

English 12 Outline

Miller

*Course objectives, goals, curriculum, and assignments are aligned with state standards and tests and encourage real world connections. Materials used will include World Traditions and the Humanities text as well as materials used for comparative studies and real world connections.

1st Nine Weeks

Writing--drafts, revisions, essays
Review basics--steps, pre writing, journal responses, entries, editing, revising, formulas, practice, evaluate, share, present
Review writing--evaluate, compare, type/genre, purpose, technique, content, grammar, style, word choice, vocabulary, etc.
Review writing--basic essay inference with evidence
Review writing--evaluate (rubric standard application to class & self--discussion)
Reading--evaluating, essay, short story, various mediums, genres, fiction, non-fiction
Reading--independent including SSR, novel assignment (fiction, non-fiction, biography/autobiography, historic fiction, etc)
Communication skills--written/oral
Media and computer technology--review, evaluate, apply, practice
Career Narrative draft/edit

2nd Nine Weeks

Review--objectives and concepts 1st 9 weeks
Writing--literary or persuasive essay (draft, edit, revise)
Reading--critical thinking, evaluating literary essays, literary works, short stories, literary elements/devices
Reading--independent literary works, short stories, novels
Reading/writing/evaluating/presenting class assignments and novel assignment
Apply and expand media and technology skills
Apply communication skills--writing, group work, presentation of ideas
Begin research process (see Research Guides and other examples such as novel research)

3rd Nine Weeks

Research practice--apply to assignments and objectives
Revise Resume and Career Narrative
Reading-novel assignments include application of objectives, evaluation, presentations, technology
Apply and expand media and technology skills
Apply and expand skills--evaluation, critical thinking, application, communication

4th Nine Weeks

Research presentations written and oral
Reading independent assignments and presentations
Technology application
Career Passport completion
Evaluation self & class

Student signature _____ date _____

Parent signature _____ date _____

*See additional information and objectives

07 and 08

*Additional information and objectives

*Homework includes unfinished assignments and projects, reinforcement assignments, novel projects.

*Please note that all class evaluations such as notebook checks, assignments both written and oral, quizzes, and tests will be given for diagnosis of student learning styles and needs, and will be used as a learning tool and for student progress.

*Please bring to class materials for daily and scheduled assignments; novel for project, writing utensils and computer/technology aids, notebook with updated information and assignments, and materials/information you would like to share with the class.

*Students are required to read 1000 pages of text independently and record on Reading Log (HSTW)

*Students are required to complete an independent novel project each nine-weeks. (20%)

Class rules

No horseplay; treat others and yourself with respect and behave appropriately for safe and comfortable classroom and school environment; follow school rules in Student Handbook.

Procedures

Students will be aware of all classroom procedures through written instructions and daily application and reinforcement.

Discipline

Warning, chill time on occasion, conference, conference with lab instructor, parents, school officials as needed, classroom removal office/ISS, ISS as assigned by school official. See Student Handbook for further discipline procedures.

Goal

Enhance student positive behavior, self-esteem, learning enjoyment, and academic success. Prepare student for graduation, lifelong learning, and career success. Encourage productive citizenship.

Rubric

For grading writing and presentations; class rubrics based on standardized OGT test rubric; students will be familiar with rubrics and **evaluate** their own work prior to and after teacher assessment.

Intervention

Classroom, teacher peer assistance; help room during and after school.

Participation

Attendance and participation daily =10%

Assignments-Classroom-notebook maintenance, worksheets, written and verbal assignments =50%

Novel Assignment/independent work (H.W.) =20% (HSTW)

Tests/Quizzes =20%

*See student notebooks and assignments/handouts for more specific information.

Contact Procedures

DACC voice mail or e-mail message system

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and

Last year
used Kermit
Payne's Speech
Athenians
1150804ne

Classroom Assignments and Activities English 12 World Traditions and Humanities

Evaluation—Literary elements/techniques and genres, materials including short stories and novels, definitions of literary elements, critical analysis and appreciation (written assignments, independent and group work, study, research, evaluation, discussion reflection, presentation, etc.).

Evaluation—**Real world and contemporary connections** through **informal and formal research** and use of genre and format including supplemental materials: newspaper articles and visuals various types, magazine articles and visuals various types, short stories, poems, novels, pop culture and various mediums; use of evaluation techniques and student application for essays and literature, fiction and non-fiction, standard and non-standard, visual portrayals, etc. **(hand outs for assignments, guided notes, worksheets, discussion)**

Evaluation—Analyze cultural, societal, historical, and literary **connection, impact, and influence** through various mediums of literature and entertainment such as essays, books, videos, internet, websites, trivia, cultural and world events.

