

12TH GRADE ENGLISH ACCELERATED DISTRICT SYLLABUS

Contact Information

Prerequisite: Placement in the Accelerated-level course requires demonstration of proficiency in the English III: Accelerated course, or that the student has earned an 85% or above in English III: College Prep and has obtained the recommendation of the current English teacher.

These courses involve students in examining global perspectives through the study of World literature. Curriculum units engage students in making connections between early and contemporary mythology; analyzing impact of literary and rhetorical devices; conducting inquiry-based research; and evaluating global conflicts through a variety of genres. Instructional activities, assignments, and assessments require that students apply critical reading skills in their written and spoken analysis of complex texts. Students are expected to perform independent research and collaborate with peers. Requirements include summer reading, a research project, & independent reading throughout the school year.

Resources

Long Fiction: suggested titles: *The Things They Carried*; *Oedipus Rex*; *Antigone*; *Lysistrata*; *Long Way Gone*, *Purple Hibiscus*, *One-Hundred and One Nights*, *The Things They Carried*, *In Country*, *Kite Runner*; *Hamlet*; *Othello*; *Dante's Inferno*

Short Fiction: myths & folktales, suggested titles: "How the World Was Made," "Coyote and the Origin of Death," "Theseus," "Flood Myth," "Genesis: Adam & Eve," selections from the Vedas; supplemental short texts: "Fish Cheeks" (Tan), "Independence" (Tzu), "Among Strangers" (Dibia), "Honor of a Woman" (Kawa), "Homeless" (Adagha), "Half a Day" (Mahfouz); excerpts from *Gilgamesh*; "Girl" (Kincaid); "Kaffir Boy" (Mathabane); "Stolen Party" (Hecker); from *Open-Ended Plays* "My Life's My Own;" "They'll Never Miss It;" "A Second Chance;" from *Seven Plays of Mystery and Suspense*: "Flight Into Danger" (Hailey)

Poetry: "Ozymandias" (Shelley), "Dear Grandma" (Yamazawa); "Dulce Et Decorum Est" (Owen); "Poem Postmarked from the Middle East" (Hameedi), "Waiting for the Barbarians" (Cavafy); "Diameter of the Bomb" (Amichai); "Oreo" (Bryant); "Ten Responses to the Phrase Man Up" (Guante); "A Letter to the Girl I Used to Be" (Smith); "On Learning American English" (Matam)

Multi-Media Texts: "Danger of a Single Story" (Adichie, TED Talk); "East vs. West - The Myths that Mystify," "Curating Humanity's Heritage," Interactive Creation Myth Map; "What Makes A Hero?" "The Hero's Journey"; "An Evolutionary Perspective on War Heroism," Literature of War (PBS). "Why Veterans Miss War" (TED Talk); "When a Reporter Becomes the Story" (TED Talk); "Fifty Days at Iliam" (Art; Twombly); Banksy Street Art; "Guernica" (Art, Picasso); The Best Commencement Speeches Ever (NPR), Steve Jobs at Stanford U. (commonlit.org); B. Bush's Address at Wellesly (commonlit.org)

Supplemental Non-Fiction: suggested titles: "War Can Warp Even Your Conscience" (Pitts); "Do Americans Love War?" "The Things They Carried: What do you bring with you to begin life anew?" (Time, 2015) "My War" (Buzzell), "Declaration of Human Rights," "On the Bottom" from *Survival in Auschwitz* (Levi), "Preface to the New Translation" (Wiesel); "War" (Junker), "Where Men Win Glory" (Krakauer); "A Bright Shining Lie" (Sheehan), "How to Tell a True War Story," "Behind the Mask: Revealing the Trauma of War" (Nat Geo), "How Art Heals the Wounds of War" (Nat Geo); *Invisible Wounds* (Humans of NY series)

Grading Categories & Weights

- A. Major Assessments - 40%
 - a. Two major assessments per marking period
- B. Minor Assessments - 35%
 - a. Reading, writing, speaking/listening, and/or language assessments, quizzes, vocabulary, etc.
 - b. MP1: Minor Assessments - 30%, Summer Reading - 5%
- C. Participation/Performance - 25%
 - a. Includes classwork and homework

Support

[Teacher's name] is available during Common Time for extra help on [Available letters] days and after school by appointment.

