

English 12 Course Overview

Content Area: **English/Language Arts**
Course(s): **ENGLISH 12**
Time Period:
Length: **N/A**
Status: **Published**

COVER

EAST BRUNSWICK PUBLIC SCHOOLS **East Brunswick New Jersey**

Superintendent of Schools
Dr. Victor P. Valeski

ENGLISH/LANGUAGE ARTS
English 12
Course No. 1012

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Course Adoption: 04/21/1986
Curriculum Adoption: 10/09/1999
Date of Last Revision Adoption: 11/02/2017

Course Overview

English 12 is designed for seniors who wish to pursue a college education, other training or careers. This course emphasizes the skills needed for successful college reading and writing through a number of literary and non-literary mediums. While there are some curricular commonalities, such as reading works of non-fiction, between this course and College Writing Honors, English 12 also offers students the chance to examine more literary works, such as novels, plays, etc. Students enrolled in English 12 will also have the opportunity to take the Accuplacer, an online assessment given to college students as part of the enrollment process.

Anchor Units

Unit	Primary Texts	S
Unit A: Narrative and Description	<p>Teachers will select a <u>minimum of two</u> of the following readings:</p> <ul style="list-style-type: none"> • "Salvation" Langston Hughes • "Shooting an Elephant" George Orwell • "Me Talk Pretty One Day" David Sedaris • "Once More to the Lake" E.B. White • "Fifth Avenue Uptown" James Baldwin • <i>Zoo Story</i> Edward Albee 	8-10
Unit B: Exemplification-Definition and Classification	<p>Teachers must select a <u>minimum of five</u> of the following readings to complete in this unit:</p> <p><u>Exemplification (select a minimum of one):</u></p> <ul style="list-style-type: none"> • "Black Men in Public Spaces" Brent Staples • "The Silk Parachute" John McPhee • "Forbidden Things" Bailey White • "A Crime of Compassion" Barbara Huttman <p><u>Definition (select a minimum of two):</u></p> <ul style="list-style-type: none"> • "Women's Beauty" Susan Sontag • "The Company Man" Ellen Goodman • "Why I Want a Wife" Judy Brady • "The Wife Beater" Gayle Rosenwald Smith • "What is Poverty?" Jo Goodwin Parker 	6-8

	<ul style="list-style-type: none"> • "The Meanings of a Word" Gloria Naylor <p>Classification (select a minimum of two):</p> <ul style="list-style-type: none"> • "Doublespeak" William Lutz • "The Men We Carry in Our Minds" Scott Russell Sanders • "The Truth About Lying" Judith Viorst • "College Pressures" William Zinsser 	
Unit C: Synthesis	<p>Teachers will select one of the following thematic clusters to explore in this unit:</p> <p><u>Cultural Identity</u></p> <ul style="list-style-type: none"> • "Mother Tongue" Amy Tan • "The Jacket" Gary Soto • "Black Men in Public Spaces" Brent Staples • "What's in a Name?" Henry Louis Gates Jr. • "On Dumpster Diving" Lars Eighner • "Myth of the Latin Woman: Just Met a Girl Named Maria" Judith Ortiz Cofer • "How autism freed me to be myself" (TED) Rosie King • "Danger of the single story" (TED) Chimamanda Ngozi Adichie <p><u>Gender Identity:</u></p> <p>Possible Prompts:</p> <ul style="list-style-type: none"> • Are males or females more restricted by conventional gender roles? • In the past there were specifically defined gender roles. Examine how these roles are changing. <p><u>Texts:</u></p> <ul style="list-style-type: none"> • <i>A Doll's House</i> by Henrik Ibsen • "I Want a Wife" by Judy Brady • Selections from the <i>New York Times</i> "Modern Love" Essay Contest including, but not limited to the following: <ul style="list-style-type: none"> • "No Labels, No Drama, Right?" by Jordana Narin • "Want to Be My Boyfriend? Please Define" by Marguerite Fields • "Swearing off the Modern Man" by Jochebed Smith • <i>Kramer vs. Kramer</i> film • "Lucy Buys New Furniture" episode from <i>I Love Lucy</i> 	4-8