Evaluation—**Content, (including following directions), grammar, style, including word choice, tone, vocabulary, and literary techniques used in portraying information. (hand outs, worksheets, notes, discussion)**

Evaluation—**Literary elements including heroes and tragic characters, viewpoint, conflicts, themes, plot lines, figurative and literal language, fiction, non-fiction, fact, fiction, truths, etc. (worksheets, notes, discussion)**

Evaluation—**Research** using above mediums and formats as well as related novel, fiction or non-fiction, as assignment requires each nine week period. Research of this assignment will require a standard written essay with documentation and a presentation with a visual representation as assignment requires.

Novel project encourages/supports class assignments to be utilized for independent project and extra research sources. Novel projects include sharing information and reflections and observations.

Application and evaluation of skills--**Written and verbal** assignments including creative, reflective, informational, expository, standard format including **journal reactions, entries, essays, and other writing; presentation**, modeling and applying writing and presentations styles; writing to evaluate or comment on literary works, **evaluating own work and others, proofreading, editing**, etc.

Participation--Daily work and participation through research/study, evaluation/critical thinking, and completion of assignments both written and oral, group work, class discussion, listening, guided note taking, notebook organization, maintenance, and checks.

Objectives for each semester--focus on learning styles and introduction of concepts, skill building, sharing samples and role modeling, and student application and utilization of information.

Objectives--include process of building skills; communication, critical thinking, interpreting and inferring, group work and presentation, language arts skills for written, oral and visual literacy enhancement (writing reading thinking speaking listening), real world connections and skills, organizational skills, guided note taking, pre-writing, proofreading, editing, revising, reading and interpreting for meaning; reading and research; examples include **class work and assignments such as novel projects which involve independent and group work**).

English Mrs. Hillier, Delaware Area Career Center North

The English curriculum is intended for students who need a full year credit in English 10, 11, and 12. The courses will focus on the study of language arts which includes the following: writing and reading skills and evaluating and interpreting styles, types purposes intended audience message/theme real world and personal connection; listening, speaking, critical thinking/evaluating skills including the study of literary elements and techniques; i.e., plot, character, viewpoint, conflict, tone, theme, etc.; visual literacy skills will be stressed in order to evaluate and interpret various types of media. Subject matter will include a variety of literary styles and genres including non-fiction, fiction, drama, adventure, humor and satire, drama through the study of poetry, short story, novel, and excerpts. Other media such as articles and videos will be used to enhance literary skills and help students to evaluate and make connections. Evaluating literature through active reading and viewing will involve visualizing, questioning, predicting, clarifying, interpreting, comparing, contrasting, making inferences based on evidence, expressing ideas through various verbal, written, and artistic portrayals. A chronological as well as a thematic approach in this study of language arts will be used in order to help students make connections to various works as well as to their world. Historic references and subject integration will be included in instructional methods. Curriculum will be aligned with state standards and standardized tests. Technical and computer skills will be enhanced through critical viewing, research, and word processing. Writing and grammar will be stressed throughout each lesson. Focus on standardized test proficiency will also be included in lesson objectives. Students will be introduced to research and will work on projects, **both in class and independently.**

English 12 is intended for twelfth grade students and will be similar to the above description with primary focus and requirements based on the following: utilization of skills learned through the study of novels and various types of composition; i.e, reflective, persuasive, creative, informative/expository, etc.; composition of a career narrative and resume to be placed in the Career Passport; outside of class reading and a research project.

Projects are completed in class and independently. Evaluation Skills for English 12/Senior English will focus on humanities, basic skills, and graduation needs.

Student expectations/grades

Evaluation of students will include letter grades based on a point system by assignment and requirements. Grade evaluations will include accuracy, completion, and level of proficiency regarding assignments, tests, class participation, and attendance. Student participation, both individual and as a class or group, will greatly influence his/her final grade each nine weeks.

In addition to formal evaluation methods and grades, informal evaluations (not graded) including self-reflection and evaluation will be ongoing.

Student will be required to maintain a notebook, keep track of progress, and journal personal reactions and responses to class assignments and activities.

Notebooks will include attendance and assignment/grade sheets, class rules and expectations, class outline, sections with paper for each quarter's work and journal responses. Separate notebooks may be used for journal reactions. Notebooks will be checked for progress on a regular basis.

