English 12 CP
Curriculum Guide/Outline

1. English 12 CP: Expository Composition
2. Course number: 132
3. 5 credits
4. Revised January 2012
5. No prerequisites
6. Course Description:
7. **English 12 CP: Expository Writing**

This class is designed to help seniors make the transition from writing literature-based high school essays to developing finished essays from a variety of academic disciplines. The primary objective of the course is to expose students to the types of writing assignments they may encounter in college and in the workplace. Students will be expected to draft and revise all of their essays, focusing their attention on structure, technique, and preparing an argument. Students will also complete writing assignments emphasizing the various rhetorical modes, such as comparison/contrast and cause/effect analysis. The course is divided as follows:

**English 12 CP-A** assumes a higher level of literacy and verbal sophistication by students than in the traditional College Prep program. This course focuses more intensely on sophistication of rhetorical modes and devices, as well as analysis of these in professional writing. The students will read and be responsible for analyzing a variety of non-fiction and fiction writing. The course will be centered upon students examining non-fiction works of literary and functional merit stylistically and thematically within the framework of a particular rhetorical mode.

**English 12 CP-B** is a full year course in Language and Rhetoric, with a particular emphasis on modes, devices, and that is designed as a study of non-fiction literature within its linguistic, thematic, purposeful perspective. Students who are in this level are typically those who still need to develop the confidence to become independent writers and proficient, skilled readers.

**English 12 CP-C** emphasizes the development of language skills, written and read, through voice, with specific emphasis on creative non-fiction. This program will emphasize reading comprehension strategies and analytical skills. Through the examination and replication of models of good writing and through practice writing in various modes, students will continue to develop effective writing skills.
High Point Regional High School’s curriculum and instruction are aligned to the Common Core State Standards for English Language Arts and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs, and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socio-economical status.

7. **CCSS Addressed:**
Reading Literary Text >> Grade 12

**Key Ideas and Details**

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.
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.
3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**Craft and Structure**

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

**Integration of Knowledge and Ideas**

7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
8. Not applicable in literature
9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

**Range of Reading and Level of Text Complexity**

10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
Reading: Informational Text » Grade12

Key Ideas and Details
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.
2. Determine two or more 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 provide a complex analysis; provide an objective summary of the text.
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas
7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity
10. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
   a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
   b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
   c. Use words, phrases, and clauses as well as varied syntax 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.
   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.
   e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
   a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
   c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
   d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
   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.
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).

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
   a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
   b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
   c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
   d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
   e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge
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.
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.
Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

b. Apply grade 12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

Range of Writing
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.

Speaking & Listening » Grade12

Comprehension and Collaboration
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.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas
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.
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.
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language » Grade 12

Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
   b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Observe hyphenation conventions.
   b. Spell correctly.

Knowledge of Language
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.
   a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
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.
   a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

b. Analyze nuances in the meaning of words with similar denotations.

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.

Notations for the CCSS are as follows:

RL.11-12. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 (example: RL.11-12.1-3)
RI.11-12. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
W.11-12. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
SL.11-12.1, 2, 3, 4, 5, 6
L. 11-12. 1, 2, 3, 4, 5, 6

8. Course Goals and Objectives: The student will...

1.) recognize that reading has many purposes and demonstrate an ability to choose an appropriate approach to fit text and purpose;
2.) respond to a broad range of literature;
3.) compose a variety of written responses for different purposes and audiences;
4.) use research skills to access, interpret, and apply information from a variety of sources;
5.) organize, prepare, and present a formal spoken presentation clearly and expressively;
6.) collaborate by sharing ideas, examples, and insights productively and respectively in informal conversations/discussions;
7.) use a variety of analytical operations in the listening process;
8.) experience and respond to non-print media by interpreting and evaluating their effective uses;
9.) work within the classroom guidelines, policies and procedures set forth by the instructor; and
10.) take an active role in the classroom in ways that make a positive contribution to the activities and atmosphere of the class.

