 5 weeks

***BIG Ideas: Although a play reflects the period in which it was written, it also contains themes which transcend time.***

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Read, interpret, and analyze plays	Read and analyze classical and modern plays with an emphasis on devices and themes such as the following: <ul style="list-style-type: none"> <li>• Characterization</li> <li>• Foils</li> <li>• Characteristics of a tragic hero</li> <li>• Staging</li> <li>• Role of the female</li> <li>• Theme</li> </ul>	Formal Assessment Essays: Analytical AP multiple choice questions Literary analysis checklist Timed writings, using AP rubric Comparison of the effectiveness of different film interpretations of a given scene from Hamlet  Informal Assessment Reader responses to short essay questions Short essay responses to homework and class work questions Oral interpretation assessment	Possible selections <i>Hamlet</i> (text) <i>Death of a Salesman</i> (text) <i>Othello</i> <i>Taming of the Shrew</i> Films: various versions of <i>Hamlet</i> <i>Death of a Salesman</i>	1.3.11 A 1.3.11.E R11A.1.3 R11B.1.1.1 R11B.1.2.1 R11B.2.1.1 R11B.2.2.1 R11B.2.2.2 R11.A.2.3.1 R11.A.2.3.2 R11.A.2.4.1 R11.A.2.5.1 R11.A.2.6.1 R11.B.1.1.1

**Halifax Area School District  
Course Plan  
AP English 12**

Course Name: AP English 12

Unit: Poetry

Time Line: 15 weeks

***BIG Ideas: Poems communicate indirectly through figurative language.***

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
<p>Read, understand, and analyze various kinds of poems</p>	<p>Interpret and analyze poems, using several approaches to clarify the meaning, including but not limited to the following:</p> <ul style="list-style-type: none"> <li>• An examination of the speaker</li> <li>• An examination of how the title contributes to the poem's meaning</li> <li>• The relevance of the occasion of the poem</li> <li>• An examination of the striking images and diction</li> <li>• An examination of the figurative language</li> <li>• An analysis of the sound devices</li> </ul>	<p><b>Formal Assessments</b></p> <p>Analytical essays: timed and prepared AP Essay rubric AP Sample Writing and multiple choice questions Open-ended questions Tests Quizzes Personal response essays and double column responses Favorite Poems Project rubric Rubric:</p> <ul style="list-style-type: none"> <li>• introduction-reasons for selecting</li> <li>• creative writing prompts for each</li> <li>• guided questions and responses</li> <li>• glossary of relevant terms</li> <li>• analysis of most challenging</li> <li>•</li> </ul> <p>Lesson Rubric for lesson fro student lesson taught from most challenging poem in Favorite Poems collection</p> <p><b>Informal Assessments</b></p> <p>Answer to guided questions Discussion Peer comments on lessons Editing checklist Participation rubric</p>	<p><i>Poetry: An Introduction- Meyer Literature: Options for Reading and Writing- Daiker</i> Handouts and overheads of selected professional and student poems AP tests from prior years The Princeton AP Test Prep book</p>	<p>1.3.11 A 1.3.11. B 1.3.11. C 1.3.11. D</p>

**Halifax Area School District  
Course Plan  
AP English 12**

Course Name: AP English 12  
Unit: Poetry

Time Line: 15 weeks

***BIG Ideas: Poems communicate indirectly through figurative language.***

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Develop an appreciation for poetry and assess their own taste	Choose favorite and least favorite poems from assigned chapters for further study and write a justification of choices.	Favorite Poems Project rubric Rubric: <ul style="list-style-type: none"> <li>• introduction-reasons for selecting</li> <li>• creative writing prompts for each</li> <li>• guided questions and responses</li> <li>• glossary of relevant terms</li> <li>• analysis of most challenging</li> </ul> Lesson Rubric for lesson taught from most challenging poem in favorite poems collection	<i>Poetry: An Introduction-</i> Meyer <i>Literature: Options for Reading and Writing-</i> Daiker Handouts and overheads of selected professional and student poems On-line collections of poetry	1.3.11. A 1.3.11. D
	Develop appropriate questions and teach an effective lesson on your most challenging favorite poem.	Lesson rubric	<i>Poetry: An Introduction-</i> Meyer <i>Literature: Options for Reading and Writing-</i> Daiker Handouts and overheads of selected professional and student poems On-line collections of poetry	1.3.11. A 1.3.11. D
	Write poems utilizing techniques and themes from those studied	Student poems	<i>Poetry: An Introduction-</i> Meyer <i>Literature: Options for Reading and Writing-</i> Daiker Handouts and overheads of selected professional and student poems On-line collections of poetry	1.4.11.A