



A Planned Course of Study for

Critical Reading 12

ASHS Course # 0818

Abington School District

Abington, Pennsylvania

September, 2016

a. Objectives

Students will demonstrate the appropriate level of proficiency in each of the following areas:

A. Reading for Meaning- fiction

- a. Author's purpose
- b. Vocabulary development
- c. Comprehend literature

B. Reading for Meaning- nonfiction

- a. Author's purpose
- b. Vocabulary development
- c. Comprehend literature

C. Analyzing and interpreting literature-fiction

- a. Interpreting literature
- b. Literary forms
- c. Literary elements
- d. Universal significance of literature
- e. Literary devices

D. Analyzing and interpreting literature-nonfiction

- a. Interpreting literature
- b. Literary forms
- c. Literary elements
- d. Text organization
- e. Essential and nonessential information

E. Writing in response to literature

- a. Text Types and Purposes
- b. Production and Distribution of Writing
- c. Range of Writing

b. Major Concepts

Students will demonstrate the appropriate level of proficiency in each of the following areas:

A. Reading for Meaning- fiction

a. Author's purpose

- i. Identify and analyze author's intended purpose
- ii. Analyze examples that support author's purpose
- iii. Analyze author's techniques that communicate an idea

b. Vocabulary Development

- i. Synonyms and antonyms
- ii. Affixes
- iii. Context Clues
- iv. Connotations

c. Comprehend Literature

- i. Main ideas and supporting details
- ii. Summarization

B. Reading for Meaning- nonfiction

a. Author's purpose analysis

- i. Identify intended purpose
- ii. Analyze examples that support author's purpose
- iii. Analyze author's techniques that communicate an idea
- iv. Analyze how key words influence the reader

b. Vocabulary Development

- i. Synonyms and antonyms
- ii. Affixes
- iii. Context Clues
- iv. Connotations

c. Comprehending Literature

- i. Main ideas and supporting details
- ii. Summarization
- iii. Interrelationships of ideas

C. Analyzing and interpreting literature-fiction

a. Interpreting Literature

- i. Inferences/conclusion
- ii. generalizations

b. Literary forms

- i. Influence on a text
- ii. Comparing characteristics of literary forms
- iii. Connections between texts

c. Literary Elements

- i. Characters
- ii. Setting
- iii. Plot
- iv. Theme
- v. Tone, style, mood
- vi. Point of view

d. Universal Significance of Literature

- i. Literary, historical and cultural significance

e. Literary Elements

- i. Personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony
- ii. Poems and sound devices
- iii. Stage direction, monologue, dialogue, soliloquy and dialect

D. Analyzing and interpreting literature-nonfiction

a. Interpreting Literature

- i. Inferences/conclusion
- ii. generalizations

b. Literary forms

- i. Influence on a text
- ii. Comparing characteristics of literary forms
- iii. Connections between texts
- iv. Narrative, poetry, drama analysis

c. Literary Elements

- i. Characters
- ii. Setting

- iii. Plot
- iv. Theme
- v. Tone, style, mood
- vi. Point of view

d. Text Organization

- i. Structure and format analysis of complex informational texts
- ii. Sequence of steps
- iii. Headings, graphics and charts interpretation
- iv. Connections between texts, graphics and charts
- v. Graphics and charts analysis

e. Essential and nonessential

- i. Fact and opinion
- ii. Bias and propaganda
- iii. Author's argument

E. Writing in response to literature

a. Text Types and Purposes

- i. Write response to informative/explanatory texts, narrative nonfiction, classic literature, persuasive texts, dramas and poetry.

b. Production and Distribution of Writing

- i. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- ii. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- iii. Use text based evidence to support a response.

c. Range of Writing

- i. Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

III. Instruction

A. Course Schedule

- a. 3 days a week
- b. 45 minute classes

B. Pacing

- a. Marking Period 1
- b. Marking Period 2
- c. Marking Period 3
- d. Marking Period 4

C. Methods

- a. Methods suggested by the texts will be employed
- b. Cooperative learning activities will be employed
- c. Writing experiences will be used throughout the course
- d. Student reading from the text will be an integral part of the course
- e. Supplementary materials will be used

D. Technology

- a. Use of computers will be incorporated into the course
- b. Website will be utilized as a source of project activities, and other online student resources connected to the course concepts.

E. Resources

- a. The modules employed in this course come from the program, published by *Common Core Coach for American Literature and Informational Texts II*.
- b. Other books available in the school library will be used if necessary.
- c. Supplementary materials such as worksheets, quizzes, computer activities, and enrichment activities will be used.

IV. Assessment

A. Procedures for Evaluation

- a. Summative assessments
 - i. A departmental common assessment will be administered at the end of each unit.
 - ii. A standard based benchmark assessment will be administered at the end of the course.
- b. Formative assessments will be administered in a variety of formats.
- c. Accommodations aligned with those permitted for the Keystone Exams and included in IEP's will be provided for Special Education students who are enrolled in this course.

B. Expected Levels of Achievement

Students are expected to achieve at least a minimum level of proficiency. Proficiency and related grades are defined as follows:

A.....	90 – 100%
B.....	80 - 89%
C.....	70 - 79%
D.....	60 - 69%