*See DACC Student Handbook for details and grade point equivalents.

Evaluation methods:

Summative /checks (long term progress) will include, nine week tests, semester exams, research projects, writing which may include symbolic or artistic portrayals, presentation of comprehension using visual aids, etc.

*Independent novel assignments

Formative checks (short term progress) will include diagnostic and post tests (individual--small group--large group teacher facilitated), quizzes, assignments both written and verbal, individual, small group and large group, homework, notebook, personal record keeping, journal entries, research and writing drafts and revisions, computer work, presentation of ideas and knowledge, etc.

*Evaluation of progress will be Instructor, peer, and self-motivated.

Participation/Attendance

Students will be encouraged and expected to participate in a variety of ways including written and verbal responses, Individual, small group, large group, teamwork, being prepared, progress checks (self and instructor).

Attendance will be stressed; students must attend and stay on task, learn necessary skills and class procedures, complete assignments accurately and completely, and participate in class activities.

*See DACC student agenda for details regarding attendance policy.

Goals/Objectives/Standards/Expectations--ABC's of learning (What are we doing in this class?)Daily assignments, Projects (individual/group class/independent)

- *All assignments and class participation assignment 50% of grade
- *All projects 20% of grade
- *Attendance 10% of grade
- *All tests/exams 20% of grade
- *variety of assessment techniques used

BASIC SKILLS:	EVALUATE	COMMUNICATE	FACILITATE
CURRICULUM:	HUMANITIES	REAL WORLD CONNECTIONS	GRADUATION/EMPLOYABLITY
TECHNIQUES:	LEARNING	INDIVIDUAL, GROUP	RESPOND, CONCLUDE, ORGANIZE, PRESENT
LTERACY:	VISUAL	WRITTEN	VERBAL TECHNOLOGICAL

LANGUAGE ARTS: WRITING, READING, COMMUNICATING, SPEAKING, LISTENTING, THINKING, EVALUATING, APPLYING, etc.

- Read literary work/story classic contemporary (modern) real world
- Read other selections for historic and related significance and additional information (3 sources)
- Read to discover personal connections, real world, society, humanity human nature
- Write journal reactions—responses, brainstorm, connections, rough draft
- Write entries, inferences, interpretations, conclusions—draft, proofread, edit, may revise
- Write essay based on reactions, entries, discussion/sharing—organize, proof/edit, revise, share/present
- Evaluate web sites (worksheet)
- Evaluate content grammar style of literary work and additional sources/selections/readings (see worksheet class rubric and write entry/inference)
- Evaluate themes and literary elements of style (see worksheet lit elements of style and write entry-inference)
- Evaluation other's writing and your own for improvement of writing techniques (content, grammar, style)
- Define words and for significance (see novel vocab requirements)
- Class participation assignment include small and large group and discussion, share, presentation
- Research, evaluation, active listening, critical thinking, writing, paragraph format/formula and evidence, discussion, including informal and standard format
- Essays reflect above
- Presentation reflects above and includes evaluation, sharing, participation, preparation, presentation techniques
- Career narratives and resumes, employment skills
- College entrance letters and letters of interest (employment, scholarship, etc.)
- Computer and technology skills
- Lab related subjects, information, expertise in completing class assignments and independent projects
- Following directions and procedures
- TEAMWORK, FACILITATE, CONNECT TO YOUR WORLD

Materials

- Fodlers, binders, paper, writing utensil
- Textbooks, short stories, novels, magazines, journals, newspapers, computer and web site printouts, various internet sites, documentaries, movie clips, news clips, music, email, etc, etc, etc

Procedures

- Head papers: Name Per Date Name Assignment--story/novel specific pages etc.
- Keep notes and journal reactions entries for later use
- Notebooks organized maintained
- Review notes, handouts, worksheets, entries etc.
- Keep track of assignments
- Make up work on table
- Follow directions
- Hand in/notebook check/participation activity/essay/quiz-test/project, independent, group work both, etc.
- Revise when necessary

07/02/08

Word list class terms/definitions

Significance/relevance

Inference

Reaction

Entry

Pre-write, proofread, edit, revise

Standard rubric

Class rubric—content, grammar, style, follow directions

Literary elements of style

Class definitions

Denotation

Connotation

Literary work/readings/selections

Sources

Citations/works cited vs. in text

MLA format guides

Standard non-standard formal

Tone—types essay speech--Informative expository reflective persuasive commentary etc

Humanities (world traditions)

English

Word List class terms continued:

Evidence

Insight

Add from notes on board each week