



English 12 2013 - 2014

Instructor: Mr. S. Thomas Summers

Email: ssummers@wayneschools.com

Course Description

Through the voices of a diverse group of authors, thinkers, and prominent political and cultural figures, English 12 surveys various pieces of world literature and the history behind that literature. English 12 allows students to explore ancient literature as well as the works of contemporary writers. Through the careful study of poetry, prose, essay, drama, and other literary genres, students refine the skills of critical thinking and rhetoric with thought. Discussions lead to thought provoking writing assignments including reading responses, essays, research paper(s), etc.

Course Student Learning Outcomes

On completing this course, the student will be able to or have demonstrated a discernible improvement/growth in the ability to:

CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS.ELA-Literacy.RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each

version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

(RL.11-12.8 not applicable to literature)

CCSS.ELA-Literacy.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.W.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.W.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-Literacy.W.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-Literacy.W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.W.11-12.1e Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.W.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-Literacy.W.11-12.2c Use appropriate and varied transitions and syntax to link the

major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-Literacy.W.11-12.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CCSS.ELA-Literacy.W.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.W.11-12.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCSS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Student Responsibilities

1. Set aside preconceptions and approach learning activities with an open mind.
2. Read the course syllabus carefully; refer to and heed its policies throughout the term.
3. Regularly attend class. Arrive to class on time.
4. Be prepared for class. Bring needed materials and supplies.
5. Observe deadlines for all assignments.
6. Participate in class.
7. Take advantage of academic support. Ask for help. Communicate with your instructor(s).
8. Take responsibility for learning.
9. Respect others; expect to be respected.

Needed Supplies

1. A 3-ring binder, organized, and used daily!
2. Dividers – sections needed for journals, essays, notes, homework, and vocabulary.
3. Loose leaf paper and a folder.

Grading Method

One third of each marking period grade will be an average of homework/reading articulation grades.
Two thirds of each marking period grade will be an average of your tests, quizzes, and essays grades.

Academic Integrity

Integrity of scholarship is essential for an academic community. Wayne Hills High School expects that both faculty and students will honor this principle and in so doing protect the validity of their own intellectual work and the intellectual work of others. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind.