

This course outline is *Only* used with our Online a-g English 12 course that meets 3 days per week

a-g English 12 (CA Standards Online)

Course Description:

a-g English 12 (CA Standards) is a California Common Core Standards-based course designed to provide in-depth, enriched and integrated educational experiences. Students will build upon the knowledge and skills acquired in earlier grade levels as they work towards mastery in reading, writing, critical thinking, vocabulary and communication skills. Throughout this course, students will exercise a variety of critical thinking and problem-solving skills. Students will work to improve and master their written and oral communication skills, while strengthening their ability to interpret and analyze world literature in a variety of genres. The Common Core State Standards for English Language Arts (Reading, Writing, Speaking and Listening, and Language) for Grades 11 and 12 will guide teaching and student inquiry.

Prerequisite: English 11- Recommended

Co-requisite: None

Course Content:

Collection 1- Chasing Success

1. Collection Description: Success may be sweet, but as this collection shows, it sometimes requires great sacrifice.

Assignments may vary; Analyzing the Text/Critical Vocabulary/Vocabulary Strategy/Post-test

Novel Study: The Adventures of Huckleberry Finn by Mark Twain

Anchor Text:

Essay:

Marita's Bargain by Malcolm Speech

Media Analysis: Graduation Speech

Don't Eat Fortune's Cookie by Michael Lewis

Science Article: The Secret to Raising Smart Kids by Carol S. Dweck

Anchor Text:

From Annie John- Jamaica Kincaid

Drama: *Ile*- Eugene O’Neill
Media Versions of *Ile*

Compare Text and Media

Opera- *Ile*- Ezra Donner

Production Image- *Ile*- Mystic Seaport Theatre

2. Collection Performance Tasks

Debate an Issue

This collection focuses on the sacrifices people make to achieve success. In the anchor text, “Marita’s Bargain,” the author describes a school in which the days are longer, summer vacation is shorter, and students are very successful. With a group of classmates, conduct a debate on whether all students should have longer school days and shorter vacations.

Each team in an effective debate:

- Takes a clear position, either for or against the idea of students spending more time in school
- Selects relevant evidence from “Marita’s Bargain” and one or more other texts in the collection to support the claims
- Follows an orderly format in which speakers from each team take turns presenting their claims, counterclaims, reasons, and evidence
- Communicates ideas formally and objectively, using precise language
- Engages in an exchange of ideas in which participants respond to diverse perspectives, build on ideas, and evaluate others’ reasoning

Key Learning Objectives:

- Cite text evidence to support inferences. Determine central ideas. Analyze conflict in drama. Analyze symbols in drama. Analyze word choice. Analyze structure of an argument. Analyze drama interpretations. Integrate and evaluate information.

Collection 2- Gender Roles

1. This collection explores the traditional roles of men and women as well as changes in gender roles that have occurred in recent decades.

Novel Study- *The House on Mango Street* by Sandra Cisneros

Anchor Text:

Narrative Poem: *The Wife of Bath’s Tale* from *The Canterbury Tales* by Geoffrey Chaucer

translated by Nevill Coghill

Short Story: Mallam Sile by Mohammed naseehu Ali

Poem: My Father's Sadness by Shirley Geok-lin Lim

Political Argument: from A Vindication of the Rights of Woman by Mary Wollstonecraft
News Coverage of a Women's Rights Campaign

Compare Media:

Online Article: In a Scattered Protest, Saudi Women Take the Wheel- The New York Times

News Video

Saudi Women Defy Driving Ban

Anchor Text:

Essay: The Men We Carry in Our Minds by Scott Russell Sanders

2. Collection Performance Tasks

Write an Informative Essay

This collection focuses on gender roles through a variety of viewpoints and genres as well as from a range of cultures and time periods. In the anchor text "The Wife of Bath's Tale," a knight goes on a year-long quest to find out what women most desire in life. What does Chaucer suggest about the ability of people to understand someone of the opposite sex? Write an informative essay about understanding between men and women, drawing on "the Wife of Bath's Tale" and Two other selections in this collection.

