

English 12: College and Career Readiness

Tell me, what is it you plan to do with your one wild and precious life?

—Mary Oliver

Course Description

In this course, seniors will build on reading, writing, and critical thinking skills. Students will engage with contemporary fiction and non-fiction texts, complete authentic and recursive writing tasks, and think deeply about texts and the world in order to develop literacy proficiency. Upon successful completion of the course (see below), students will earn a waiver for EGL 093, Integrated Reading and Writing Level II, offered at Cecil College.

Requirements for successful course completion *and* Cecil College Waiver

In order to complete the course successfully *and* earn the waiver from Cecil College, students must complete:

- ☐ Diagnostic writing and grammar mechanics assessments
- ☐ All topics covered in Cecil College EGL 093, including reading comprehension; college-level vocabulary; note taking; paraphrase, summary, exposition, analysis, evaluation, and argument; writing as a recursive process; paragraph and essay development, peer review, grammar and mechanics, MLA formatting and citations, and etc.
- ☐ Grammar mechanics instruction via Blackboard
- ☐ In-class and out-of-class reading
- ☐ Approximately 2500-3000 words of *finished* formal writing (12 pages, double spaced) which is divided among four marking periods and includes research and summary, research and analysis, research and argument, and reflection
- ☐ Four exams, including a final exam with timed in-class writing that summarizes a college-level reading and develops a thesis-driven argument on that topic as the primary component
- ☐ Any exam/test/quiz retakes use a new prompt and/or question set.
- ☐ 70% or higher course average
- ☐ 70% or higher Final Exam grade
- ☐ Attend class at a rate of 80% (at least 72 of the scheduled classes) or higher

Length of Cecil College Waiver

This agreement will be honored for two years past high school graduation; after that, students who seek admission to Cecil will need to assess by Accuplacer, SAT, ACT, or CLEP.

Materials

- ☐ Journal for recursive writing
- ☐ Blackboard and other CCPS provided technology
- ☐ Paper, pencils, and pens and other materials necessary for effective writing and notetaking
- ☐ Binders, folders, and the materials necessary for effective organization

CCPS Grading Policy

According to CCPS, “[grading] must reflect what a student knows, understands, and is able to do related to the course standards.” Students’ grades will reflect the skills and abilities that they choose to demonstrate via completion of formative and summative assignments (explained below). Student grades will be tracked and reported on PowerSchool.

Type of Grade	% of grade	Minimum # required per marking period	Kinds of Activities Included
Formative	40%	6	reading activities, recursive writing tasks, quick writes, exit slips, quizzes, etc
Summative	60%	3	exit slips, quizzes, essays, tests

Grading Percentages

Letter Grade	Percentage	Letter Grade	Percentage	Letter Grade	Percentage
A	93% - 100%	B-	80% - 82.9%	D+	67% - 69.9%
A-	90% - 92.9%	C+	77% - 79.9%	D	60% - 66.9%
B+	87% - 89.9%	C	73% - 76.9%	F	0% - 59.9%
B	83% - 86.9%	C-*	70% - 72.9%		

**Note: Students must earn a C- or better in the course to earn waiver for Eng 093 at Cecil College.*

Retakes

Cecil County Public Schools asserts that “[students] will be given the opportunity, and are expected to complete retakes on both summative and formative assessments.” Students may retake all assessments on which they earn less than a 75%. Retakes will be completed either during the school day or at a mutually agreeable time. More information about the retake policy is below:

The retake assessment can be any of the following:

- ☐ The same assessment, a comparable assessment, and/or assessment corrections.
To earn Cecil waiver: any exam/test/quiz retakes use a new prompt and/or question set
- ☐ Students can retake assessments once if they have earned less than a 75%.
- ☐ If a student retakes an assessment, the highest grade he/she can earn is a 75%.
- ☐ Students will receive the higher grade not to exceed 75%.
- ☐ Students will retake the assessment within ten (10) school days after the initial assessment has been graded and returned.
- ☐ Students will retake the assessment at a mutually agreeable time.
- ☐ Students should be encouraged to take full advantage of opportunities to demonstrate their mastery of content by completing all assignments and retaking assignments where necessary.

