

12th Grade - Contemporary Studies (English)

[insert school here]

[insert teacher contact information here]

Course Description

The third year of the “Studies” program is the equivalent of five credits of English IV Accelerated. The course of study includes modern, post-modern, and contemporary texts and issues. Much like American and Western Studies, Contemporary Studies consists of thematic units and involves various multi-sensory activities: debating topics, researching and problem- solving with a group, evaluating and presenting research. This course presents an excellent opportunity for seniors to learn more about the society they are about to enter. This course will be taught cooperatively by one English teacher and one Social Studies teacher to provide integrated study. Requirements include summer reading, a research paper, and independent reading throughout the year.

To Start Our Year:

Make sure that you have joined our Google Classroom. ALL of your assignments, due dates, and materials will be posted and organized by topic. Our class calendar will also show your upcoming due dates.

Class Period	Google Classroom Code
[insert info]	[insert info]

All information about our summer reading choices, grading policies, curriculum, and honor code policies are available on the [English Department webpage](#). You are expected to know and follow the policies and guidelines there. (They’re simple - do your own work and show respect for yourself and others).

Resources

Long Form:

Born a Crime (Noah); Things Fall Apart (Achebe); Persepolis (Satrapi); July’s People (Gordimer); Purple Hibiscus (Adichie)

Short Form:

“Girl” (Kinkaid); “My Mother, The Crazy African” (Adichie); “Made of Meat” (Bisson); “On the Doctrine of the Feeling of Power” (Nietzsche); “The Affair of the Hippopotamus and the Tortoise” (Unknown); “Discovering home” (Wainaina); “Love Poems” (Habla); “The Museum”, Leila Aboulela; “Diameter of the Bomb” (Amichai); “This Is Not Who We Are” (Nye); “Fly Already” (Keret); Assorted poems Mu’in Bseiso and; Israel’s Yehuda Amichai; “In My Shoes” (Almagor); “A Dialogue with a Man Who Hates Me” (Darwish); House of Cubes/Tsumiki No Le; Another Way to Die; Fortissimo; Hey, Come On Out; Tarik Cohen: Letter to Self

Grading Breakdown:

Categories	Types of Assignments
Major Assessments: 40%	Essays, Projects, Presentations
Minor Assessments: 35%	Open-ended responses, Quizzes, Collaborative & Independent Analysis of Readings, Socratic Seminars
Participation/Preparation/ Practice: 25%	Classwork, Homework, Annotations of & Responses to Readings, Class Participation

Support Services Offered:

At-home Skill Recommendations

At-home Reading Recommendations

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

The [Name of After School Help] is hosted in the LMC on Tuesdays-Thursdays from 2-4; the Literacy Lab is available during [Mascot] Time every day or by appointment with [Reading Specialist].

Classroom Rules:

- Always come to class prepared
- Always come to class on time
- No cell phones or headphones - unless instructed otherwise
- Always be respectful and accepting of others and their belongings
- No eating or SHARING food in class

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.

There will be ZERO tolerance for any work that is plagiarized. This includes failing to cite your sources, passing someone else's work as your own, or simply copying homework from someone else. Google Classroom alerts me when work is being shared or when similar responses are submitted.

Simply put, DO YOUR OWN WORK. Plagiarism earns a grade of a zero and is recorded as disciplinary action.