	<p><u>Genocide and War</u></p> <ul style="list-style-type: none"> • Excerpts from <i>We Wish to Inform You That Tomorrow We Will Be Killed With Our Families</i> by Philip Gourevitch • Excerpts from <i>Inside the Hotel Rwanda: The Surprising True Story...and Why It Matters Today</i> by Edouard Kayihura • Excerpts from <i>Night</i> by Elie Weisel • Excerpts from <i>Survival at Auschwitz</i> by Primo Levi • Excerpts from <i>The Sunflower: On the Possibilities and Limits of Forgiveness</i> by Simon Wiesenthal • <i>A Long Way Gone: Memoirs of a Boy Soldier</i> by Ishmael Beah • <i>Europa Europa</i> film • <i>Hotel Rwanda</i> film <p><u>Justice and Vengeance</u></p> <p>Possible prompt:</p> <ul style="list-style-type: none"> • What are the differences (if any) between Justice and Revenge? How do each affect human behavior? What are the causes or consequences of seeking justice and/or vengeance? <p>Texts:</p> <ul style="list-style-type: none"> • <i>Hamlet</i> - William Shakespeare (play) • <i>The Stranger</i> - Albert Camus (novel) • “Don’t Confuse Justice with Revenge” - Leon F. Seltzer (article) • “Rose Red” - Alice Hoffman (short story) • “The Non-Existent Line between Justice and Revenge” - NPR.org (radio interview; also available in article form) • “The Revenge” - Seinfeld 	
Unit D: Memoir Texts	<p>Literature Circles/Book Clubs: Students select one of the below texts to complete in class:</p> <ul style="list-style-type: none"> • <i>A Child Called It</i> David Peltzer • <i>A Long Way Gone</i> Ishmael Beah • <i>Tuesday's With Morrie</i> Mitch Albom • <i>The Glass Castle</i> Jeanette Walls • <i>My Mother's Secret</i> J.L. Whitterek • <i>Dharma Punx</i> Noah Levine 	6-8

***Newsela is available for differentiated reading assignments.

****The district has a license for [Learning Ally](#). Learning Ally is an audio book resource for students who are unable to “eye read” grade level text but are able to comprehend when “ear reading” or listening.

Standards

LA.RL.11-12	Reading Literature
LA.RI.11-12	Reading Informational Text
LA.W.11-12	Writing
LA.SL.11-12	Speaking and Listening
LA.L.11-12	Language
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

Grading and Evaluation Guidelines

GRADING PROCEDURES

Marking period grades are determined by dividing the total number of points earned by the total number of potential points. More intense and involved assessments are worth more points and therefore have a greater effect on a student's grade. Formal and informal writing assignments, responses to text and reading quizzes are frequently assigned.

The department's goal for every course is that a minimum of 95% of the pupils will meet at least the minimum proficiency level (D or better) set for the course. The department will analyze the achievement of students on Unit Assessments, Mid-term and Final Exams and Final Course Grades, and for Final Course Grades the achievement of sub-groups identified by the state to determine if modifications in the curriculum and instructional methods are needed.

In terms of proficiency level the East Brunswick grades equate to:

A	Excellent	Advanced Proficient
B	Good	Above Average Proficient
C	Fair	Proficient
D	Poor	Minimally proficient
F	Failing	Partially Proficient

	Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
Homework/Classwork	25%	25%	25%	25%
Assessments	75%	75%	65%	75%
Performance	-	-	10%	-

Other Details

COURSE NAME: ENGLISH 12 ACADEMIC

01004 English/Language Arts IV (12th grade)

Course #	School #'s	Course Level	Grade(s)	Credits	Min. Per Week	Elective Or Required	Initial Course Adopted
1012	050	A	12	5.00	210	Required	