Late Work

- ☐ Regardless of reason, teachers must allow and grade late assignments. A minimum of two class days will be allowed for a late assignment with an academic penalty of not greater than five percent per late day of the assignment's total grade. If the assignment is turned in beyond the allotted number of days, the assignment will be graded based upon the late work policy of the teacher.
- ☐ Work due the day of absence is due on the day the student returns to that class.

Academic Dishonesty

The definitions, behaviors, and consequences are taken from the Cecil County Public School's Student Rights and Responsibilities Handbooks:

Cecil County Public School defines academic dishonesty as "cheating, copying, plagiarizing, or altering records, or assisting another in such actions." Students who are found to acting dishonestly may face one or more of the following consequences: classroom interventions, conferences with the teacher and/or parent(s) or guardian(s), referral, time in office, loss of privileges, detention, MIP (partial), MIP (full), MIP (multiple days), other alternative placement.

Other Requirements

Attendance

To earn the Cecil College waiver, students must attend class at a rate of **80% or higher**

Final Exam

Final Exam's primary component is a timed in-class writing that summarizes a college-level reading and develops a thesis-driven argument on that topic.

Approximate Course Schedule

Marking Period One

Texts covered *in class* include:

- ☐ Isay, David. *Callings; The Purpose and Passion of Work*. New York: Penguin Books, 2017.

Texts covered *in and outside* of class and/or during literature circles include:

- ☐ Angelou, Maya. *I Know Why the Caged Bird Sings*. New York: Random House, 1979.
- ☐ Beah, Ishmael. *A Long Way Gone: Memoirs of Boy Soldier*. New York: Farrar, Straus and Giroux, 2007.
- ☐ Diaz, Jacqaira. *Ordinary Girls*. New York: Algonquin, 2019 (*May contain mature or objectionable content*)
- ☐ Krakauer, Jon. *Into The Wild*. New York :Anchor Books, 1997.
- ☐ Lomong, Lopez. *Running for My Life: One Lost Boy's Journey from the Killing Fields of Sudan to the Olympic Games*. Nelson Books, an imprint of Thomas Nelson. 2016.
- ☐ McCourt, Frank. *Angela's Ashes: a Memoir*. New York: Scribner, 2003.
- ☐ Satrapi, Marjane. *Persepolis*. New York: Pantheon Books, 2007.
- ☐ Walls, Jeanette. *The Glass Castle: A Memoir*. New York, New York: Scribner, 2005.

Final Unit Assessments:

- ☐ Summative Assessment of Learning: Personal Memoir Writing Task: The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience? Write a memoir that explores this obstacle and a related theme in your life thus far. Use narrative elements and rhetoric to convey to your reader the impact of the moment, event, or theme on your life. Other requirements may be added.
- ☐ Exam I: Grammar/Mechanics, Reading Comprehension, Summary Writing

Teaching and learning activities will include:

- ☐ Interactions with guest speaker(s)
- ☐ Frequent, recursive journal writing
- ☐ In-class reading including independent reading, group reading, paired reading, comprehension and inferencing activities, analytical task, collaborative discussions
- ☐ Text-based recursive writing including brainstorming, outlining, drafting, regular and ongoing revision, conferencing, incorporating evidence and using appropriate citations, etc.
- ☐ Literature circles/Mentor texts
- ☐ Completion of grammar, syntax, and punctuation lessons

- ☐ Homework including reading

Marking Period Two

Texts covered *in and outside of class* include:

- ☐ Desmond, Matthew. *Evicted; Poverty and Profit in the American City*. New York: Broadway Books, 2016.

Final Unit Assessment:

- ☐ Summative Assessment of Learning: Research and Analysis Writing Task (Expository Analysis of how Desmond approached the issue of poverty in America). Writing will be two to three typed double-spaced pages. Other requirements may be added.
- ☐ Exam II: Grammar/Mechanics, Vocabulary, Summary and Analysis Writing

Teaching and learning activities will include:

- ☐ Daily, recursive journal writing and recursive prewriting for longer pieces
- ☐ Vocabulary instruction and quizzes
- ☐ In-class reading including independent reading, group reading, paired reading, comprehension and inferencing activities, analytical task, collaborative discussions
- ☐ Text-based recursive writing including brainstorming, outlining, drafting, regular and ongoing revision, conferencing, incorporating evidence and using appropriate citations, etc.
- ☐ Jigsaw
- ☐ Completion of grammar, syntax, and punctuation lessons
- ☐ Homework including reading and writing outside of class

