

Livermore Valley Joint Unified School District

Course Title:	English 12 A/B
Grade Level:	12
Length of Course:	One semester or equivalent term
Credit:	10 units (5 units per trimester)
Prerequisite:	Successful completion of English 11 A/B

Course Overview:

In this course, students will continue to progress as writers and critical thinkers through the study of a variety of writing techniques, communication skills, literary genres, and nonfiction texts. Students will continue to develop the skills necessary to be successful in both academics and the workplace. Students will strengthen their reading and writing skills, and practice academic reading and writing.

Schools Offering:	Granada High School Del Valle High School Livermore High School Vineyard High School
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Meets University of California Entrance Requirements:	Seeking "b" approval
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Board Approval:	Pending board approval
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Course Materials:	<i>StudySync</i> English Language Arts curriculum for Grade 12 <i>Beowulf</i> (digital text in <i>StudySync</i> library) <i>Brave New World</i> (included with <i>StudySync</i>) Huxley, Aldous ISBN 13: 978-0-06-085052-4 (Perma-Bound: 978-0-605-90581-8) <i>Gulliver's Travels</i> (included with <i>StudySync</i>) Swift, Jonathan ISBN 13: 978-0-451-53113-1 <i>Life of Pi</i>
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Martel, Yann
ISBN 13:978-0-15-602732-8
(Perma-Bound: 978-0-605-31359-0)

Little Prince

Saint-Exupery, Antoine de
ISBN 13:978-0-15-601219-5
(Perma-Bound: 978-0-605-04919-2)

One Flew Over the Cuckoo's Nest

Kesey, Ken

ISBN 13: 978-0-451-16396-7
(Perma-Bound: 978-0-8479-3870-4)

Pride and Prejudice (included with StudySync)

ISBN 13:978-0-451-53078-3
(Perma-Bound: 978-0-605-27263-7)

The Things They Carried

ISBN 13: 978-0-618-70641-9
(Perma-Bound: 978-0-7804-3349-6)

Supplemental Materials:

None

Draft

English 12 A/B

COURSE CONTENT:

English 12A

Unit 1: An Exchange of Ideas

Driving Question: How did a diversity of views transform American society?

This unit will focus on global stories which coalesced to mold America into a society of complex ideas and experiences. Through reading a diversity of literature, students will explore themes related to human nature, love, and finding one's place in a dynamic and ever-changing society and world.

Summary of Key Assignments and/or Activities

Using short texts in *StudySync* ("A Model of Christian Charity," *American Jezebel*, "Democracy in America," "A Vindication of the Rights of Woman," and "Woman in the 19th Century"), students will explore a diversity of views and how they shaped American society. They will do close reads of the texts, as well as answer focus questions. They will also watch videos from *StudySync*, introducing them to the primary themes and focus. Students will complete a novel study on either *Gulliver's Travels* or *Little Prince*.

Unit 2: The Human Condition

Driving Question: How do we express the complexities of being human?

In this unit, the human condition will be explored through texts, Socratic dialogue, and presentations. Students will examine the intricacies of the human experience by thinking critically to develop a deeper meaning and appreciation of life.

Summary of Key Assignments and/or Activities

Students will engage in evidence-based discussions about the complexities of being human. They will research and present information on world religions, connecting them to the study of *Life of Pi*. They will also examine several texts in *StudySync* (*Hamlet*, "The Love Song of J. Alfred Prufrock," and "Sonnet 29"), doing both close readings of the texts and connecting them to the bigger ideas of the unit. As a cumulative activity for this unit, students will write a literary analysis essay, where they synthesize evidence from multiple texts to answer the driving question: "How do we express the complexities of being human?"
*Teachers may choose *Brave New World* as an alternative text, using the *StudySync* novel study materials.

English 12B

Unit 3: Epic Hero

Driving Question: Where does history end and legend begin?

In this unit, students will learn about the complexities of war and its effects on the individuals and communities. We will consider the difference between literal and figurative truth. We will study universal truths of war presented through various historical texts.

Summary of Key Assignments and/or Activities

Students will learn about the power of storytelling through studying *The Things They Carried*. Students will research and present on the historical context of events in the story. Students will do close reading

exercises focused on understanding the author's craft and purpose. They will develop terminology and vocabulary relevant to war and legend, while studying the works of "war" poets from different historical eras.

*Teachers may choose *Beowulf* as an alternative text, using the *StudySync* novel study materials.

Unit 4: Emotional Currents

Driving Question: How have the literary movements of the last two centuries affected us?

In this unit, students will contextualize *One Flew Over the Cuckoo's Nest* as part of the Beat literary movement. They will learn about the movement and study Beat poetry, while making connections to the bigger questions and themes of the novel.

Summary of Key Assignments and/or Activities

Students will discuss Beat culture and how writers of that generation immersed themselves in the choices of the times. For example, they will analyze Beat poetry, such as "Howl" by Allen Ginsburg, and focus on the hippie and counterculture movements in response to the Vietnam War. After viewing imagery of the time period through gallery walks and further immersion in the literature through Reader's Theater scripts, the students will write a literary analysis essay that explores symbols and the allegorical meaning behind the text.

*Teachers may choose *Pride and Prejudice* as an alternative text, using the *StudySync* novel study materials.

Standards

California State Standards

Reading Literature

CCSS.ELA-LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain

Writing

CCSS.ELA-LITERACY.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.11-12.5

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.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source, and following a standard format for citation.

Speaking and Listening**CCSS.ELA-LITERACY.SL.11-12.1**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence, and to add interest.

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)

Language**CCSS.ELA-LITERACY.L.11-12.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.11-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.11-12.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.L.11-12.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Instructional Methods and/or Strategies

Teachers will use novel studies and supplemental texts, centered around the *StudySync* driving questions. Class discussions will be used to engage students with the driving questions. Students will read independently for homework. Summative assignments will include essay writing and class presentations.

Assessment methods and/or tools

Students will be assessed with reading quizzes, responses to questions about the texts, and writing assignments. Class discussions will also be used to monitor progress and understanding. Major writing assignments will be assessed using the English department rubric. Additional *StudySync* assessments may be used, at the teacher's discretion.

Students will be graded on a traditional grading scale:

A+	100-97%	B-	80-82%	D+	67-69%
A	96-93%	C+	77-79%	D	63-66 %
A-	90-92%	C	73-76%	D-	60-62%
B+	87-89%	C-	70-72%	F	0-59%
B	83-86%				