The Literacy Cafe is hosted in the LMC classroom on Tuesdays-Thursdays from 2-4; and the Literacy Lab is available by appointment with [Reading Specialist].

Requirements and Expectations

1. Class time to be utilized effectively; students will be productive throughout the period
2. Students will be prepared for class with prescribed materials - charged Chromebook, class reading(s), notebook/binder.
3. Students will work to the best of their ability and be open to embracing challenges in order to grow as learners.
4. Students will communicate with the teacher for help when needed, as well as to request extensions in the case of extenuating circumstances.
5. Each student in classroom will be treated with respect and dignity. Classmates will foster a positive learning environment.
6. Students will follow all procedures, policies, and expectations of each specific high school.
7. Electronics are prohibited/restricted to prescribed times and opportunities where they can enhance the learning environment (e.g. Kahoot, etc.)

Plagiarism

Plagiarism is "the unacknowledged use of another's means of expression and/or work product, whether published or unpublished, without proper credit through the use of quotation marks, citations and other customary means of identifying sources." This means copying the words or ideas of another without the proper form of academic documentation. There are two basic kinds of plagiarism: deliberate plagiarism and accidental plagiarism, equally serious. The most common act of deliberate plagiarism involves copying another person's work and passing it off as your own. The most common act of accidental plagiarism involves failing to provide the proper internal documentation for quoted, summarized, and/or paraphrased ideas from another person, even if the source is listed in a Works Cited/Reference page.

The Black Horse Pike School District maintains a firm stance regarding plagiarism. Academic repercussions will be determined in coordination with the classroom teacher, Supervisor, and/or Vice Principal. While the district realizes that Artificial Intelligence (such as ChatGTP) can be used as a tool for brainstorming and exploring personal topics of interest, it is important to use such tools responsibly and ethically. Regarding issues of academic dishonesty, students are not permitted to submit AI-generated work as their own. Additionally, using AI to evade plagiarism detection is unethical and a violation of academic integrity and the BHP Honor code. As AI is an emerging technology, the district will continue to evaluate its use in the classroom.

Timeline of Activities

<u>Marking Period 1</u>	
Writing Weeks 1-3	Summer Reading Essay MAJOR ASSESSMENT: <ul style="list-style-type: none"> • <i>Personal Narrative/College Application Essay</i>
Reading Weeks 4-10	Myths & Folktales, related poetry MAJOR ASSESSMENT: <ul style="list-style-type: none"> • <i>Archetype Analysis Performance Assessment</i>
Focus Skills	Review and practice elements of narrative writing, including writing an anecdote, vivid verbs, and sentence variety. Close reading of texts to identify specific literary features and analyze their meaning within the work. Identify how certain literary elements are universal across time and culture in order to connect with texts outside of our own time and place.
Vocabulary	In-Text Vocabulary and Study of Words (Including Etymology, Pronunciation, Roots, Prefixes, and Suffixes) in Membean Vocabulary Program
Standards Met	RL.CI.11–12.2; RI.CI.11–12.2; RL.IT.11–12.3; RL.TS.11–12.4; RL.PP.11–12.5; RI.PP.11–12.5; RL.MF.11–12.6; RI.MF.11–12.6; RL.CT.11–12.8; W.NW.11–12.3; W.WP.11–12.4; SL.PE.11–12.1; L.SS.11–12.1; L.KL.11–12.2.