9. Implementation of Technology: Teachers will use PowerPoint presentations, DVD/VHS clips related to the literature, Elmo for writing instruction, Noodletools, blogs, and other appropriate technology as units demand.

10. Unit 1 – **Narration and Description/The Catcher in the Rye** (2 – 3 weeks)
   
   a. **Goal:** - read and study the novel *The Catcher in the Rye* in order to explore and strengthen the narrative and descriptive writing mode by focusing on purpose, audience, and strategies

   b. **Objectives:**
      
      - understand the basic pattern of narration and description as a writing strategy
      - read and analyze a variety of professional works wherein this strategy is exemplified
      - study the elements of voice (diction, detail, imagery, syntax, and tone) and analyze specifically in *The Catcher in the Rye*
      - explore the *stream of consciousness* narrative technique
      - understand the literary term *bildungsroman*
      - examine the culture of the 1950s and understand how *The Catcher in the Rye* is associated with it
      - study Holden as a universal, typical 17 year old and make connections to own lives – post on blogs
      - write in the voice of Holden, describing a significant, personal item/situation/scenario, etc.
      - write a metaphor piece where a personal item is described in detail, accurately proving how it reflects your personality
      - address the issue of censorship and banning of the novel
      - analyze Robert Burns’s poem “Comin’thro the Rye”

   c. **Implementation of Technology**
      
      - maintaining and developing student/class blogs
      - web searches on Salinger’s life/novel’s setting in NYC

**Sample Assignments**

Analyze the metaphor of the catcher in the rye, and write a descriptive metaphor paper using a personal object.

Study the development and usage of voice and rewrite a fairytale in Holden’s voice, or write another chapter to the novel.
Analyze Salinger’s usage of stream of consciousness narration, and use this technique in writing about a personal incident – include random thoughts that lead to other stories.

Additional Materials
- *The Riverside Reader* (8th ed.)
- *Voice Lessons* by Nancy Dean
- “A&P” by John Updike
- “Shooting an Elephant” by George Orwell
- “My Watch: An Instructive (little) Tale” by Mark Twain
- Films: *Finding Forrester, Ferris Bueller’s Day Off, Stranger Than Fiction, Chapter 27*

**Unit 2: 1984: Comparison and Contrast (4 Weeks)**

**a. Unit Goals:** Students will compare and contrast specific topics relevant to the novel *1984* through current events, research topics, writing assignments, and group discussions.

**b. Objectives:**

- work together in a group to formulate a totalitarian society.
- properly use a variety of resources in the library to research information on assigned research topics.
- work together to formulate an informative PowerPoint presentation on topics connected to *1984*.
- present PowerPoint presentations to the entire class and lead the class discussion on their topics.
- use [http://noodletools.com/](http://noodletools.com/) to create the proper MLA format for parenthetical documentation and a works cited page.
- compare the invasion of privacy noted in *1984* to today’s society, compare the use of war in 1984 to war today, and compare the social structure of *1984* to High Point Regional High School.
- properly use a Venn Diagram as a pre-writing activity for a comparison essay.
- illustrate the two basic strategies for gathering and presenting information on two subjects -- the subject-by-subject method and the point-by-point method. They will learn the strengths and weaknesses of each method and then assess the difficulty of their subject, the knowledge of their audience, and the purpose of their essay before they select a strategy.
- evaluate each essay by self-evaluation, peer-evaluation, and/or conferencing with the teacher.

**c. Implementation of Technology:**

- use [http://noodletools.com](http://noodletools.com) (see assignment # 2 & assignment # 5).
- create a PowerPoint presentation (see assignment # 2).
• use the internet for research projects and to find articles connected to themes in 1984 (see assignment # 2 & assignment # 3).
• use the on-line services provided by the High Point Regional High School Media Center: EBSCO, SirS Knowledge Source, ProQuest, Grolier, Facts on File (see assignment # 2).

Sample Assignments

Group Project: Power and Control -- Creating a Totalitarian Society

Research background information on George Orwell. Find information from his life and world events which may account for the pessimistic view of the future represented in 1984. Find similarities between his life and topics discussed in 1984.

