

English 12 Curriculum 2017-18

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Readings	- Poetry - <i>Tuesdays with Morrie</i> - Non-Fiction articles	- Independent Reading Unit - <i>Hamlet</i> - Non-Fiction articles	- Investigative Research - Non-Fiction articles - <i>This I Believe</i>	- Technical Reading for Product Construction
Writings	- Poetry Notebook - Service Project	- Critical Analysis - Service Project - College Application - College Essay	- Investigative Research Paper	- Electronic Exit Portfolio
Speaking and Listening	- Writing Teams - Deconstruction of individual work	- <i>Hamlet/Lion King</i> - Speakers	- Investigative Presentation	- Benchmark work - Portfolio Presentation
Technology Integration- On Line Component	- Google Classroom - Google Forms - Google sites - Google Documents - Book Press - Prezi - Electronic Essay Submission	- Google Classroom - Google Slides - On Line Audio - Electronic Essay Submission - Google Docs - Google Forms - Book Press - Google Sites	- Google Classroom - Electronic Essay Submission - Google Slides - Google Forms - Google Documents	- Google Classroom - Adobe Photoshop - Google Documents - Google Sites - Google Slides - Google Forms - Weebly - Wix
College and Career Prep	- Scholarship exploration	- Application Process - Parchment - Scholarship Exploration - FAFSA application	- Scholarship Exploration	- Scholarship Exploration

What are my beliefs and how do I express my voice?

Common Core for English 12

- **Reading for Information**
 - **RI-12.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
 - **RI-12.9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
 - **RI-12.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- **Reading**

- **Craft and Structure: RL 12.4** Interpret words and phrases as they are used in a text including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning or tone.
- **Craft and Structure: RL 12.6** Assess how point of view or purpose shapes the content and style of text.
- **Range of Reading and Level Text Complexity: RL 12.10** Read and comprehend complex literary and informational text independently and proficiently.
- **Integration of Knowledge and Ideas: RL 12.7** Integrate and evaluate content presented and diverse media and formats including visually and quantitatively as well as in words.

- **Writing**

- **Range of Writing: W12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, audiences.
- **Production and Distribution: W12.6** Use technology including the internet to produce, publish, and update individual or shared writing products in response to on-going feedback including new arguments or information.
- **Text Types and Purposes: W12.2** Write informative/explanatory texts to determine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **Research to Build and Present Knowledge: W12.8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism (See last page of this document for policy).

- **Speaking and Listening**

- **Comprehension and Collaboration: SL 12.1** Initiate and participate effectively in a range of collaborative discussions (one on one, in groups, and teacher led) with diverse partners on Grade 12 topics, text, and issues building on others ideas and expressing their own clearly and persuasively.
- **Presentation of Knowledge and Ideas: SL 12.4** Present information, findings, and supporting evidence conveying a clear and distinct perspective such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- **Presentation of Knowledge and Ideas: SL 6.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- **Language Standards**
 - **Conventions: LS 12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - **Vocabulary Acquisition and Use: LS 12.6** Acquire and use accurately general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Quarter One:

Bloom's Taxonomy:

- **Reading Power Target:** Students will read, evaluate, and synthesize non-fiction/fiction text.
- **Writing Power Target:** Students will deconstruct word choice and sentence structure to find their voice.

Pre/Post Assessment: Google Forms

- Poetry Notebook
 - Evaluate Model poems and poets' techniques/craft
 - Journals
 - Develop Poetry Notebook
 - Writing Teams: Deconstruction of Individual Written Work
 - *Tuesdays with Morrie*
 - Outside reading with focused Study Guide Questions
 - In class Synthesis of Text
 - Unit Assessment
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Quarter Two:

Bloom's Taxonomy

- **Reading Power Target:** Students will increase understanding of fiction text structure.
- **Writing Power Target:** Students will compile and integrate sources into a valid research document.

Pre/Post Assessment: Google Forms

- Thematic Analysis & Synthesis - Non-Fiction/Fiction Texts
 - *Hamlet and Lion King Critical Analysis*
 - *This I Believe*
 - Thematic Essay Reads
 - In class Synthesis of Text
 - Creation of Personal Belief Statement
 - Journals
 - Drafts
 - Conferences
 - Publish to Graduating Class Booklet
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Quarter Three:

Bloom's Taxonomy

- **Reading Power Target:** Students will understand diverse points of view through non-fiction text.

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- **Writing Power Target:** Students will experience publication for a variety of audiences.

Pre/Post Assessment: Google Forms

- Real World Application-Completion
 - Speakers
 - Investigative Research Essay
 - Source compilation
 - Citation and Documentation
 - MLA format
 - Complete Writing Process
 - Abstracts
 - Outline
 - Drafts
 - Conferences—Peer and Teacher
 - Electronic Presentation
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Quarter Four:

Bloom's Taxonomy

- **Reading Power Target:** Students will increase and apply understanding of informational text.
- **Writing Power Target:** Students will incorporate personal experience into concise form.

Pre/Post Assessment: Google Forms

- Electronic Exit Portfolio
 - Compilation of Benchmarks
 - Evaluation of Work
 - Resume
 - Reference Letters
 - Peer Editing
 - Teacher Conferences
 - Community Presentations

English 12 Plagiarism Policy

Per *Western High School Student Handbook*, consequences for cheating/plagiarism is left to teacher discretion. With this statement, we have outlined our policy for plagiarism for the English 12 Course.

If a student is found to have plagiarized consequences include, but are not limited to, the following:

- Earn a 0 for the plagiarized work, as well as any component in conjunction with the assignment.
- Will receive an *Incomplete* for the marking period in which the plagiarism occurred until a new assignment with the same objectives is completed and submitted.
- The submitted work will not be graded; however, it is *required* to be eligible for continued participation in the course.