An effective informative essay includes:

- An introduction with a clearly stated thesis statement about understanding between men and women
- A logically structured body that thoroughly develops the topic with relevant examples, concrete details, quotations, and other evidence
- Transitions to clarify the relationships between ideas
- A conclusion that follows from the ideas conveyed in the essay
- Precise use of language with appropriate tone and style for an informative essay

Key Learning Objectives

- Support inferences and draw conclusions. Determine central ideas. Summarize Text. Analyze ideas and events. Analyze narrator of a poem. Analyze setting of a story. Determine figurative meanings. Analyze frame story.
- Analyze counterarguments. Analyze rhetorical devices. Determine author's point of

view. Integrate and evaluate information.

Collection 3: Voices of Protest

1. Collection Description: This collection represents nearly three centuries of opposition to injustice, addressing problems such as tyranny, hunger, and pollution.
Assignments may vary; Analyzing the Text/Critical Vocabulary/Vocabulary Strategy/Post-test

Anchor Text:

Speech:

Speech on the Vietnam War, 1967- Martin Luther King Jr.

Compare Texts:

Essay: From The Crisis by Thomas Paine

Essay: From Civil Disobedience by Henry David Thoreau

Essay: The Clan of One-Breasted Woman by Terry Tempest Williams

Anchor Text:

Satire: a Modest Proposal by Jonathan Swift

Media Analysis

Photo Journalism: Third World America by Alison Wright

Poem: Imagine the Angels of Bread by Martin Espada

2. Collection Performance Tasks

Write a Satire

In “A Modest Proposal,” Jonathan Swift proposes a satirical solution to one particular injustice as a way of exposing its horrors. Using Swift’s essay as a model, write a satire on a topic covered in one of the other texts in the collection.

An effective satire:

- Introduces a particular idea, custom, behavior, or institution to be the target of satire with the goal of convincing readers to change their view of the target or of bringing about social reform
- Includes irony, humor, exaggeration, and understatement to show the target in a critical light
- Identifies the object of the satire, but makes the reader infer the writer’s true perspective on the issue
- Uses the form of a problem-solution essay, as in “A Modest Proposal”

- Concludes with a summary or global statement about the issue
- Uses precise language with appropriate tone and style for a satire

Key Learning Objectives

- Cite text evidence to support inferences. Analyze cause and effect. Analyze word choice and tone. Determine connotative meanings. Analyze satire. Integrate and evaluate information. Delineate and evaluate an argument.
- Analyze foundational documents. Comprehend historical context.

Collection 4: Keeping Justice, Keeping Peace

1. Collection Description: This collection raises the issue of whether it is better to avenge evil acts or end conflict through reconciliation.

Novel Study ~ The Tragedy of Hamlet (Shakespeare Made Easy) ~ William Shakespeare

Shakespearean Drama

Assignments may vary; Analyzing the Text/Critical Vocabulary/Vocabulary Strategy/Post-test

Anchor Text:

Drama: The Tragedy of Hamlet by William Shakespeare

Compare Text and Media: Film Versions of Hamlet

Film Versions: Hamlet (1980) by BBC Shakespeare

Hamlet (2009) by BBC Shakespeare

Literary Criticism: Hamlet's Dull Revenge by Rene

Short Story: Tell Them Not to Kill Me! By Juan Rulfo- translated by George D. Schade

Anchor Text:

Feature Article: Blocking the Transmission of Violence by Alex Kotlowitz

Poem: Hatred by Wislawa Szymborska

2. Collection Performance Tasks

Write an Analytical Essay:

The title character in Hamlet feels trapped in a cycle of violence that he cannot break.

Consider Hamlet and the other texts in the collection. How does violence affect people's ability to control their future? For example, does violence limit people's choices or prevent them from

changing their circumstances? Write an analytical essay on the effects of violence as presented in the collection.

An effective analytical essay:

- Expresses a thesis statement about the effect of violence on the future as it is portrayed in Hamlet and one other selection
- Engages the reader with an observation, quotation, or detail
- Organizes central ideas in a logically structured body that develops the thesis statement
- Includes relevant textual evidence to illustrate central ideas
- Uses transitions and text structures to create a cohesion between sections of the text and among ideas
- Has a concluding section that follows logically from the body

Key Learning Objectives:

- Support inferences and draw conclusions. Determine central ideas. Analyze ideas and events. Analyze conflict in drama. Determine figurative meanings.
- Analyze language in soliloquies. Analyze story structure. Analyze structure of an argument. Analyze irony. Analyze drama interpretations.

