12TH GRADE ENGLISH
Public Academy For Performing Arts
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"Writing is a socially acceptable form of schizophrenia."

— E.L. Doctorow

COURSE DESCRIPTION: 12th Grade English is a course designed to build on content learned in eleventh grade and to provide enrichment and a deeper understanding. Students are expected to read on their own time, participate in class discussions, practice research skills and build on writing skills.

COURSE OBJECTIVES: Studies show that students benefit from rigor, relevance and relationships. Therefore, based on New Mexico content standards as well as Common Core Standards, students will read and analyze a variety of literature including poetry, drama, novels, shorts stories, classics and informational texts. They will be required to support arguments with facts, communicate effectively both in writing and orally, and work collaboratively. The focus on grammar and mechanics will include the study of phrases, clauses, sentence structure, and formal/informal communication styles. Units are based on common core standards and questions/requirements use EOC question stems in order to help students with standardized tests.
Units are designed to provide students with skills that will prepare them for success throughout high school and beyond. Each unit will have its own vocabulary as well as anchor reading assignments, followed by class activities and reinforcements. Unit assessments will gauge student mastery of skills and content.

ACCESS TO CONTENT: This course provides a structured study of the major genres of literature. Most assigned reading is done in class, but there may be reading assignments that extend into the evening if not completed in class. It is recommended that each student get a Public Library card, as at least one book report is required.

Frequent writing assignments of various lengths will be assigned. In-class writing is expected to be legible, neat and organized without skipping lines. Many assignments will be written using Google Drive to complete much of the work. A Gmail account has already been set up for you. When working in Google Drive, work will be shared with me at ltonjes@paparts.net. Paragraphs should be indented and must be in size 12 font, in Times New Roman with one-inch margins, double-spaced. Google documents need to be shared to ltonjes@paparts.net.

Students will also be assigned several literary analysis projects to complete. These are based on common core standards and are assessed using the EOC writing rubric so that students become familiar with what is required at year-end.

Students receive a short writing assignment each week (WOW) based on a specific writing prompt. The WOW is not due until the following week. Daily work is often times optional and is not graded. However, those assignments can usually be used on unit quizzes and assessments, so work completion is recommended. Feedback will be provided so students can see their progress on each skill.

CLASS WEBSITE: The class website is on coursesites.com. Each student has their own personal login information.

CONTACT INFORMATION: My email address is ltonjes@paparts.org. If you would like to receive a text message with class reminders, I am linked up with Remind 101, which allows texting through a third party so that cell phone numbers remain anonymous. Text (505) 715-4178 and enter the message @9874f7. You will automatically be connected and will receive future class texts.

A class APP can be installed directly onto your cell phone to access news and is a direct link to the class website. Use your phone browser and type in http://www.appcatch.com/app_papa_english-715877.html

SUPPLIES:
One small binder with paper and dividers
Note cards to be used occasionally throughout the year.

GRADES: In order to graduate from high school, this course must be passed with a 60% or above. Remember, I can only assess and record what your student earns. Grades are generally posted within 48 hours of submission of work. Grades are weighted as follows: Mastery assessments are worth 40%, projects are 40%, daily work is 10%, and participation is 10%. Each semester is as follows: Quarter 1 = 40%, Quarter 2 = 40%, Final Exam = 20%.

LATE WORK AND RE-DO'S: Because the point of my assignments is to help students learn the content, I accept late work that is not directly tied to an in-class activity. Late work, however, earns a one grade deduction for not meeting a deadline, and must earn a 75% or above, prior to the one-grade deduction. In most cases, students can re-do work for a better grade up to a B, and can make arrangements to retake tests and quizzes at lunch. Students need to turn in the original rubric in order for something to be regraded. Students need to turn in original rubrics for regrading.

ABSENT WORK: Students can access missed work by going to my website or looking in the class trays in the classroom. Students have as many days to make up the work as they were absent.

NO ELECTRONICS: No electronics (cell phones, iPods, headphones, etc.) are allowed in class, as they become a distraction to students. These items must be kept off the tables and turned off. Use of electronic devices will reduce the participation grade by one letter grade. In addition, the electronic device will be confiscated and sent to the office to be returned at the end of the day.

ETHICS: ACADEMIC INTEGRITY:
Academic integrity is required. Work that is either copied from or shared with another student, or from another source (without citation), will result in a zero and is grounds for further consequences.

PARTICIPATION POINTS: Participation points are earned by being at school, arriving to class on time, using class time wisely, and participating in class. However, fewer points are earned if the student chooses not to engage in class, is on the wrong website or on the computer when restricted, or uses electronics such as cell phones, iPods, etc. Tardies, excessive trips to the restroom, and unexcused absences also reduce participation points. Participation grades are entered bi-weekly, and make up 10% of the term grade.

