

MORENO VALLEY HIGH SCHOOL LANGUAGE ARTS 12 CURRICULUM

Course Title: Language Arts 12 Course Number: 1004

Department: English/Language Arts ADS Number: 1004

Prerequisites: English 11

Length of Course: Year long Credit/PRI Area: .5 credit per semester Grade Level(s): 12

COURSE DESCRIPTION:

English 12 is a seminar-based course that incorporates all Humanities: Philosophy, religion, history, literature, language, and fine arts in a study of the great world thinkers, writers, playwrights, and artists. Daily/weekly readings, conversations, formal and informal writing assignments guide the class during the understanding/examination of seminar topics. Basic language conventions such as grammar, editing skills, and vocabulary are given attention as a basis for active concise communication – oral and written. Descriptive and narrative essays, and short stories in which characterization is the major component, comprise the writing focus of English 12.

SYLLABUS

- I. The Short Story – Reading short stories examining plotline, characterization, theme, symbol, setting, tone, style, and point of view. Students write short stories focusing on one of the above as well as papers analyzing the story or one of its aspects. Students also look at children’s literature and are required to write and illustrate a children’s book. Presentations of their stories are part of the unit requirement. Outside readings and seminars are included in this unit.
- II. The Novel – Student’s read and study in-depth a novel from the list in class. The novel and outside readings are discussed and papers are due on topics that the discussion and the novel itself inspire. One seminar takes place in this unit.
- III. Poetry – The poem as a movement within our society. Students study the structure of poetry and literary devices. They learn to recognize these devices and write 2-3 TEM papers in which these devices are identified and state the effect on the reader and the meaning within the poem. This is a precursor to AP and SAT essay writing. A poetry project and presentation to the class is part of this section. Seminars.
- IV. The Play (is the thing) – Students read Shakespeare aloud in class questioning the reading and the character’s motivation. The poetry of Shakespeare’s writing is stressed and TEM papers are written. Two student performances are part of this unit in which a group performs lines from the play and each student must memorize an individual monologue. The requirements for these are more rigorous than the previous year.
- V. The Novel – Another novel is studied – same as above.
- VI. Speech – Students are required to write and perform a descriptive and narrative essay/speech that is a minimum of 10 minutes long. Considerable class time is given to examining the components of a good speech, editing, gestures, note cards, visual aids, professionalism, eye contact and preparedness.
- VII. The Short Story Redux – same as above – a chance for students to write more on their own – creative writing. Peer editing and Setting is stressed in this final unit.

STRATEGIES

Socratic Practice
Individual Writing Conferences
Plentiful Instruction and Feedback on formal writings
Didactic Instruction in grammar, language, and usage as necessary
Public speaking and presentation

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Teacher: Sternhagen

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ASSESSMENTS

- **Forced Choice Items** – multiple choice tests, true/false, fill-in-the-blank, matching.
- **Essay Questions**
- **Performance Tasks** – TEM papers, poetry, discussion, speeches, presentations etc.
- **Socratic Seminar Rubric** – The framework of the rubric is listed below:
 1. **ACADEMIC SKILLS** – Textual understanding; speaking; listening; knowing how to learn; critical thinking
 2. **SOCIAL SKILLS** – Teamwork; Sensitivity/Good manners
 3. **PERSONAL SKILLS** – Honesty and integrity; Willingness to accept criticism; Responsibility and initiative
- **Teacher Observation** – Group participation and skill development
- **Student Self-Assessment** – Students reflect on what they learned, strengths and weaknesses, and goal setting