Marking Period Three

Split into two units

Unit 3: Research: Problem-Solution Essay

Unit 4: Literary Analysis

Texts covered *outside in and outside* of class:

- ☐ Unit 3: Articles related to social issues
- ☐ Unit 4: Literature Circles OR Sing, Unburied, Sing
Ward, Jesmyn. Sing, Unburied, Sing. New York: Scribner, 2017.
Martel, Yann. Life Of Pi : a Novel. Toronto :Vintage Canada, 2002.
McCarthy, Cormac. The Road. New York: Vintage Books, 2006.
Salinger, J.D. Catcher in the Rye. Boston: Little, Brown, and Company, 1951.

Final Unit Assessment:

- ☐ Unit 3: Summative Assessment of Learning: Research/Summary and Argument Writing
Task: Select a pervasive issue of social justice found in modern society. After conducting thorough and sustained research, inform your readers about the nuances of the issue and propose a realistic solution. Writing will be five to six typed double-spaced pages. Other requirements may be added.
- ☐ Unit 4: Read an extended text (Sing, Unburied, Sing or literature circle choice) and compose an essay in which you analyze how the author develops two themes over the course of the text. Be sure to include how the two themes interact with each other.

Teaching and learning activities will include:

- ☐ Daily, recursive journal writing, prewriting and drafting for longer pieces
- ☐ Vocabulary instruction and quizzes
- ☐ In-class reading including independent reading, group reading, paired reading, comprehension and inferencing activities, analytical task, collaborative discussions
- ☐ Text-based recursive writing including brainstorming, outlining, drafting, regular and ongoing revision, conferencing, incorporating evidence and using appreciate citations, etc.
- ☐ Literature circles
- ☐ Completion of grammar, syntax, and punctuation lessons
- ☐ Homework including longer reading pieces and engagement in the recursive writing process outside of class

Marking Period Four

Short Analysis and Final Exam

Texts covered in class:

- ☐ “Sir Gawain and the Green Knight”
- ☐ “The Initiation” by Sylvia Plath

May include other texts as determined by instructor, such as:

- ☐ Clips from an epic film
- ☐ “Where Are You Going, Where Have You Been?” Joyce Carol Oates
- ☐ Selected excerpts from Fences?
- ☐ “A Good Man is Hard to Find”, Flannery O’Connor
- ☐ “A Very Old Man With Enormous Wings”, Garcia Marquez
- ☐ “Sunrise on the Veld” by Doris Lessing
- ☐ “Coraline” by Neil Gaiman
- ☐ "A Worn Path" by Eudora Welty
- ☐ “The Blue Hotel” by Stephen Crane
- ☐ “The White Heron” by Sarah Orne Jewett
- ☐ “The Rocking Horse Winner” D.H. Lawrence
- ☐ “Araby” by James Joyce

Final Unit Assessment:

- ☐ Unit Exam (Cold Read and Write): Read “The Initiation” by Sylvia Plath and compose an essay in which you briefly summarize the short story, identify and analyze at least two steps of the hero’s journey as they appear in the story, and discuss how the hero’s journey (along with any other narrative elements) helps to develop the theme. (cold task)
- ☐ Summative Assessment of Learning: Personal Journey Multimedia Project
- ☐ Final Exam: primary component is a timed in-class writing that summarizes a college-level reading and develops a thesis-driven argument on that topic.

Teaching and learning activities will include:

- ☐ Interaction with guest speaker(s)
- ☐ Daily, recursive journal writing
- ☐ Vocabulary instruction and quizzes

- ❑ In-class reading including independent reading, group reading, paired reading, comprehension and inferencing activities, analytical task, collaborative discussions
- ❑ Text-based recursive writing including brainstorming, outlining, drafting, regular and ongoing revision, conferencing, incorporating evidence and using appropriate citations, etc.
- ❑ Literature circles
- ❑ Completion of grammar, syntax, punctuation lessons
- ❑ Completion of an individual multimedia project about the student's journey
- ❑ Homework including longer reading pieces, ongoing engagement with the recursive writing process, and multimedia activities