Read two critical articles about 1984. Compare the two criticisms.

Research Trotsky's life and his conflict with Stalin. Find pictures of Trotsky and Stalin and compare them with Orwell's descriptions of Goldstein and Big Brother, respectively. Compare the ideological conflict between Trotsky and Stalin with the ideological conflict between Goldstein and Big Brother.

Computer Activity -- Compare the happenings in the novel of 1984 to today's society -- Is Big Brother Watching You?

Write a comparison of Winston and Julia showing the differences in how they rebel against the Party, their present interests and concerns, and attitudes toward the past and future. Point out similarities between them that bind them together. Support your comparison with quotations and examples from the novel.

Unit 3 – Brave New World, by Aldous Huxley (6 weeks)

Persuasion/Argumentation
Utopia/Dystopia

a. Unit Goals:
• Students will utilize themes extracted from reading Brave New World, as a basis for thematic
• Students will examine the relationship between the manipulation of human thought/behavior and the rhetoric of persuasive writing/speech
• Students will develop an understanding of the philosophical/sociological nature of utopian/dystopian societies

b. Unit Objectives:
• Students will be introduced to the concepts of utopian/dystopian societies and the social/political rationales that have fueled them;
• Students will recognize the types and practice the application of Ten Persuasive Writing Techniques;
• Students will identify the differences in emotional, logical and ethical forms of argument;
• Students will utilize internet research on classical conditioning and genetic engineering;
• Students will critically read *Brave New World*, by Aldous Huxley, analyzing the personal, historical and cultural context from which the author wrote;
• Students will discuss/argue the ethical and practical rationales for conditioning and thought control in futuristic and present day societies;
• Students will identify and critique several modern essays/speeches that model specific persuasive techniques;
• Students will compare and contrast the effectiveness of persuasive techniques in several different texts, including fiction, nonfiction essay, multimedia and graphic presentations;
• Students will demonstrate comprehension of literary elements through short written responses on various topics presented in the readings and in class discussions;
• Students will free write and discuss projections about the possible futuristic effects/trends in the current world;
• Students will self reflect verbally and in writing on the ethical issues involved in caste systems, drug therapies, conformity, euthanasia, reproductive rights;
• Students will read several essays/stories concerning the themes of caste systems, behavior/drug conditioning, conformity versus individuality, euthanasia, and reproductive rights;
• Students will analyze verbally and in writing the manifestations of Huxley’s predictions in modern America;
• Students will increase vocabulary base;
• Students will practice the writing process in the development of formal persuasive essays;
• Students will research related futuristic topics via legitimate internet sites;
• Students will work cooperatively to produce group oral/media presentations related to one of the primary themes in the novel;
• Students will synthesize comprehension of persuasive techniques in a propaganda poster product;
• Students will demonstrate understanding of key components of novel through objective written assessments, including study guides, quizzes, and a final test;
• Students will compare/contrast the portrayal of futuristic genetically engineered society in films with the novel.

c. **Implementation of Technology:**
• Students will utilize research engines to retrieve information about: the history of utopias/dystopias, psychological conditioning, euthanasia, genetic engineering and other novel related topics;
Students will view *Gattica*
Students will create word collages on the computer, using propaganda to create graphic persuasive propaganda/slogans

**Sample Assignments:**

Students will read Huxley Bio, [www.somaweb.org/w/huxbio.html](http://www.somaweb.org/w/huxbio.html), highlighting three to five life events and speculating in writing what influences might have lead him to be futuristic writer.

Students, based on their understanding of Huxley’s novel, will form small groups and create group “Declarations of the World State,” that propagandize the principles of the *Brave New World*.

**Unit 4 – The Things They Carried (4 weeks)**

a. **Unit Goals:**
   - Students will understand the concepts of story truth vs. happening truth.

b. **Unit Objectives:**
   - Students will demonstrate their understanding of story truth vs. happening truth through their personal writings;
   - Students will explore elements of memoir writing;
   - Students will explore syntax choices using O’Brien’s style as a model

c. **Implementation of Technology:**
   - Elmo to model style
   - Video clips of Vietnam War coverage
   - Photos of Vietnam war
   - Students will view one of the following, or scenes from: *Inception, Deer Hunter, Across the Universe, Forest Gump*

**Sample Assignments**

Students will write their own version of “The Things I Carry” in either prose or poetry form.