COOPERATIVE LEARNING: Many of my lesson plans include group work, which can build ethnic relationships, help increase self-esteem and social skills, and create the opportunity to practice study skills. Studies show that cooperative learning also increases higher level thinking skills and helps develop workplace skills that are a necessity in the twenty-first century. For grading purposes, groups earn a grade, but individual accountability overrides the group grade. Therefore, a student's grade for a group project may be higher or lower than the grade earned by the entire group.

SAFE ZONE: Room 15 in considered a Safe Zone for students, as I have undergone Safe Zone training.

WAYS TO HELP YOUR STUDENT:
- Since we read books in class and have periodic book reports on books read outside of class, have your student read out loud to you.
- When your student receives vocabulary words to use, quiz your student and help your student use the words in everyday speech.
- Proof read what your student writes.
- Ask your student about the books that are being read in class and at home.
- Check Power School daily and read the weekly update.
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Throughout the school year, the students will read a variety of books which may include *Othello, Challenger Deep, Bone Gap, Lila,* and *The Sympathizer.* Within these units, as well as additional writing assignments and literary analysis book reports, the following Common Core Standards are addressed. For specific details on current assignments, a weekly update will be emailed to all parents/guardians. Please refer to this update or the class schedule in your student's agenda and on Coursesites.com.

Literature Key Ideas and Details: CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
Craft and Structure: CCSS.ELA-Literacy.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CCSS.ELA-Literacy.RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
Integration of Knowledge and Ideas:
CCSS.ELA-Literacy.RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
CCSS.ELA-Literacy.RL.9-10.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Informational Text Key Ideas and Details: CCSS.ELA-Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CCSS.ELA-Literacy.RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Craft and Structure:
CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CCSS.ELA-Literacy.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
CCSS.ELA-Literacy.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Integration of Knowledge and Ideas: CCSS.ELA-Literacy.RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
CCSS.ELA-Literacy.RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
CCSS.ELA-Literacy.RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
Text Types and Purposes: CCSS.ELA-Literacy.WHST.9-10.1: Write arguments focused on discipline-specific content.
CCSS.ELA-Literacy.WHST.9-10.1.a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.WHST.9-10.1.b: Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing

out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-Literacy.WHST.9-10.1.c**:** Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-Literacy.WHST.9-10.1.d**:** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.WHST.9-10.1.e**:** Provide a concluding statement or section that follows from or supports the argument presented.

CCSS.ELA-Literacy.WHST.9-10.2**:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-Literacy.WHST.9-10.2.a**:** Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.WHST.9-10.2.b**:** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-Literacy.WHST.9-10.2.c**:** Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

CCSS.ELA-Literacy.WHST.9-10.2.d**:** Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-Literacy.WHST.9-10.2.e**:** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.WHST.9-10.2.f**:** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing: CCSS.ELA-Literacy.WHST.9-10.4**:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.WHST.9-10.5**:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-Literacy.WHST.9-10.6**:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge:

CCSS.ELA-Literacy.WHST.9-10.7**:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.WHST.9-10.8**:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.WHST.9-10.9**:** Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing: CCSS.ELA-Literacy.WHST.9-10.10**:** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PACING GUIDE FOR 12ᵗʰ GRADE ENGLISH (dates are approximate)

1ˢᵗ Quarter	1ˢᵗ three weeks of school	Review of grammar basics, punctuation rules, common writing problems, and communication skills Begin weekly Writing of the Week Begin online journaling Begin Writer's Notebook bell ringers Individual Literary Analysis book report Begin unit on *Dante's Inferno*
	4ᵗʰ week	Begin monthly Poetry Day Vocabulary for *Othello* Vocabulary test for *Othello* Read *Othello*
	Weeks 5-9	Analyze *Othello* using *Dante's Inferno* Assessment over *Othello* Read *Bone Gap* Literary Analysis
2ⁿᵈ Quarter		Assessment over *Bone Gap* Read *Lila* and *Challenger Deep* Assessments over *Lila* and *Challenger Deep*
3ʳᵈ Quarter		Begin reading *The Sympathizer* Assessment over *The Sympathizer* PowerPoint book report
4ᵗʰ Quarter		Read *Bel Canto* Comparison literary analysis EOC Prep

12th Grade English
Student / Parent or Guardian Syllabus Agreement

I have read the course syllabus and assignment expectations.

Student printed name_____

Student Signature_____

Student email address_____

Parent/Guardian Signature_____

Parent/Guardian email address_____

Parent/Guardian phone_____

I PREFER TO BE CONTACTED BY: (check one)
Email_____
Text:_____ Text (505) 715-4178 and enter the message @tonjes9 if you would prefer this option.