Collection 5: Taking Risks

1. Collection Description: From mythical heroes to contemporary scientists, the individuals shown in this collection face the choice of taking a big risk.

Assignments may vary; Analyzing the Text/Critical Vocabulary/Vocabulary Strategy/Post-test

Novel Study: Frankenstein by Mary Shelley

Anchor Text:

Epic Poem: The Beowulf Poet translated by Burton Raffel

Grendel

Beowulf

The Battle with Grendel

Grendel's Mother

The Battle with Grendel's Mother

Speech: Explosion of the Space Shuttle Challenger: Address to the Nation by Ronald Reagan

Short Story: The Deep by Anthony Doerr

Science Article: The Mosquito Solution by Michael Specter

2. Collection Performance Task

Present an Argument:

Why do the characters and people in the texts in this collection take the risks they do? What do they learn from their risk-taking experiences? Synthesize your ideas by preparing and presenting an argument about the importance of taking risks in life.

An effective argument:

- Introduces a precise and logical claim about taking risks
- Has a logical sequence for claims and counterclaims, including transitions
- Provides evidence from Beowulf and one other text that illustrates the claim
- Has a satisfying conclusion that supports the argument presented

Key Learning Objectives:

- Support inferences and draw conclusions. Determine themes. Summarize text. Analyze setting of a story. Analyze characteristics of an epic.
- Analyze Old English poetry. Determine author's purpose. Delineate and evaluate an argument

Collection 6: Finding Ourselves in Nature

1. Collection Description: This collection reveals personal insights gained through encounters with the natural world.

Assignments may vary; Analyzing the Text/Critical Vocabulary/Vocabulary Strategy/Post-test

Anchor Text:

Essay: Living Like Weasels by Annie Dillard

Compare Text:

Poem: Wild Peaches by Elinor Wylie

Poem: Spring and All by William Carlos Williams

Media Analysis:

Documentary: Being here- The Art of Dan Horgan by Russ Spencer

Essay: Dwellings by Linda Hogan

Short Story: The Hermit's Story by Rick Bass

2. Collection Performance Task

Present a Personal Narrative:

This collection explores people's interactions with nature. Review the anchor text, "Living Like Weasels," and the other selections. Think about how the texts convey ideas and insights about the natural world. Write and present a personal narrative in which you describe and reflect on your own experience in nature.

An effective narrative presentation

- Explores a significant personal experience the speaker had with the natural world
- Establishes a first-person point of view
- Uses sensory language to vividly describe people, places, and events
- Narrates a logical sequence of events with the use of transitions
- Uses narrative techniques, including dialogue, pacing, and description, to re-create the writer's experience
- Engages the audience through volume, eye contact, and gestures
- Concludes by reflecting on the experience and connecting it to a broader theme

Key Learning Objectives

- Cite text evidence to support inferences. Determine theme. Determine figurative meanings. Analyze structure. Analyze frame story. Analyze style.
- Integrate and evaluate information. Demonstrate knowledge of foundational works. Comprehend cultural context in nonfiction.

Course Materials

Textbooks

Title	Author	Publisher	Edition	Primary
CA Standards-based textbook (This course is aligned to the 2017 Collections Grade 12 Houghton Mifflin Harcourt textbook, but it is designed to work with the following CA standards aligned textbooks as well)	Kylene Beers, Martha Hougen, Carol Jago, Williams L. McBride, Erik Palmer and Lydia Stack	Houghton Mifflin Harcourt	2017	Yes
<u>Mirrors & Windows, Connecting with Literature Common Core State Standards Edition, British Tradition</u>	EMC Publishing	EMC Publishing	2012+	Yes
<u>Pearson myPerspectives™ English Language Arts</u> Grade 12	Elfrieda “Freddy” Hiebert, Ph.D.; Kelly Gallagher; Ernest Morrell, Ph.D.; Jim Cummins	Pearson	2017	Yes

Library Text:

Title	Author	Publisher	Edition	Read in entirety
The Tragedy of Hamlet (Shakespeare Made Easy)	William Shakespeare	Barron’s	2003	Yes
The Adventures of Huckleberry Finn	Mark Twain	Dover	Thrift Edition	Yes
The House on Mango Street	Sandra Cisneros	Knopf Doubleday Publishing Group	25th Anniv. Ed.	Yes
Frankenstein	Mary Shelley	Dover	Thrift Edition	Yes