

# ENGLISH 12

## Readiness Profile & Course Expectations

### Course Expectations for College Preparatory English 12:

In this coming of age / self-discovery unit, some teachers work thematically and address “**Freedom and Responsibility**” to one’s self, society, and in relationships. Students will be given instruction, guidance, and time to construct/develop their college essays—preparing the student for their upcoming college Freshmen Composition classes. Students will read the major works, a 19<sup>th</sup> century novel, Shakespeare, short stories, poetry, and seminar novels while infusing mythological and literary allusions. Students will use critical thinking skills and apply them to assignments and projects given in class. Students will work in cooperative-learning groups in which they share ideas and concepts from the works read in class. Students will leave this class ready for college.

*Teachers and core curriculum introduce and prepare students to master the California State Standards for Language Arts. For English-Language Arts standards, please visit the link: <http://www.cde.ca.gov/cdepress/standards-pdfs/english-language-arts.pdf>.*

**Student entering English 12 should already have a good understanding of the following concepts:**

<p><b>Reading:</b></p> <ul style="list-style-type: none"><li>• Comprehension &amp; analysis of grade-level text</li><li>• Analysis of non-fiction, expository text</li><li>• Literary response &amp; analysis</li></ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"><li>• Writing a process paper (multi paragraph)</li><li>• Creating a clearly stated thesis statement / presenting an argument</li><li>• Develop main ideas with supporting evidence</li><li>• Evaluate the credibility of an author’s argument</li><li>• Blend quotations &amp; textual evidence artfully</li></ul>
<p><b>Speaking:</b></p> <ul style="list-style-type: none"><li>• Support perspectives &amp; judgments with convincing evidence</li><li>• Deliver presentations</li><li>• Contributes to class discussions by asking questions &amp; takes discussion into new realms</li></ul>	<p><b>Grammar Conventions:</b></p> <ul style="list-style-type: none"><li>• Use clauses, phrases, mechanics of punctuation</li><li>• Understand sentence construction and proper English usage</li><li>• Control of grammar, paragraph and sentence structure, diction, syntax</li><li>• Manuscript requirements: title page, pagination, spacing and margins, integration of source and support material with appropriate citations</li></ul>

### Description of a 12<sup>th</sup> Grade Student:

- Interests may lie in other curricular areas
- Diligent, hard working, self-motivated
- Masters concepts quickly; appreciates thorough presentation and practice of new concepts
- keeps a well-organized notebook, take notes, and work in groups

- Enjoys challenges, but may need some assistance with complex, critical-thinking and non-routine problems
- Prefers to be shown a problem solving strategy and will learn it and be able to apply it to new problems
- Feels comfortable when shown a method that he or she can master
- Is comfortable in an environment of sharing ideas as a medium for a discussion of deeper analysis and written and oral communication

**Workload Expectations for a 12<sup>th</sup> Grade English student:**

(NOTE: Individual work depends on the length and involvement of the assignment, project, essay, group project, etc.)

- **6-8 major literary works** (i.e. novels, autobiographies, plays, etc.) **or units** (i.e. short stories, essays, poetry, etc.) –being assigned 20-40 pages of reading per class period
- **1-2 pages of written response to the literary works/units**
- **1 college essay** – a reflective essay (can be used as an entrance essay on a college application)
- **2-3 multi-draft essays** -- research, process pieces, and in-class / take home drafts.
- **5-10 timed writings** (including essay tests and practice for the college entrance exams)
- **3-4 projects** (group or individual)

Possible Projects:

- Senior Project/Scrapbook
- Allusions Project
- *Canterbury Tales* Project
- Seminar Set Group Project

**Works Typically Read:**

Anthology (short stories / poetry)

*Hamlet*

*King Lear*

*Macbeth*

*Room With A View*

*The Importance of Being Ernest*

*1984*

*Frankenstein*

*The Handmaid's Tale*

*Jane Eyre*

*Pygmalion*

*Canterbury Tales*

*Childhood's End*

*Wuthering Heights*

Seminar Set (book of choice from district-approved list)

**College Prep:** (writing process with multiple drafts)

*1984*: How does Winston Smith's conflict develop the theme?

*Frankenstein*: How do imagery and metaphor indicate which character is the real monster: Victor Frankenstein or the Creature?

Compare the film "Edward Scissorhands" to Mary Shelley's *Frankenstein* directly relating the author's perspective on society to each of your examples.