

English 12 Syllabus

Certificated Teacher:

Date: 2015-2016

Desired Results

Course Title/Grade Level: English 12A and 12B (college prep)

Credit: ___one semester (.5) __X__ two semesters (1)

Estimate of hours per week engaged in learning activities:

5 hours of class work per week

Prerequisites and/or recommended preparation:

Successful Completion of English 9, 10 and 11

Instructional Materials

All learning activity resources and folders are contained within the student online course. Online course is accessed via login and password assigned by student's school (web account) or emailed directly to student upon enrollment, with the login website address. The following books will be needed for this course:

- Oedipus The King, Sophocles, Trans. Robert Fagles [please use selected translation] should be available in library. To purchase at Amazon \$12.95
- Essays and non-fiction—as selected
- Poetry—as selected
- *Montana 1948*: Library, To purchase at Amazon \$10.98

Course Overview: (Include at least one essential question and/or enduring understanding to indicate focus of the course.)

Enduring Understandings for Course:

- College reading requires advanced skills in exploring and synthesizing related ideas and connecting them to prior knowledge and context; evaluating, critiquing, and challenging positions.
- Writing requires rhetorical awareness—the ability of writers to understand the various elements of the context in which they write—and to make choices in their writing based on their understanding.

Establish Goals: (Grade Level Expectations)

Students are expected to

- develop a repertoire of reading comprehension strategies that they can draw on flexibly to comprehend, analyze, and critique both literary and informational texts
- develop a repertoire of writing strategies and a facility with certain types of writing commonly

taught in the classroom, including argumentative writing, research writing, literary analysis, and creative and reflective writing

- become active and effective listeners
- view and produce media critically

Power Standards:

Reading: RL.12.2 Determine two or more themes or central ideas of a text and analyzes their development over the course of the text, including how they interact and build on another to provide a complex account; provide an objective summary of the text

RI.12.2 Determine two or more central ideas of a text and analyzes their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text

RI.12.3 Analyze a complex set of ideas or sequence of events and explains how specific individuals, ideas, or events interact and develop over the course of the text

RL.12.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful (Includes Shakespeare as well as other authors)

RI.12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text

RL.12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text (Include at least one play by Shakespeare and one play by an American dramatist)

RI.12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem

Writing: W.12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing

W.12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content

- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic

W.12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events

- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution)
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
- e. Provide a conclusion that follows form and reflects on what is experienced, observed, or resolved over the course of the narrative

W.12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

W.12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

W.12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation

W.12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research

Understandings:

What will students understand (about what big ideas) as a result of the unit? "Students will understand . . ."

UNIT 1: Learning to critically read and write will improve thinking.

UNIT 2: The Personal Essay: Writers often use the Personal Reminiscence/Personal Essay/Essay of Experience to state an opinion, explain a viewpoint, clarify the significance of a person or event.

UNIT 3: Oedipus The King: *Oedipus The King* is a discussion of the conflict between **faith and doubt**. Oedipus represents any of us who wrestle with our own problems of faith doubt and misperceptions; he represents all our hopes and our fears and our humanness.

UNIT 4: Introduction to Poetry: Reading poetry well means responding to it: if one responds on a feeling level, he/she is likely to read more accurately, with deeper understanding, and with greater pleasure. Reading poetry accurately, and with attention to detail, will enable one to respond to it on an emotional level. Reading poetry involves conscious articulation through language, and reading and responding come to be, for experienced readers of poetry, very nearly one. Paying close attention to the text in poetry makes one appreciate, and understand, textuality and its possibilities.

UNIT 5: Introduction to Persuasive

Writing: Comparison and Contrast: Comparison and contrast are natural mental processes. We use them all the time, sometimes seeing similarities (comparison) and sometimes noticing the differences (contrast). In fact it is nearly impossible not to compare and contrast, since our minds are designed to engage in this process.

Comparison and contrast are also natural ways to understand the world, and are especially useful as methods of evaluation. For example when deciding what kind of cell phone to buy you investigate the features by comparing one brand or model against another. You

Essential Questions:

What arguable, recurring, and thought provoking questions will guide inquiry and point toward the big ideas of the unit?

Unit 1: How can I improve my reading and writing skills to become a critical thinker?

Unit 2: How is the form of personal narrative used? Are there different ways to write the personal essay?

Unit 3: How will I learn more about my own thoughts of faith and doubt and hope and fear by studying the play *Oedipus the King*?

Unit 4: If I learn to read and respond to poetry, how will that help me with all my language skills?

Unit 5: How will I use comparing and contrasting to evaluate and understand the world in which I live?

most to you—price or ease of use for example. Writers use comparison and contrast to explain and develop their ideas.

Second Semester

UNIT 1: Persuasive Writing: Persuasive writing promotes critical thinking. It forces you to take a stand and defend it.

UNIT 2: Working with Drama: We have all watched television or been to a movie. We must remember that these events are not usually produced for sheer entertainment purposes and it is enjoyable as well as important to consider the work that an author takes on in creating one of these narratives. It is also important, because these are not purely entertainment, to look at WHY the author would produce the work in the first place.

UNIT 3: Short Fiction: When you have read short stories in the past, the purpose may have been:

- To understand the gist of the story
- To meet the characters
- To relate experiences and actions to your own life, and
- To enjoy the power of language.

As you further your education in college, you will need to be able to *explain* how the author crafts a story, using the events, images, details and language to make meaning.

In other words, to help you see:

- The writer's artistry as well as to enjoy the story or the images and events, and
- Your relation to a character or an idea.

UNIT 4: The Novel: *Montana 1948*

Now we move from short fiction to a novel, albeit a short novel. *Montana 1948* was written by Larry Watson and takes the form of a memoir told by an older David Hayden looking back at the tragic events that unfold around him at the age of 12. We will first take a look at the novel genre and then move on to read Watson's eloquent tale.

Second Semester

Unit 1: How will I use persuasion in my everyday life? How will learning to write persuasively help me to achieve in other academic areas?

Unit 2: What makes the genre of drama unique? What elements create a successful drama? Why is drama effective? How can we best *read* a drama? How can authors use drama to make a social commentary?

Unit 3: How will learning to *close* read a passage and look for the small details or the large events that make up a truly masterful piece of writing help me to be able to explain and recognize the writer's craft?

Unit 4: Essential questions for this unit: What makes the genre of novel unique? How is a story built to create a greater impact on the reader? How can differing points of view affect the reader's perception of characters, events, etc.? How do childhood memories affect adult life? How credible is our view of history?

What is the key knowledge and skill needed to develop the desired understandings?
What knowledge and skill relates to the content standards on which the unit is focused?

Students will know: Writer's Craft; Analysis; Persuasion; Appreciation; Language Skills; Life Application

Students will be able to: Critical Reading, Writing, Thinking; Persuasion; Compare and Contrast; Cause and Effect; Analysis; Personal and Prior Knowledge

Evidence of Assessment

What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]

Performance Tasks:

- Essay questions as required of pre-college writers
- Reading/responding/analyzing essays, novels, drama, fiction, non-fiction and poetry
- Imaginative writing including but not limited to: poetry, imitative structures
- Writing in rhetorical modes: exposition, definition, analysis, cause and effect, comparison and contrast, personal essay and research
- Graphic organizers, double-entry journals, paragraph responses, questions

Other Evidence (self-assessments, observations, work samples, quizzes, tests and so on):

SEE ABOVE

Types of Learning Activities

Learning Activities:

Levels of Questions, Double Entry Journals; Annotation; Paragraph Writing; Discussion Board; Cause and Effect; Personal Essay; Models; Rubrics; Scoring Guides; Persuasion; Visual Literacy; Comparison and Contrast; Evaluation of Samples; Self Evaluation; Graphic Organizers; Concepts; Vocabulary Study; Peer Editing.

Indicate from the table below all applicable learning strategies that may be used in the course.

