



Cecil County Public Schools
Division of Education Services
Serving learners, families, and the community.



Grade 12 English Language Arts

Purpose of the Document: This document provides an overview of this course. The information provided below is designed to support students, parents, and the school community to understand the major content of the course and the standards used to design it. To support the needs of students, teachers may make adjustments as needed. Please contact your child's teacher and/or review the course Schoology page with your child for additional information.

Program Mission: The Secondary English Language Arts Department will empower all students with the agency to navigate a diverse and technologically fluid society, articulate informed viewpoints, engage in productive collaborations, and disrupt limiting patterns so that they can pursue personally meaningful goals.

Commitment Statements:

In recognition of the honor and privilege of being Teachers of English Language Arts, we commit to the following values and behaviors that will strengthen our community and promote lifelong learning.

- We will collaborate with our colleagues, students, parents, and communities to develop teaching practices that are grounded in research, relevant to our students' lives, and reflective of technological and cultural advancements.
- We will engage in honest self-reflection, supporting one another as we build on our strengths and recognize our limitations, always seeking to balance autonomy and accountability.
- We will strive to educate the whole learner, demonstrating empathy and respect while providing learning experiences that are aligned with state standards and flexible enough to adapt as we meet the needs of each learner.
- We will earn the trust of our students, providing a safe space for vulnerability and diversity. As guides and advocates, we will help our students find purpose and meaning in their lives, working alongside them to remove barriers to their personal and academic growth.

Course Description: Aligned with the 11-12 grade band of the Maryland College and Career Ready Standards, the English 12 curriculum has been developed in collaboration with Cecil College to prepare students for college-level coursework. 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 meeting the criteria established by Cecil College, students will earn a waiver for EGL 093, Integrated Reading and Writing Level II, offered at Cecil College. These criteria include but are not limited to, approximately 2500-3000 words of finished formal writing, four exams, including a comprehensive exam, a 70% or higher course average, and a 70% or higher grade on the comprehensive exam. Students can pass English 12 by meeting the criteria outlined in the CCPS grading policy without earning the Cecil College voucher.

MODULE 1 - Work and Memoir

Essential Question <ul style="list-style-type: none"> How do writers tell personal stories through memoirs?
Standards/ and or skills taught <ul style="list-style-type: none"> Analyze how complex ideas develop over the course of a novel Analyze the impact of the author's choices Write narratives about real or imagined experiences or events
How students are graded: <ul style="list-style-type: none"> Reading guides Text-dependent questions Short written analyses of readings Literature circle discussions and written responses Video about career interest Summative narrative 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. Summative unit exam which includes grammar/mechanics, reading comprehension, summary writing
Resources <ul style="list-style-type: none"> <i>Callings: The Purpose and Passion of Work</i> by David Isay Memoir Target Text: <i>I Know Why the Caged Bird Sings</i> by Maya Angelou <p>Other options for memoir: (parent letter for all options)</p> <ul style="list-style-type: none"> <i>A Long Way Gone: Memoirs of a Boy Soldier</i> by Ishmael Beah (parent letter) <i>Ordinary Girls</i> by Jacquira Diaz parent letter <i>Into The Wild</i> by Jon Krakauer <i>Running for My Life: One Lost Boy's Journey from the Killing Fields of Sudan to the Olympic Games</i> by Lopez Lomong <i>Angela's Ashes</i> by Frank McCourt <i>Persepolis</i> by Marjane Satrapi (graphic novel)

- *The Glass Castle: A Memoir* by Jeannette Walls

Home and School Connection:

- Discuss goals for post-high school with your families. What are students' passions and strengths? What are their long-term goals?

MODULE 2- Analyzing Rhetoric

Essential Question

- What is the impact of the rhetorical choices authors make on the overall meaning of a text?

Standards/ and or skills taught

- Determine the author's point of view or purpose
- Determine two or more central ideas of a text and analyze their development
- Write informative/explanatory texts
- Gather information from multiple authoritative sources to conduct research

How students are graded:

- Mini-research slideshow on a city of their choosing
- Evaluating evidence activity
- Text-dependent questions
- Short-written responses to analyze text
- Vocabulary assignments
- Exit tickets
- Reading log
- End of unit summative assessment: Students will 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 in order to analyze how Desmond uses rhetoric and other literary devices to explore the issue of poverty in America.
- Unit exam: grammar/mechanics, vocabulary, summary and analysis writing

Resources:

- *Evicted: Poverty & Profit in the American City* by Matthew Desmond
- Texts gathered in research from digital databases, articles, podcasts, videos, etc.

Home and School Connection

- Consider watching a documentary or listening to a podcast together. Talk about the ways that the creator develops the story with various sources and perspectives. Discuss: what makes the documentary or podcast engaging for the audience?

MODULE 3-

Essential Questions

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Standards/ and or skills taught
Unit 4 How students are graded: <ul style="list-style-type: none"> •
Unit 4 Resources: <ul style="list-style-type: none"> •
Home and School Connection <ul style="list-style-type: none"> •

MODULE 4-

Essential Questions <ul style="list-style-type: none"> •
Standards/ and or skills taught
Unit 5 How students are graded: <ul style="list-style-type: none"> •
Unit 5 Resources: <ul style="list-style-type: none"> •
Home and School Connection <ul style="list-style-type: none"> •