**Syllabus – English 12**

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**Course Description:** The English 12 course is designed to give students practice in reading closely, thinking critically, and logically utilizing twenty-first-century technology. This course will include the reading of short stories, novels, dramas, and poetry. Students will also be expected to write knowledgeably about read texts.

**General Instructional Objectives:** This course should aid students to…

* Develop precision of thought through the precision of language.
* Apply the process of generalizations made only when supported by specifics and evidence of proper evaluation.
* Develop the necessary discipline to analyze and evaluate constructively and independently.
* Apply the writing process to understand, explain, and evaluated.
* Become more intellectually disciplined and more aware of the nuances of language.
* Apply learned research skills to complete an independent project (MLA format).
* Use advanced technology to enhance the learning process.

**Overview of Course Elements:**

**Text Book: Collections 12** (Houghton, Mifflin, Harcourt)

**Reading**- Adopted text and supplemental materials

Short Stories

Two Novels – one teacher-selected, one student-selected

Informational text with real-world connections

Poetry and Drama

**Composition**- Daily Writings

Argumentative and Analytical Essays

Poetry (various types)

Informal and formal writings

Research Project

**NOTE:** (Grammar skills will be assessed through evaluation of teacher and peers of selected writings as well as the use of Study Island)

**The following Standards will be used with every unit:**

12.1 – citing strong textual evidence to support analysis

12.11 – determine author’s point of view, purpose, and effectiveness

12.15 – integrating, evaluating, and synthesizing multiple sources of information to solve a problem

12.18 – reading and comprehending various types of literature

12.19 – reading and comprehending various types of informational text

12.20 – write arguments to support claims and analysis of text

12.23 – producing clear and coherent writing appropriate to task

12.24 – develop and strengthen writing as needed through the revision process

12.28 – draw evidence from literary or information text to support analysis, reflection, and research

12.29 – write routinely over extended time frames and shorter time frames

12.30 – initiate and effectively participate in collaborative discussions

12.32 – evaluate point of view, reasoning, evidence, and rhetoric in order to evaluate text

12.36 – demonstrate command of the conventions of grammar and usage when speaking

12.37 – demonstrate command of the conventions of grammar and usage when writing

12.38 – understand the function of language in varied contexts

12.39 – determine and clarify the meaning of unknown or multiple-meaning words

12.41 – Acquire and accurately use general academic and domain-specific words and phrases

**Unit 1: Anglo-Saxon and British Literature**

**Readings:** Beowulf, Sir Gawain and the Green Knight, The Canterbury Tales, Select Ballads

**Writings:** Summaries, Scene Re-write, Character Essay, Narrative Essay

**Projects:** Character Poster, Reflection, Narrative Story, The Ballad of Me

**Standards Addressed:**

12.2 – determining 2 or more themes within a literary text

12.2 – understanding how the author’s choices contribute to meaning

12.13 – analyzing multiple interpretations of a story

12.14 – developing a deep knowledge of 18th, 19th, and 20th century works of literature

12.22 – writing narratives to develop the use of technique, details, and event sequence

12.40 – demonstrating understanding of figurative language, word relationships and meanings

**Unit 2: Short Story and Informational Text**

**Readings:** Harrison Bergeron, various Poe stories, Anthem (novel), A Modest Proposal, The Sniper, The Story of an Hour, The Secret Life of Walter Mitty, various informational texts

**Writings:** Comparative Essay, Argumentative Essay, Summaries, Pamphlet, Outlines, Annotations

**Projects:** Proposal Pamphlet, Short Story Map Presentation, Argumentative Presentation, Informative Presentation Project

**Standards Addressed:**

12.4 – cite strong and thorough textual evidence to support analysis of informational text

12.5 – determine two or more central ideas and their development in information text

12.9 – analyze a complex set of ideas or sequence of events in literary and informational text

12.10 – analyze and defend a case to distinguish what is said from what is meant in literary and informational text

12.12 – determine an author’s point of view, purpose, and effectiveness in informational text

12.16 – delineate and evaluate the reasoning in influential U.S informational texts

12.17 – analyze 17th, 18th, and 19th century foundational U.S. documents

12.20 – write arguments to support claims and analysis of text

**Unit 3: Drama Unit**

**Readings:** Hamlet, Amleth, Tartuffe the Hypocrite, various sonnets

**Writings:** character analysis, sonnet poetry, drama map, historical research outline

**Projects:** FunCo Pop Character project, Comparative Powerpoint, Read-Aloud Theatre

**Standards Addressed:**

12.3 – analyzing the impact of the author’s choices related to the understanding and analysis of drama

12.7 – determining the meaning of words and phrases specific to the genre

12.13 – analyzing multiple interpretations of text

12.14 – demonstrating deep knowledge of 18th, 19th, 20th century traditional drama

12.21 – write informative/explanatory texts to examine and convey complex ideas, concepts, and information through effective analysis

**Unit 4: Senior Project**

* Students will prepare a 5-8 page typed argumentative research paper for a current social issue.
* Students will use *turnitin.com* to check their rough draft as well as a peer evaluation forum.
* Students will prepare a visual demonstration to accompany the presentation. (Powerpoint is just one of several acceptable ways to create this demonstration.) This demonstration shall be no less than 5 minutes in length.
* Students will present their topic before a panel of judges and use their visual aid to reinforce their research knowledge.

**Standards Addressed:**

12.26 – conduct sustained research projects

12.27 – gather and synthesize relevant information

12.31- integrate multiple sources of information

12.33-12.35 – presenting information, and findings with supporting evidence through multi-media presentation; engaging digital media; adapt speaking to convey command of formal English language