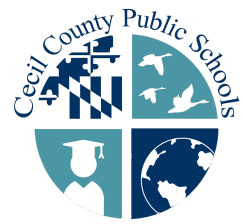


Cecil County Public Schools
Division of Education Services
Serving learners, families, and the community.



Honors 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 to the 11-12 grade band of the Maryland College and Career-Ready Standards, this course requires students to fully integrate their learning experiences as they transition to institutions of higher learning. Students will engage in authentic research and grapple with sophisticated literary themes as they hone the skills they will need for

success in college. They are expected to transfer those understandings to enhance the value of their own writing. Required reading and extensive writing outside of the classroom is essential to success, and a final exam will be administered at the conclusion of the course. Due to the advanced rigor of this course, students will likely be exposed to mature and sensitive issues through the literature studied.

MODULE 1 - Memoir

Essential Questions <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 Common App and college application essay writing
How students are graded: <ul style="list-style-type: none"> Written analysis of the author's style and narrative elements Text annotations Text-dependent questions Thematic analysis written response Visual one-pager Summative end of unit assessment: Unlike an autobiography, which outlines one's entire life, a memoir is about a specific moment or time in an author's life that has had an impact on them. Your task is to write your own memoir. Choose a moment or event in your life that has impacted you in some way. It can be a happy moment, a sad moment, an exciting moment, etc., but you must pick a specific topic that you can reflect on and discuss.
Resources: <ul style="list-style-type: none"> 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)

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? What personal experiences would help students to stand apart in their college essays?

MODULE 2- Literary Analysis**Essential Question**

- How do multiple themes develop and interact throughout a text?

Standards/ and or skills taught

- Determine two or more central ideas of a text and analyze their development

How students are graded:

- Dialectical journals
- Socratic seminar discussions
- Short, informal writing assignments
- Slideshow presentation to analyze text
- End of unit summative assessment: After completing the unit, students will compose an analysis of a short piece of fiction or poetry (Cold read, timed writing) Identify two or more themes in the provided short story or poem and discuss how the themes interact with one another.

Resources:

- *Sing, Unburied, Sing* (840L) [parent letter](#)
- "Speech Sounds" by Octavia Butler

Home and School Connection

- When watching a film or TV series, identify two central ideas or themes and discuss how they develop throughout the show.

MODULE 3- Rhetoric & Research**Essential Questions**

- How do writers structure their ideas to advance an argument?

Standards/ and or skills taught

- Analyze and evaluate the effectiveness of an author's structure in an argument
- Evaluate a speaker's point of view, reasoning, and use of rhetoric

How students are graded:

- Short analysis of articles
- Annotations of text
- SOAPStone brainstorming sheet
- Notecard checks for research
- Summative: flowchart for research

Resources:

- "Zero-Waste Living Isn't Realistic for Everyone"by Eugenie Budnik (exam text)

Additional texts will vary by teacher/student, but could include:

- "Civil Disobedience" by Henry David Thoreau
- The Real Reason College Costs So Much by Paul Campos
- Four Ways We Can Avoid a Catastrophic Drought by David Sedlak
- Four Steps to Ending Extreme Poverty by Shameran Abed
- A Creative Solution to the Flint Water Crisis by LaToya Ruby Frazier
- Why Wildfires Have Gotten Worse- And What We Can Do About it by Paul Hessburg
- "What Is Happiness?" by John Ciardi
- The Intangible Effects of Walls by Alexandria Auer
- Why We Need National Parks by Elyse Cox
- Remarks by Vice President Harris Before a Virtual Meeting on Reproductive Rights- Kamala Harris
- Remarks on the March for Life by Mike Lee, Senator for Utah
- "Over 1 Million Have Died in the Overdose Crisis. The Response Is Scandalously Inadequate"-Beth Macy
- "Poverty & Single Parenthood"- Robert J Samuelson
- "Zero-Waste Living Isn't Realistic for Everyone"by Eugenie Budnik

Home and School Connection

- Practice your structure analysis skills while viewing a contemporary speech or reading an op-ed.

MODULE 4- Authentic Writing**Essential Questions**

- What issues are important to me?
- How can I use craft and structure to create a compelling argument?

Standards/ and or skills taught

- Write arguments to support claims in analysis of substantive topics
- Conduct sustained research projects
- Gather relevant information from authoritative sources

How students are graded:

- Argument planning tool
- Notecard checks
- Background statement (summative)
- Style "before" and "after" paragraph with reflection
- End of unit summative: think about a topic or an issue that is important to you. Conduct research on this topic, identify a target audience, and craft an argument to that audience. Use what you have learned in unit 3 about craft and structure in order to most effectively convey your ideas. Papers should be 7-10 pages in length.

Resources:

- Articles and information collected in research process

Home and School Connection

- Talk about your chosen topic. Why is this important to you? What personal connection do you have to the issue?

MODULE 5- Satire

Essential Questions

- How do authors use satire to create an argument?
- How do I discern satire?

Standards/ and or skills taught

- Distinguish between what is directly stated in a text and what is really meant (allegory, satire, sarcasm, irony, understatement)

How students are graded:

- Satire analysis handouts
- Close read questions
- Text annotations
- Summative writing: Students will compose their own satire on a selected problem using knowledge gained from studying satire in various forms

Resources:

- Jonathan Swift: “A Modest Proposal” (1520)
- *Gulliver’s Travels* by Jonathan Swift (1300)
- Multimedia: Excerpts from *Gulliver’s Travels* (1996) ; Teacher selected political cartoons
- Information: “Adoptly, a New App Billed As 'Tinder for Adoption,' Is Actually Just a Hoax” By Joe Veix and Zach Schonfeld (SIRS)
- “The New Civics Course in US Schools: How to Spot Fake News” By Carolyn Thompson (SIRS)
- “Boston Globe Satire of Trump: Effective?” (SIRS) By Eva Botkin-Kowack

Home and School Connection

- Watch a satirical show or film and discuss the features that make it satire, and the ways the creators develop it.

MODULE - Drama Interpretation and Analysis

Essential Questions

- How do artists, actors, and directors adapt and use source material?
- Why might they choose to emphasize or exclude certain details in their interpretations of a text, and what is the overall effect?

Standards/ and or skills taught

- Analyze multiple interpretations of a play
- Determine meaning of words and phrases as used in a text

How students are graded:

- Short written analysis
- Close reading questions
- Film viewing guide
- Text annotations
- Summative project: Students create a multimedia presentation to analyze an interpretation of Hamlet OR create their own interpretation

Resources:

- *The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare
- Various film adaptations of Hamlet (1996) (1990) (2000)
- Student chosen works to analyze for final project may include:
 - 1990 film version of Hamlet with Mel Gibson
 - 2000 film of Hamlet has a modern setting and plot with Julia Stiles and Ethan Hawke
 - Sesame Street's Hamlet Episode of "Monsterpiece Theater" with Mel Gibson
 - Disney's The Lion King follows a very similar plot line to Hamlet, except with lions (movie trailer here, many other scenes are on YouTube, and the full film available on Disney+, YouTube, and other paid streaming services)
 - The Simpsons Hamlet segment
 - Graphic novel adaptation from No Fear Shakespeare
 - Gilligan's Island Hamlet musical production

Home and School Connection

- Watch a remake of an older film or listen to a new remix of an older song and compare the choices the directors/musicians make. What is emphasized or excluded? What is added?