SUGGESTED TEXTBOOKS AND INSTRUCTIONAL MATERIALS

The Great Gatsby by F. Scott Fitzgerald

Killer Angels

Crime and Punishment

The Little Prince

Howard's End

The Poisonwood Bible

Shakespeare: Othello, King Lear

Textbooks

Themes in World Literature –Justice

Mapping the Future

The Bedford Reader

SUGGESTED TITLES/AUTHORS WEB SITES

<http://rinkworks.com/brainfood/practical.shtml>

<http://www.mycoted.com/creativity/puzzles/puzzles.php>

<http://eluzions.com/Puzzles/Lateral/>

<http://www.puzz.com/sudokus.html>

<http://www.puzz.com/kimsriddles.html>

http://www.edhelper.com/logic_puzzles.htm

<http://www.wikipedia.com>

<http://www.Bartleby.com>

<http://www.LitVillage.com>

<http://www.pbs.org>

<http://www.shakespeare.org.uk>

<http://www.shakespeare.com>

http://jade.cccd.edu/jmiller/English_2342_Resource_Links.htm

SEMINAR PIECES OR THEMES

The Republic, The Prince, The Men of War, Self-Reliance, Walden, Live's of the Artists, Martin Luther, The Colonies, Common Sense, Creation Myths, Civil Disobedience, Communism and the Social Order, The Untold Lie, Profit of Capital, and others TBA

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STRAND I: READING AND LISTENING FOR COMPREHENSION

CONTENT STANDARD: STUDENTS WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND INFORMATION THAT IS READ, HEARD, AND VIEWED.

A. BENCHMARK: Listen to, read, react to, and analyze information

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
12	<ol style="list-style-type: none">Express reflections and reactions to print and non-print texts as well as to personal experience by:<ul style="list-style-type: none">composing and presenting 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 ideasresponding to texts make connections, reflecting on cultural and historical perspectives, examining own response, and recognizing features of the author'suse of language and how the writer relates to the subject so that the audience will empathizeAnalyze and critique texts from various perspectives and approaches by:<ul style="list-style-type: none">developing critiques based on establishing and applying clear, credible criteria for evaluationsubstantiating assessments with reasons and evidence	<ol style="list-style-type: none">Journaling, and writing:<ul style="list-style-type: none">Essays/bi-weeklyTextual responses/weeklyShort stories – 3-5 page or longer -TEM papers- 5- 7 papers/yearEstablishing critical response approach (see above) based on:<ul style="list-style-type: none">AuthorTextual evidenceQuotes form text (MLA style)

STRAND I: READING AND LISTENING FOR COMPREHENSION

CONTENT STANDARD: STUDENTS WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND INFORMATION THAT IS READ, HEARD, AND VIEWED.

B. BENCHMARK: Synthesize and evaluate information to solve problems across the curriculum

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
12	<ol style="list-style-type: none">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 use argument effectively.	

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
<u>STRAND I: READING AND LISTENING FOR COMPREHENSION</u> <u>CONTENT STANDARD: STUDENTS WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND INFORMATION THAT IS READ, HEARD, AND VIEWED.</u>		

C. BENCHMARK: Demonstrate critical thinking skills to evaluate information and solve problems

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
12	1. Research, define, and present issues of public concern by: <ul style="list-style-type: none"> • using a variety of resources such as media centers, on-line resources, interviews, and personal reflection • specifying the nature of an issue, including claims made and the reasoning that supports those claims • organizing and delivering a presentation that specifies reasons for the claim and makes a clear stance on the issue. 2. Identify and analyze the philosophical assumptions and basic beliefs underlying an author's work. 3. Analyze the effects on a text of the attitudes and values of a period in which the text was written.	1-3. Research project on issue of current and personal choice to be approved by instructor. <ul style="list-style-type: none"> • Essay 8-10 pages with annotations – MLA style • Presentation to class with technological aids • Quotes from minimum of 5 accredited sources • Research properly annotated • Analysis and conclusion

<u>STRAND I: READING AND LISTENING FOR COMPREHENSION</u> <u>CONTENT STANDARD: STUDENTS WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND INFORMATION THAT IS READ, HEARD, AND VIEWED.</u>		
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D. BENCHMARK: Apply knowledge of reading process to evaluate print, non-print, and technology-based information

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
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GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
12	1. Read a wide variety of informational and literary texts and selections to: <ul style="list-style-type: none"> • understand and express reflections and reactions to print and non-print text, as well as, personal experience • inform an audience • develop an argument to support an issue or position • conduct research and make in-depth analyses of information • synthesize ideas and generate new understanding to increase a knowledge base 2. Demonstrate an understanding of a variety of different cultural perspectives through selected literary works. 3. Analyze recurring themes and patterns in literary selections and oral traditions of other cultures. 4. Identify and select appropriate text for a specific task using an array of advanced technologies (e.g., web resources, interactive media, software, email, networks).	1. See Above.