Direct Instruction	Indirect Instruction	Experiential Learning	Independent Study	Interactive Instruction
<input checked="" type="checkbox"/> Structured Overview <input checked="" type="checkbox"/> Mini presentation <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Demonstrations <input type="checkbox"/> Other (List)	<input type="checkbox"/> Problem-based <input checked="" type="checkbox"/> Case Studies <input checked="" type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Practice <input checked="" type="checkbox"/> Project <input checked="" type="checkbox"/> Paper <input checked="" type="checkbox"/> Concept Mapping <input type="checkbox"/> Other (List) TIME LINES IN THE HISTORY OF PROFESSIONS UNIT	<input type="checkbox"/> Virt. Field Trip <input type="checkbox"/> Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Field Observ. <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Bldg. <input type="checkbox"/> Surveys <input type="checkbox"/> Other (List)	<input checked="" type="checkbox"/> Essays <input checked="" type="checkbox"/> Self-paced computer <input checked="" type="checkbox"/> Journals <input checked="" type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Directed Study <input type="checkbox"/> Research Projects <input type="checkbox"/> Other (List)	<input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Peer Partner Learning <input type="checkbox"/> Project team <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input checked="" type="checkbox"/> Conferencing <input type="checkbox"/> Other (List)

Adapted from Understanding by Design Template available online and the Understanding by Design: Professional Development Workbook.

1st Semester English 12 Learning Activities

Unit One: Power of Language

Writing Expectations

Welcome to English 12--Meet the Class

Annotating an Essay

Assignment Levels of Questions

DJ on Mark Twain's essay, "Advice to Youth"

Essay on Mark Twain's "Advice to Youth"

Visual Literacy + SMELL

Unit Two: The Personal Essay

How is the SAT Essay Scored?

Explore Colleges and The Personal Essay Subjects

What is Voice?

Subjects for the Personal Essay

Soapstone Analysis of the Pros

Reacting to Student Essays

Listen Up! These folks are telling it 'like it is!'

"I Am" or "Bio" Poems--Do this assignment or # 3

Is the real you hiding behind a mask? Choose this or move onto #4

Time to write

Peer Editing of the Personal Essay

Write the personal Essay--Final Copy

Unit Three: Classic Tragedy

Quiz: The Greek Theater

Assignment: Oedipus The King

Assignment: Dramatic Irony in Oedipus the King

Assignment: All Notes

Cause and Effect Essay on Oedipus the King

Unit Four: Introduction to Poetry

Introduction to Poetry

Ballad Analysis

Analysis of Syntax in Shakespeare's Sonnet #73

Sonnet Analysis

The Great Sonnet Assignment!

Unit Five: Introduction to Persuasive Writing—Comparison and Contrast

Working with Comparisons and Contrasts

Comparison and Contrast Annotation

Quiz on "Two Ways of Seeing a River"

Nixon Presidential Campaign Poster

Humphrey Presidential Campaign Poster

Comparing and Contrasting Two Campaign Posters

The Trouble with Fries

Comparing Two Articles

CC Essay on Fast Food

Compare and Contrast Essay

2nd Semester English 12 Learning Activities

Unit one: Persuasive Writing

Welcome to English 12B

Pet Peeve Discussion Board

Let's Hear Your Pet Peeves

Writing Expectations

Practicing with LOGOS, ETHOS, PATHOS

Understanding Argument in Advertising

Assignment #2 Gaining Control of your Argument

Working with an Editorial

Assignment # 3 Writing an Editorial

What is a persuasive argument/essay?

Working With a Persuasive Essay

Working With Two More Argumentative Essays

Assignment #4 Plan your Essay

Essay of Argumentation

Unit Two—Working with Drama

Behind the Scenes--Literary Terms

Drama: A Visual Medium

Apply the Terms

Actions and Objects

Final Paper on Drama –

Unit Three – Short Fiction

Play vs. Short Story?

Working With a Short Story

Analyze each story for Point of View

Setting in Short Fiction

Theme in the Short Story

Final Paper on Short Fiction -

Final Paper on Short Fiction -

Essay Test on Short Fiction

Unit Four—The Novel

Montana 1948--The Prologue

The Importance of Setting to the Novel

Double Entry Journal -- Part One -

The Characters of Montana 1948 -

Casting the Novel -

Double Entry Journal--Part II -

Tracing theme -

Questions for Each Section -

Final Assignment

References:

Wiggins, G., & McTighe, J. (n.d.). Understanding by Design Exchange. Retrieved November 2, 2004 from <http://www.ubdexchange.org/>
Wiggins, G., & McTighe, J. (2004). Understanding by design: Professional development workbook. Alexandria, VA: Association for Supervision and Curriculum Development.)