COURSE DESCRIPTION

**COURSE TITLE:** English 12

Course Number: 10044145 RISD 0541

Open to Grades: 12 or by permission

Prerequisites: English 11 or by permission

Credit: ½ credit per semester/term

Length of Course: 2 semesters

**COURSE DESCRIPTION:** This course is designed to prepare students for college or work after high school. It will enable students to appreciate, understand, and analyze British and world literature. The student will improve skills in the process of writing with a variety of writing experiences. The student will also develop skills in media and technology usage, grammar, vocabulary, reading, listening, and in obtaining a career.

**State Standards and Benchmarks met within this curriculum:**

**READING AND LISTENING SKILLS**
- Listen to, read, react to, and analyze information.
- Synthesize and evaluate information to solve problems across the curriculum.
- Demonstrate critical thinking skills to evaluate information and solve problems.
- Apply knowledge of reading process to evaluate print, non-print, and technology-based information.

**WRITING AND SPEAKING SKILLS**
- Communicate information in a coherent and persuasive manner using verbal and non-verbal language.
- Apply grammatical and language conventions to communicate.
- Demonstrate competence in the skills and strategies of the writing process to inform and persuade.

**LITERATURE AND MEDIA SKILLS**
- Use language, literature, and media to understand the role of the individual as a member of many cultures.
- Understand literary elements, concepts, and genres, contributing to an overall appreciation of literature.

**Course Measurement**
- Standardized tests: NMSBA exam, SAT/ACT, other college entrance exams, final exams, quizzes.
- Essays: short answer essay tests, research paper, daily writing, quarterly writing samples, formal and informal essays.
- Authentic performance assessments
- Notes and lists
- Peer editing
- Speeches
- Multimedia presentations: e-mail, PowerPoint, web pages
COURSE OUTLINE

Teachers will utilize a variety of methods to enable students to meet the standards and benchmarks of course level. This may include chronological, genre, developmental and/or thematic methods of instruction.

A. Media Skills
- Identify and defend research questions and topics that will be important in the future.
- Use a variety of resources to gather information to critically analyze texts to gain meaning, develop thematic connections, and synthesize ideas.
- Demonstrate increasing sophistication in the selection and use of resources to define issues and to use argumentation effectively.
- Research, define, and present issues of public concern.
- Read a wide variety of informational and literary texts and selections.
- Identify and select appropriate text for a specific task using an array of advanced technologies (e.g. web resources, interactive media, software, e-mail, networks).

B. Grammar (Usage Application)
- Demonstrate the ability to comprehensively, coherently, and concisely expound upon ideas.
- Use and apply grammatical, metaphorical, or rhetorical devices to inform and persuade others.

C. Literature/Reading
- Identify and analyze the philosophical assumptions and basic beliefs underlying an author's work.
- Analyze the effects on a text of the attitudes and values of a period in which the text was written.
- Read a variety of informational and literary texts and selections.
- Demonstrate an understanding of a variety of different cultural perspectives through selected literary works.
- Analyze recurring themes and patterns in literary selections and oral traditions of other cultures.
- Analyze and interpret the significance of literary works as they relate to the reader.
- Analyze thematic connections among literary works by using specific references to show how a theme is universal.

D. Writing/Vocabulary
- Express reflections and reactions to print and non-print texts as well as to personal experience.
- Demonstrate persuasive writing.
- Analyze own work.
- Analyze and interpret the significance of literary movements as indicators of societal movements and perspectives.
- Demonstrate the ability to comprehensively, coherently, and concisely expand upon ideas.

E. Oral Communication
- Develop oral formal presentations using clear enunciation, gestures, tone, vocabulary, and organization appropriate for a particular audience.
- Make explicit use of various techniques for effective presentations (e.g. voice, inflection, tempo, gestures).
- Organize and deliver and argument so that an intended audience will respond.
- Design and apply criteria for evaluating oral presentations and arguments before delivering them.
F. Career—Vocational Skills

- Write or update resume
- Interview
- Develop vocabulary for specific jobs or applications
- Learn techniques of compromise and conflict mediation
- Participate in groups

LEARNING ACTIVITIES (See Language Arts Expectations Document for additional activities).