STRAND II: WRITING AND SPEAKING FOR EXPRESSION
CONTENT STANDARD 2: STUDENTS WILL COMMUNICATE EFFECTIVELY THROUGH SPEAKING AND WRITING.

A. BENCHMARK: Communicate information in a coherent and persuasive manner using verbal and non-verbal language

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
12	1. Develop oral formal presentations using clear enunciation, gestures, tone, vocabulary, and organization appropriate for a particular audience. 2. Make explicit use of various techniques for effective presentations (e.g., voice, inflection, tempo, gestures). 3. Organize and deliver an argument so that an intended audience will respond by: <ul style="list-style-type: none"> • wording the claim clearly • specifying convincing reasons to support the claim • adopting a stance and appropriate tone toward the issue 4. Design and apply criteria for evaluating oral presentations and arguments before delivering them.	1-4. Shakespeare Presentation and see above.

STRAND II: WRITING AND SPEAKING FOR EXPRESSION
CONTENT STANDARD 2: STUDENTS WILL COMMUNICATE EFFECTIVELY THROUGH SPEAKING AND WRITING.

B. BENCHMARK: Apply grammatical and language conventions to communicate.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
12	1. Demonstrate the ability to comprehensively, coherently, and concisely expound upon ideas.	<ol style="list-style-type: none"> 1. Editing essays and short stories. 2. Seminarng. 3. Class discussions

STRAND II: WRITING AND SPEAKING FOR EXPRESSION
CONTENT STANDARD 2: STUDENTS WILL COMMUNICATE EFFECTIVELY THROUGH SPEAKING AND WRITING.

C. BENCHMARK: Demonstrate competence in the skills and strategies of the writing process to inform and persuade

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
12	<ol style="list-style-type: none"> 1. Use and apply grammatical, metaphorical, or rhetorical devices to inform and persuade others. 2. Use the elements of satire in persuasive writing. 3. Analyze own work for: <ul style="list-style-type: none"> • consistency of facts, ideas, tone, voice • development of argument or plot • clarity and conciseness 	<ol style="list-style-type: none"> 1. 5 page persuasive essay and 8 minute speech on same topic to be performed. 2. Edit above essay for facts, tone, ideas and voice.

STRAND III: LITERATURE AND MEDIA
CONTENT STANDARD 3: STUDENTS WILL USE LITERATURE AND MEDIA TO DEVELOP AN UNDERSTANDING OF PEOPLE, SOCIETIES, AND THE SELF.

A. BENCHMARK: Use language, literature, and media to understand the role of the individual as a member of many cultures

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
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GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
12	1. Analyze and interpret the significance of literary movements as indicators of societal movements and perspectives. 2. Demonstrate how concepts and perspectives depicted in literature and media relate to the life experiences of the student.	1. The Twentieth Century Writers Unit. 2. Essays and seminar on the 'Ties That BindUs'.

STRAND III: LITERATURE AND MEDIA
CONTENT STANDARD 3: STUDENTS WILL USE LITERATURE AND MEDIA TO DEVELOP AN UNDERSTANDING OF PEOPLE, SOCIETIES, AND THE SELF.

B. BENCHMARK: Understand literary elements, concepts, and genres

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
12	1. Identify significant themes and concepts in literary works as they relate to the reader. 2. Analyze thematic connections among literary works by using specific references to show how a theme is universal	1. Prewriting, Writing, Coaching, Seminar, Postwriting 2. "Shakespeare to Rap"