Marking Period 2	
Writing Weeks 8 - 10	MAJOR ASSESSMENT: <ul style="list-style-type: none"> <i>Literary Analysis (short readings for focus provided by instructor)</i>
Reading Weeks 1 - 7	Long Fiction Focus (e.g. The Things They Carried, The Kite Runner, Circe) MAJOR ASSESSMENT: <ul style="list-style-type: none"> <i>"The Big Idea: Performance Assessment:" How multiple texts with similar themes/ideas connect</i> <i>Motif Analysis Performance Assessment</i> Various poetry related to the long fiction text.
Focus Skills	Review elements of effective academic writing, including voice, verb tense, style, embedding quotations, and properly documenting sources.. Analyzing a text for the deeper meaning by identifying and analyzing diction, symbols, and how writers introduce and develop themes. Connect literature to other texts in order to identify how themes are universal across literary genres.
Vocabulary	In-Text Vocabulary and Study of Words (Including Etymology, Pronunciation, Roots, Prefixes, and Suffixes) in Membean Vocabulary Program
Standards	RL.CR.11–12.1; RI.CR.11–12.1; RL.CI.11–12.2; RI.CI.11–12.2; RL.TS.11–12.4; RL.PP.11–12.5; RL.MF.11–12.6; RI.MF.11–12.6; RL.CT.11–12.8; RI.CT.11–12.8; W.AW.11–12.1; W.SE.11–12.6; SL.II.11–12.2; SL.ES.11–12.3; L.KL.11–12.2; L.VL.11–12.3; L.VI.11–12.4.

Marking Period 3	
Writing Weeks 1 - 10 Simultaneous with Reading	MAJOR ASSESSMENT: <ul style="list-style-type: none"> Human Rights Awareness/Watch/Violations Presentation (Inform, Campaign) Multi-Genre Research Assignment **Completing the research paper component for this course is a Graduation Requirement
Reading Weeks 1 - 10 Simultaneous with Writing	Student Selected Readings Focused on Assigned Country Focus for Human Rights Awareness MAJOR ASSESSMENT: <ul style="list-style-type: none"> <i>Presentation to United Nations of Country and Human Rights Status & Violations. Campaign that includes specific action items , solicitation of funding and rationale, etc.</i> <i>Annotated Bibliography</i>
Focus Skills	Engage in effective research and identify reliable sources of information. Evaluate a source's usefulness and identify relevant information from sources that support a thesis. Present research in a writing style that best suits the topic and information. Argue the global impact of various issues and present information that informs and persuades the audience to care about the issue and recognize the importance of addressing it.
Vocabulary	In-Text Vocabulary and Study of Words (Including Etymology, Pronunciation, Roots, Prefixes, and Suffixes) in Membean Vocabulary Program
Standards Meet	RI.CR.11–12.1; RL.CI.11–12.2; RI.CI.11–12.2; RL.IT.11–12.3; RI.IT.11–12.3; RI.TS.11–12.4; RI.PP.11–12.5; RL.MF.11–12.6; RI.MF.11–12.6; RI.AA.11–12.7; RL.CT.11–12.8; RI.CT.11–12.8; W.IW.11–12.2; W.WR.11–12.5; W.SE.11–12.6; W.RW.11–12.7; SL.PI.11–12.4; SL.UM.11–12.5; L.SS.11–12.1; L.KL.11–12.2; L.VL.11–12.3

<u>Marking Period 4</u>	
Writing Weeks 1 - 3	MAJOR ASSESSMENT: <ul style="list-style-type: none"> MultiGenre Project and/or Documentary Commencement Speech Project
Reading Weeks 4 - 10	Drama (e.g. Oedipus, Antigone) MAJOR ASSESSMENT: <ul style="list-style-type: none"> Literary Argument Essay
Focus Skills	Literature analysis; Connecting older texts to contemporary society; Analyzing the impact of tragic stories on the audience (catharsis). Analyzing commencement speeches for style, voice, and the effectiveness of the message.
Vocabulary	In-Text Vocabulary and Study of Words (Including Etymology, Pronunciation, Roots, Prefixes, and Suffixes) in Membean Vocabulary Program
Standards Met	RL.CR.11–12.1; RI.CR.11–12.1; RL.CI.11–12.2; RI.CI.11–12.2; RL.IT.11–12.3; RI.IT.11–12.3; RL.TS.11–12.4; RI.TS.11–12.4; RI.PP.11–12.5; RI.MF.11–12.6; RI.CT.11–12.8; W.AW.11–12.1; W.NW.11–12.3; W.WP.11–12.4; W.SE.11–12.6; SL.PE.11–12.1; SL.II.11–12.2; SL.ES.11–12.3; SL.PI.11–12.4; SL.AS.11–12.6; L.SS.11–12.1; L.KL.11–12.2; L.VI.11–12.4