A. LISTEN TO, READ, REACT TO, AND ANALYZE INFORMATION.

- Compose and present reflective texts that give an audience an understanding of complex thoughts and feelings, a sense of significance, and a sense of encouragement to reflect on own ideas.
- Respond to texts to make connections, to reflect on cultural and historical perspectives, to examine own response, and to recognize features of the language and how the writer relates to the subject.

B. SYNTHESIZE AND EVALUATE INFORMATION TO SOLVE PROBLEMS ACROSS THE CURRICULUM.

- Write a research paper.
- Use media resources to find and incorporate literary criticism into writing.
- Learn to write effective essays for classes across the curriculum.

C. DEMONSTRATE CRITICAL THINKING SKILLS TO EVALUATE INFORMATION AND SOLVE PROBLEMS.

- Use a variety of resources such as media centers, on-line resources, interviews, and personal reflection.
- Specify the nature of an issue, including claims made and the reasoning that supports those claims.
- Organize and deliver a presentation that specifies reasons for the claim and make a clear stance on the issue.
- Respond in written materials by comparing, contrasting, observing, classifying, summarizing, perceiving, analyzing, synthesizing, hypothesizing, critiquing, making inferences, and imagining.
- Read and listen to a variety of literature that calls for a variety of critical thinking skills.
- Recognize the difference between fact and opinion.
- Read and understand the attitudes and values of authors in various time periods.
- Research a given moral or social issue of writers from various periods, and write a paper detailing their different attitudes and values.

D. APPLY KNOWLEDGE OF READING PROCESS TO EVALUATE PRINT, NON-PRINT, AND TECHNOLOGY.

- Understand and express reflections and reactions to print and non-print text, as well as personal experience.
- Inform an audience
- Develop and argument to support and issue or position.
- Conduct research and make in-depth analyses of information.
- Synthesize ideas and generate new understanding to increase a knowledge base.
- Read and discuss literary works from a variety of different cultural perspectives.
- Orally present stories with dialect after listening to recordings.
- Compare given reading passages representing different cultures.
- Research customs and celebrations of other cultures using a variety of media resources.
E. COMMUNICATE INFORMATION IN A COHERENT AND PERSUASIVE MANNER USING VERBAL AND NON-VERBAL LANGUAGE.
- Write and deliver a speech which is intended to a particular audience of student’s choice.
- Speak persuasively on a topic of student’s choice.
- Practice voice, inflection, gestures, and other extemporaneous speaking techniques during oral classroom reading.
- Organize and deliver a clear argument.
- Specify convincing reasons to support the argument.
- Adopt a stance and an appropriate tone towards the issue.
- Create classroom rubrics for oral presentations.

F. APPLY GRAMMATICAL AND LANGUAGE CONVENTIONS TO COMMUNICATE.
- Write papers showing the correct use of punctuation, spelling, and complete sentences.
- Peer edit for grammar and mechanics.
- Incorporate quotations correctly within the structure of a sentence.

G. DEMONSTRATE COMPETENCE IN SKILLS AND STRATEGIES OF THE WRITING PROCESS TO INFORM AND PERSUADE.
- Read literature intended to persuade.
- Use a variety of writing styles for a variety of writing purposes.
- Read and analyze satirical writing.
- Analyze own work for consistency of facts, ideas, tone, and voice.
- Analyze own work for development of argument or plot.
- Analyze own work for clarity and conciseness.

H. USE LANGUAGE, LITERATURE, AND MEDIA TO UNDERSTAND THE ROLE OF THE INDIVIDUAL AS A MEMBER OF MANY CULTURES.
- Research literary movements in British and world literature.
- Read multicultural literature and note difference in verbal expression from culture to culture.
- Read selections that foster respect for the elderly and disabled.
- View customs and celebrations of other cultures.
- Identify words and/or phrases of a dialect from a given passage.

I. UNDERSTAND LITERARY ELEMENTS, CONCEPTS, AND GENRES.
- Respond to reading with discussion and analysis.
- Recognize main ideas in written or spoken work.
- Read multicultural literature and note thematic similarities from culture to culture.

STUDENTS PERFORMANCE REQUIREMENTS
- Passing grades
- Participation/preparation
- Attendance as required by board policy

INSTRUCTIONAL MATERIALS INFORMATION
- Adopted textbooks
- Supplemental reading and instructional materials
- Media, technological equipment, software