

English 12

<p><b>Standard #1</b> <b>Reading</b></p> <p>Each student will have demonstrated reading proficiency and will have read, understood and evaluated a wide range of information sources and literature.</p>
<p><b>Standard #2</b> <b>Writing</b></p> <p>Each student will have demonstrated writing proficiency necessary for effective communication.</p>
<p><b>Standard #3</b> <b>Oral</b> <b>Communication</b></p> <p>Each student will have demonstrated proficiency in listening and oral expression skills necessary for effective communication.</p>

**Description**

English 12 pursues traditional high school English curricula with an emphasis in the areas of grammar, usage, and mechanics. Essay writing is emphasized as well as the study of literature. Students are also required to complete a major research assignment.

Grade level expectations for each standard indicate what students should know or be able to do as a result of learning that has occurred at this grade in this subject.

**Time Allocation**  
One ninety-minute class period daily, for one semester

**Texts/References**  
*Basic English Revisited: A Student Handbook*  
 Daily newspaper  
*MLA Handbook*  
*Speed Grammar*  
*Wariner's English Grammar & Composition*

**Literature/Reading Materials**

<i>Animal Farm</i>	"Bartleby the Scrivener"	"Epictetus"
<i>Lord of the Flies</i>	Editorials	News articles
* <i>My Antonia</i>	"The Dwarf"	<i>Of Mice and Men</i>
<i>Tortilla Flat</i>		

\*Not all students read.

Accelerated Reader titles will be utilized for independent reading. Teachers will assist students in setting appropriate reading goals. Parents may preview a list of Accelerated Reader titles in the media center.

**Assessments**  
 ACT (juniors)  
 Writing assessments

**Accelerated Reader Tests**  
 Teacher constructed tests and quizzes

**Grades and Achievement Levels**

Grades are based on academic achievement. Each student also receives a rating that shows the student's performance level on each standard. The rating is based upon assessments of the student's attainment of grade level expectations.

## Essential Learning English 12

### Standard #1 Reading

Each student will have demonstrated reading proficiency and will have read, understood and evaluated a wide range of information sources and literature.

**Materials:** Read a variety of fiction, non-fiction, poetry.

**Comprehensions:** Use skills to identify main components and literary language of reading selections.

**Vocabulary:** Determine meanings of appropriate level words.

**Fluency:** Read at various speeds for a variety of purposes

**Critical thinking skills:** Create connections between readings and students' world.

### Standard #2 Writing

Each student will have demonstrated writing proficiency necessary for effective communication.

Students write for a variety of purposes and audiences employing proper conventions and using 6 trait writing model.

Write to persuade, analyze character and research and defend a position or editorial.

Understand use MLA documentation.

Revise writing.

### Standard #3 Oral Communication

Each student will have demonstrated proficiency in listening and oral expression skills necessary for effective communication.

Listen in order to evaluate the reliability, accuracy, relevance and underlying concepts of a spoken piece (i.e. comprehend spoken word).

Defend opinion or position.

Summarize or paraphrase material.

**Expectations English 12**

**English 12 Reading Expectations**

A. Used a full range of strategies to comprehend technical writing, newspapers, magazines, short stories, and novels

1. Varied reading speed and method (survey, skim, review, question, and master) according to the type of material and purpose
2. Recognized and separated main ideas from important details in a passage
3. Located and interpreted details throughout a passage

B. Read, responded to, and discussed a variety of novels, short stories, non-fiction, content-area and technical material, essays, and speeches

C. Used literature terminology accurately (e.g. theme, mood, diction, idiom, perspective, style, and point of view)

D. Applied knowledge of literary techniques (e.g. foreshadowing, metaphor, simile, personification, onomatopoeia, alliteration, and flashback) to understand text

E. Identified recurrent themes in United States literature

F. Developed and supported a thesis about the craft and significance of particular works of literature, both classic and contemporary, from a variety of ethnic writers

**English 12 Writing Expectations**

A. Conveyed technical information in a written form appropriate to the audience

B. Supported an opinion using various forms of persuasion (factual or emotional) in writing

C. Incorporated material from a wider range of sources (e.g. newspapers, magazines, interviews, technical publications, books) in writing

D. Wrote in various specialized fields such as career and academic interest areas

E. Experimented with stylistic elements such as voice, tone, and style

F. Used pronoun reference correctly in writing

G. Used phrases and clauses for purposes of modification and parallel structure in writing

H. Used internal capitalization and punctuation of secondary quotations in writing

I. Used manuscript forms specified in various style manuals for writing (e.g. indenting for extended quotations, precise placement and form of page numbers, appropriate line spacing)

J. Refined spelling and grammatical skills and became a self-evaluator of own writing

K. Used writing to solve problems and answer questions

**English 12 Oral Communication Expectations**

A. Presented orally using the format, voice and style appropriate for the audience

B. Presented orally incorporating material from a wide range of appropriate sources

C. Used vivid and precise words, imagery, and figurative language as appropriate for the audience and purpose

D. Supported an opinion using various forms of persuasion in speaking

E. Used pronoun references correctly in speaking

F. Used phrases and clauses for purposes of modification and parallel structure in speaking

G. Became a self-evaluator of own speaking skills

H. Used listening and speaking skills to solve problems

## Expectations English 12 Continued

### English 12 Reading Expectations

G. Recognized the literary quality of an author's work by identifying elements such as point of view, purpose, historical and cultural context, selection of details and theme development, and the author's reflections of events and ideas of his/her lifetime

H. Used critical thinking skills to evaluate, infer, analyze, compare and contrast, draw conclusions, solve problems, sequence events, and identify comparative relationships and cause-effect relationships between ideas and people while reading a variety of material

I. Used organizational features of printed text such as citations, end notes, and bibliographic references to locate relevant information

J. Used organizational features of electronic text such as bulletin boards, database keyword searches, and e-mail addresses to locate information

K. Used strategies to gain information from journals, research studies, and technical documents

L. Used available technology to access information, conduct research, and produce a carefully documented product