Major Assessments/Focus by Marking Period
<p style="text-align: center;"><u>MP1 (Africa)</u></p> <p><u>Writing: College Essay/Personal Narrative</u> Students will compose an essay that cannot exceed 650 words. The requirements of this essay have been established from the CommonApp. In general, students will reflect on themselves and their experiences to create a detailed essay expressing their core beliefs.</p> <p><u>Theme Analysis Project</u> Students will select a theme present in the class novel and their summer reading. Within this theme, students will then create a presentation that analyzes the connection between the theme and a character of their choosing. Students will also create meaningful real world connections that can then connect to their own lives. Students will be synthesizing a multitude of outside sources as well to create a comprehensive analysis. Socratic Seminar will also be considered in their complete grade.</p>
<p style="text-align: center;"><u>MP2 (Middle East)</u></p> <p><u>Literary Analysis on Culture</u> Students will compose a literary analysis following a character throughout a story and examining how their character is a reflection of their culture and societal norms/expectations. For example: How does a character's culture influence their sense of identity and interactions throughout the novel?</p> <p><u>Real World - Literature Project</u> Students will examine current events currently occurring in similar areas of the book. Students will complete a comprehensive study of such events and create connections to the book. Once made, students will create a means of conveying their findings to the class (Google Slides, Video, Canva... etc.).</p>
<p style="text-align: center;"><u>MP3 (South America)</u></p> <p><u>Argument Research Project (Speech)</u> Students will construct a research project/essay in which they are randomly assigned a South American country to represent. They will research the country and examine human rights violations currently plaguing the citizens. They will then create a speech and visual aid to convey an argument to the United Nations requesting aid. <u>**Completing the research paper component for this course is a Graduation Requirement</u></p> <p><u>Project Portfolio</u> The research and evaluation of sources will be compiled in a research portfolio to accompany their speech and visual aid. Contained in this will also be detailed reflections and evaluations of other groups. This will accompany the speech portion of the assignment.</p>
<p style="text-align: center;"><u>MP4 (Asia)</u></p> <p><u>Creative Writing</u> After examining a brief anime unit and conflicts existing between North and South Korea, students will construct their own creative writing pieces in which they also convey a conflict of interests. Students will be inspired by poetry, documentaries, and speeches.</p> <p><u>Multi-Genre Project</u> Students will reflect on their high school journey and create a documentary style project in which they map out their own story. They will construct a portfolio mapping out their entire creative process, brainstorming to the final product.</p>

Pacing Guide

MP1	
Week 1-5	Week 6-10
Summer Reading Review Socratic Seminar Culture Introduction Culture Reflection African History/Background Folklore	Work through class novel Character Analysis Character and Setting Connection Literary Devices Point of View Conflict (internal and external)
Standards: RL.CR.11-12.1; RL.CI.11-12.2; RL.TS.11-12.4; W.AW.11-12.1; W.WP.11-12.4; W.NW.11-12.3; SL.PE.11-12.1; L.VI.11-12.4.	

MP2	
Week 1-5	Week 6-10
Israel/Palestine Middle East Background Plot in times of war Characterization (Maturity) Review Conflict (internal and external) Begin Literary Analysis	Complete class novel Societal Influences Reflect on novel Complete Literary Analysis Review symbolism Reflection
Standards RL.CR.11-12.1; RL.CI.11-12.2; RL.TS.11-12.4; W.AW.11-12.1; SL.PI.11-12.4; L.KL.11-12.2.	

MP3	
Week 1-5	Week 6-10
United Nations Human Rights Speech Analysis Rhetoric Review Human Right Violations South American History	Research Unit Speech Skills MLA Formatting Bias and Credibility Plagiarism Writing Process <u>**Completing the research paper component for this course is a Graduation Requirement</u>
Standards RI.CI.11-12.2; RI.TS.11-12.4; RL.PP.11-12.5; RI.MF.11-12.6; W.IW.11-12.2; W.SE.11-12.6; SL.UM.11-12.5; SL.AS.11-12.6; L.SS.11-12.1.	

MP4	
Week 1-5	Week 6-10

Conflict in Society Cultural Reflection in Literature Review Irony Multi-Genre Project Poetry	Creative Writing Techniques Storytelling Techniques Documentary Self Reflection Planning for Future
<p style="text-align: center;"><u>Standards</u></p> <p style="text-align: center;">RI.IT.11–12.3.; RL.IT.11–12.3.; RL.PP.11–12.5.; W.NW.11–12.3.; SL.PE.11–12.1.; L.KL.11–12.2; SL.UM.11–12.5.</p>	

Acknowledgement

Please sign your name here to acknowledge that you have read and understand the course expectations:

Sign your name:

Please have your parent/guardian sign their name here to acknowledge that they have also read and understand the course expectations:

Sign your name: