

English Survey 12

Instructors:

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This twelfth grade English course involves a survey of the major genres of British and world literature. Students complement classroom work by reading, outside of class, several novels and nonfiction books by some of the world's best known authors. Context vocabulary study accompanies reading to enhance and refine oral and written communication. Students work cooperatively to transition into college, work, or community. They use the writing process to inform, narrate, explain, compare and contrast, describe, and persuade. Written products take the form of letters, essays, and a research paper. Students practice the strategies needed to master various types of assessments to meet the State of Maine's high school graduation requirement.

Graduation Standards

Standard 1: Reading Comprehension

Read and comprehend appropriately complex literary and informational texts independently and proficiently.

Standard 2: Reading Interpretation

Interpret, analyze, and evaluate appropriately complex literary and informational texts.

Standard 3: Writing Arguments

Write clear and coherent arguments for a range of tasks, purposes, and audiences.

Standard 4: Writing Informative and Narrative Texts

Produce clear and coherent informative and narrative writing for a range of tasks, purposes, and audiences.

Standard 5: Writing Process:

Develop and strengthen writing.

Standard 6: Writing Research

Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Standard 7: Speaking and Listening Discussion

Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives, and expressing ideas clearly and persuasively.

Standard 8: Speaking and Listening Presentation

Present information, findings, and supporting evidence, conveying a clear and distinct perspective.

Unit 1

Perception in Writing

Summary

This unit introduces the idea that our perception of reality is filtered through various perspectives, values, prejudices, and attitudes. Students will explore multiple literary theories as filters, or lenses, through which to interpret literature. They will examine the idea that the world is full of ideologies, theories, and biases through which we construct our understanding of our own and others' experiences. Studying theory is a way to make us aware of competing visions of truth. The unit begins by showing

	<p>how point of view presents the reader with a filter or perspective from which to view the world. This unit introduces the literary theories of Reader Response Criticism as the first two lenses through which we interpret literature and the world. Students will apply these literary theories to their own and other's writing.</p>
Performance Indicators Assessed in Unit	<p>Standard 4: Writing Informative and Narrative Texts A. 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. (W.2a) B. Develop the topic by thoroughly selecting the most relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic (W.2b) E. Use appropriate and varied techniques, transitions, and syntax to link the major sections of the text, create cohesion, clarify the relationships among complex ideas and concepts, and build toward a particular outcome. (W.2c; W.3c) G. Provide a conclusion that follows from, supports, reflects on information that is presented, or what is experienced, observed, or resolved over the course of the narrative. (W.2f; W.3e)</p> <p>Standard 3: Writing Arguments A. Introduce precise, knowledgeable claim(s), establish the significance of claim(s) from alternate or opposing claims. (W.1a) B. Develop claims and counterclaims fairly and thoroughly. (W.1b)</p> <p>Standard 8: Speaking and Listening Presentation C. Make strategic use of digital media in presentations. (SL. 6; L.3)</p>
Unit 2	Cultural Perspective in Literature
Summary	<p>This unit builds on the importance of examining author's perspective in literature by examining the ways that individual cultures influence a text. Students will examine and analyze literature that relates to being “a stranger in the village.” Students will understand and apply the Cultural Criticism lens to several pieces of literature and media that all address the “stranger in the village” theme. From this application students will discuss and analyze the ways in which an individual's culture can impact his/her interpretation of a text.</p>
Performance Indicators Assessed in Unit	<p>Standard 1: Reading Comprehension: C. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RL + RI.3)</p> <p>Standard 2: Reading Interpretation A. Cite strong and thorough textual evidence to support an analysis of the text, including any applicable primary and secondary sources, and determine both explicit and implicit meanings, such as inferences that can be drawn from the text and where the text leaves matters uncertain. (RL + RI.1)</p> <p>Standard 4: Writing Informative and Narrative Texts B. 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. (W.2b)</p> <p>Standard 5: Writing Process</p>

	<p>A. Independently develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W.5)</p> <p>B. Demonstrate command of the conventions of standard English grammar and usage when writing. (L.2)</p>
Unit 3	Feminist, Marxist and Archetypal Critical Perspectives in Literature
Summary	Students will continue their analysis of texts using literary perspectives by learning about and applying the feminist, Marxist, and archetypal critical perspectives to nonfiction, plays, and film. Students will continue to consider how social structures and culture impact the interpretation of the text through class discussions and short written responses.
Performance Indicators Assessed in Unit	<p>Standard 1: Reading Comprehension</p> <p>B. Determine the central ideas of a text, analyze their development, and provide an objective summary. (RI.2)</p> <p>Standard 4: Writing Informative and Narrative Texts</p> <p>E. Use appropriate and varied techniques, transitions and syntax to link the major sections of the text, create cohesion, clarify the relationships among complex ideas and concepts, and build toward a particular outcome. (W.2c; W.3c)</p> <p>F. Use precise language, domain-specific vocabulary, telling details and techniques to explain complex topics and convey vivid experiences, events, and/or characters. (W.2d; W.3d)</p> <p>Standard 5: Writing Process</p> <p>C. Use technology to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (W.6)</p>
Unit 4	Creating Perspectives: Media Bias
Summary	Students will finish their study of perspective by examining and applying critical perspectives to media. Students will learn what media bias is, how to identify fallacious statements, and will analyze current event stories for media bias. Students will also engage in discussions about the effectiveness of the persuasive techniques the authors use to convince their audiences.
Performance Indicators Assessed in Unit	<p>Standard 2: Reading Interpretation</p> <p>A: Cite strong and thorough textual evidence to support an analysis of the text.</p> <p>C: Determine the author's point of view, purpose, or rhetorical strategies in a text, analyzing how style and content contribute to the power, persuasiveness, or beauty of a text.</p> <p>Standard 8: Speaking and Listening Presentation</p> <p>A: Develop a clear line of reasoning that addresses alternative or opposing perspectives.</p>
Unit 5	Novel Study and Socratic Seminar
Summary	This unit will be ongoing throughout the school year, and will focus on the use of annotation and analysis strategies students can use when reading texts, and how to engage in meaningful discussion about literature. Students will be assigned novels and will self-select novels, depending on the unit of study.

<p>Performance Indicators Assessed in Unit</p>	<p>Standard 1: Reading Comprehension B. Determine the central ideas of a text, analyze their development, and provide an objective summary. (RI.2)</p> <p>Standard 2: Reading Interpretation A. Cite strong and thorough textual evidence to support an analysis of the text, including any applicable primary and secondary sources, and determine both explicit and implicit meanings, such as inferences that can be drawn from the text and where the text leaves matters uncertain. (RL + RI.1) B. Analyze how an author chose to structure a text and how that structure contributes to the text's meaning and its aesthetic and rhetorical impact. (RL + RI.5) C. Determine the author's point of view, purpose, or rhetorical strategies in a text, analyzing how style and content contribute to the power, persuasiveness, or beauty of a text.</p> <p>Standard 7: Speaking and Listening Discussion A. Refer to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (SL. 1a) B. Operate effectively in a group to promote a civil exchange of ideas that probes reasoning and evidence. (SL. 1b, c) D. Integrate multiple sources of information presented in diverse formats and media to make informed decisions and solve problems. (SL.2)</p>
<p>Unit 6</p>	<p>Article of the Week</p>
<p>Summary</p>	<p>In an effort to get students reading more nonfiction texts, and to broaden their knowledge of the world, students will engage in reading, writing and discussing the article of the week. Through this unit, students will learn different annotating and close reading strategies that they can apply to all texts. They will write a reflective essay on each article and discuss their writing with their peers. Finally, at the end of each quarter students will select one of the previous articles of the week to write a “Why You Should Care” persuasive essay.</p>
<p>Performance Indicators Assessed in Unit</p>	<p>Standard 3: Writing Arguments A. Introduce precise, knowledgeable claim(s), establish the significance of claim(s) from alternate or opposing claims. (W.1a) B. Develop claim(s) and counterclaims fairly and thoroughly. (W.1b) C. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons, between reasons and evidence, and between claims(s) and counterclaims. (W.1c) D. Establish and maintain a formal style and objective tone. (W.1d; W.2e) E. Provide a concluding statement or section that follows from and supports the argument presented. (W.1e)</p>
<p>Unit 7</p>	<p>Portfolio Final Exam</p>
<p>Summary</p>	<p>This unit focuses on the writing process. Students will create a portfolio of polished work that demonstrates proficiency in a number of performance indicators. Finally, students will write a written reflection of their work and performance over the course of English 12.</p>

Performance Indicators Assessed in Unit	Standard 5: Writing Process A. Independently develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W.5) B. Demonstrate command of the conventions of standard English grammar and usage when writing. (L.2)
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Summative Assessments Retake

- Students have the opportunity to retake summative assessments.
- The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake or late assessment is a 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.

Grading of Formative Assessments

- Formative assessments will count as 20% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.

Supplies

The following supplies are required by the third class of the year:

- A two inch three-ring binder (exclusively for this class)
- Loose leaf paper for your binder
- Five or more dividers
- Pens and/or pencils (your preference)
- Highlighters

Classroom Expectations

We will follow the policies set forth in the Hermon High School Handbook.

- I will be positive.
- I will be engaged.
- I will participate.
- My actions, my consequences.