Students will write a personal narrative/memoir mimicking the style of Tim O’Brien, experimenting with the concept of story truth vs. happening truth.

Students will read several essays entitled “Why I Write” and then write their own version, exploring the cathartic value of writing.

**Unit 5 – Research: Issue Paper – 3 – 4 weeks**

a. **Unit Goal:**
   - Students will engage in the research process to formulate a well-developed argument paper on a controversial issue using persuasive writing techniques.
b. **Unit Objectives:**
- Students will be able to find a topic that interests them and pose a question about that topic.
- They will use books, electronic databases, and journals to find articles that may help them answer the question.
- Students will take notes from those sources, analyze notes, and present an answer to the question or solution to the problem in a well-organized paper.

c. **Implementation of Technology:**
- Students are required to use on-line databases provided by High Point Regional High School’s Media Center and exhibit proper techniques when completing Internet searches.

Assignment:
- Students will generate a list of at least three issues that they wish to research. These issues must be controversial in that there are two sides to be argued.
- Students will do exploratory research on all three topics and then decide on one to focus on. Once students decide on the issue, they are required to research both sides of the argument.
- Students must read and take notes on at least 6 sources. Students must cite at least 4 sources in their paper. These sources may be digital or print, but at least 3 need to be digital. Students will turn in copies of all source material with their final draft.
- Students will need to plan/outline their paper in advance of writing.
- Students must complete at least one rough draft for peer review. This draft must be saved and turned in with the final draft.
- Formatting: 5-7 pages, double spaced, 12 pt. Times New Roman Font, MLA in-text citation, and a Works Cited page
- Students will present the argument to the class in the form of a persuasive speech.
- Every senior must complete the research paper as a graduation requirement.

11. **Materials:** Individual paperback novels; supplemental film clips and photos.

12. **Student Evaluation Methods:**
   a. **Measures of student progress** – class participation, discussion, group work, reading quizzes, in-class writings, lab work, peer writing reviews, rough drafts/revisions, student blogs, final papers, writing portfolios
   b. **How will you measure the effectiveness of this course?**
      Self-assessment, student assessment, final student products
   c. **When was the last mid term exam written/ or revised?** Jan. 2012
   d. **When was the last final exam written/ or revised?** May 2011

13. **District Policy: Academic Integrity**
Pupils are expected to be honest in all of their academic work. This means that they will not engage in any of the following acts:
• Cheating on examinations or other school assignments, including but not limited to, the non-authorized use of books or notes, the use of crib sheets, copying from other students’ papers, exchanging information with other students orally, in writing, or by signals, obtaining copies of the examination illegally and other similar activities. Cheating through the use of technology to exchange information on any school assignment, examination, etc. is prohibited. Technology is defined as, but not limited to, computers, telephones, text messaging, palm pilots, calculators, cameras or any other hand held device.

• Plagiarism is not permitted in term papers, themes, essays, reports, images, take-home examinations, and other academic work. Plagiarism is defined as stealing or use without acknowledgment of the ideas, words, formulas, textual materials, on-line services, computer programs, etc. of another person, or in any way presenting the work of another person as one’s own.

• Falsifications, including forging signatures, altering answers after they have been graded, inserting answers after the fact, erasing of grader’s markings, and other acts that allow for falsely taking credit.

• A pupil found guilty of academic dishonesty may be subjected to a full range of penalties including, but not limited to reprimand and loss of credit for all of the work that is plagiarized. Disciplinary action may also be a consequence of such behavior. Additional consequences may apply as defined in specific department policies and guidelines.

• A teacher who believes that a pupil has been academically dishonest in his/her class should resolve the matter in the following manner:
  • Reprimand the student orally and/or in writing. The teacher is also authorized to withhold credit in the work due to academic dishonesty.
  • If warranted, the teacher shall file a written complaint against the student with the Administration, requesting a more stringent form of discipline. The complaint must describe in detail the academic dishonesty that is alleged to have taken place, and must request that the matter be reviewed by the Administration.
  • The Administration will determine if further discipline of the pupil is appropriate, and will determine the nature of the discipline on a case-by-case basis.
  • If the pupil is not in agreement with the disciplinary action of the Administration, he/she may appeal the action first to the Principal and secondly to the Superintendent. If the pupil is dissatisfied with the Superintendent’s disposition of the case, he/she may grieve the action in accordance with Policy No. 5710, Pupil Grievance.
  • The online service, www.turnitin.com, will be used to facilitate the monitoring of plagiarism in academic research and papers.

14. Course Policy: All students in English 12 must complete a research project. Students will not receive credit for the course if a research project is not completed. Four years of English is a graduation requirement.

15. Websites: Individual teachers’ websites and/or blogs can be accessed via www.hpregional.org.
16. Course Policy: All students in English 12 must complete a research project. Students will not receive credit for the course if a research project is not completed. Four years of English is a graduation requirement.

17. Approved Readings/Materials:

**Unit 1: Happening Truth vs. Story Truth**

Novels/Memoirs/Non-fiction: Choice of Non-fiction

*The Things They Carried*, Tim O'Brien

*Angela's Ashes*, Frank McCourt

*Into the Wild*, John Krakauer

*Into Thin Air*, John Krakauer

*The Color of Water*, James McBride

*The Glass Castle*, Jeannette Walls


*A Long Way Gone: Memoirs of a Boy Soldier*, Ishmael Beah

*Extremely Loud and Incredibly Close*, Jonathan Safron Foer

*My Life*, Bill Clinton

*Tuesdays with Morrie*, Mitch Albom

*Everything Asian*, Sung Woo

*The Year of Magical Thinking*, Joan Didion

*A Million Little Pieces*, James Frey (excerpts)

*A Grief Observed*, C.S. Lewis

*I Know Why the Caged Bird Sings*, Maya Angelou
Stiff, Mary Roach
Between a Rock and a Hard Place, Aron Ralston, (excerpts)
A Rumor of War, Philip Caputo
In My Hands, Helen Opdyke
"The Whole Truth," Peter M. Ives
"Everything but the Truth," Fern Kupfer
"On Keeping a Diary," William Safire
"Why I Write," George Orwell
"Why I Write," Joan Didion
"Why I Write," William Saroyan
"Why I Write: Making No Become Yes," Elie Wiesel
"I Am Writing Blindly," Roger Rosenblatt
On Writing - Stephen King (excerpts)
Selected pieces from Nonfiction: A Critical Approach, The Center for Learning
Films: Selected scenes and/or entire presentations of the following:
Memoirs of a Geisha (PG-13)
Walk the Line (PG-13)
The Queen (PG-13)
The Pursuit of Happyness (PG-13)
Across the Universe (PG-13)
Soldiers of Conscience (NR)
The Deer Hunter (R)
Platoon (R)
Angela’s Ashes (R)
Shark Attack, (PG-13)
We Were Soldiers (R)
Seven Pounds (PG-13)

Unit 2: Narration and Description
Unit Introduction: Selected pieces from The Riverside Reader (7th Edition)
Novels: The Catcher in the Rye, J.D. Salinger*
In Cold Blood, Truman Capote
One Flew Over the Cuckoo's Nest, Ken Kesey
The Poisonwood Bible, Barbara Kingsolver
The Sound and the Fury, William Faulkner
A Prayer for Owen Meany, John Irving
The Curious Incident of the Dog in the Nighttime, Mark Haddon
Nineteen Minutes, Jody Picault
The Kite Runner, Khaled Hosseini
Graphic Novels: Maus I: A Survivor’s Tale, Art Spiegelman
Maus II: A Survivor’s Tale, Art Spiegelman
Persepolis: The Story of a Childhood, Marjane Satrapi
Essays: “Truth or Consequences,” Alice Adams
“My Name is Margaret,” Maya Angelou
“Once More to the Lake," E.B. White
"Shooting an Elephant," George Orwell
"A Hanging," George Orwell
"The First Confession," Frank O'Connor
"The Ring," Isak Dinesen
Selected pieces from America Now (5th Edition)
Selected pieces from Mirror on America (3rd Edition)
Selected pieces from 50 Essays: A Portable Anthology
Films: Selected scenes and/or entire presentations of the following:
Big Fish (PG-13)
Ferris Bueller's Day Off (PG-13)
Infamous (R)
Capote (R)
In Cold Blood (R)
One Flew Over the Cuckoo's Nest (R)
Stranger Than Fiction (PG-13)
Running With Scissors (R)
Chapter 27 (R)
Tough Guise (NR)
The Graduate (NR)
Forrest Gump (PG-13)
Ordinary People (PG-13)
Finding Forrester (PG-13)
Bowling for Columbine (R)
The Color Purple (R)
Almos' a Man (NR)
Breaking Away (PG)

**Unit 3: Process Analysis**

Unit Introduction: Selected pieces from *The Riverside Reader* (8th Edition)
Novels: *Zen and the Art of Motorcycle Maintenance*, Robert Pirsig
*Zen and the Art of Archery*, Eugen Herrigel
*The Mermaid Chair*, Sue Monk Kidd
*Trump: The Art of the Deal*, Donald Trump (excerpts)
*Shadow Divers*, Robert Kurson
*In the Heart of the Sea: The Tragedy of the Whaleship Essex*, Nathaniel Philbrick
Essays: "My Daily Dives in the Dumpster," by Lars Eigher
"Girl," by Jamaica Kincaid
"How Teachers Make Children Hate Reading," John Holt
"Learning to Drive," Ann Upperco
"How Dictionaries Are Made," S.I. Hayakawa
"How to Open a CD Box," Tibor and LuLu Kalman
"How to Poison the Earth," Linnea Saukko
*On Death and Dying*, Elizabeth Kubler-Ross (excerpts)
*How Writing Can Change Your Life*, Michelle Weldon (excerpts)
*Writing Down the Bones*, Natalie Goldberg (excerpts)
*The Artist's Way*, Julia Cameron (excerpts)
Selected pieces from *America Now* (5th Edition)
Selected pieces from *Mirror on America* (3rd Edition)
Selected pieces from *50 Essays: A Portable Anthology*

**Unit 4: Comparison and Contrast**

Unit Introduction: Selected pieces from *The Riverside Reader* (8th Edition)

Novels: *Brave New World*, Aldous Huxley
*Siddhartha*, Hermann Hesse
*Dracula*, Bram Stoker
*Parallel Journeys*, Eleanor Ayer
*The Sweet Hereafter*, Russell Banks
*A Tale of Two Cities*, Charles Dickens

Essays: "Of Youth and Age," Francis Bacon
"Two Views of a River," Mark Twain
"Men vs. Women Over Walking at Night," Bob Levy
"Neat People vs. Sloppy People," Susan Britt
"Grant and Lee: A Study in Contrast," Bruce Catton
“Mountain Music,” Scott Russell Sanders

Selected pieces from *1984: George Orwell and Related Readings*, Literature Connections
"No One Died in Tiananmen Square," William Lutz
"Indian Camp," Ernest Hemingway

*Women Who Run With the Wolves*, Clarissa Pinkola-Estes (excerpts)
*You Just Don't Understand Me*, Deborah Tannen (excerpts)
*Men Are From Mars, Women Are From Venus*, John Gray (excerpts)
*The Feminine Mystique*, Betty Friedan (excerpts)

Selected poetry from Dodge Poetry Anthologies
Selected pieces from *America Now* (5th Edition)
Selected pieces from *Mirror on America* (3rd Edition)
Selected pieces from *Nonfiction: A Critical Approach*, The Center for Learning
Selected pieces from *50 Essays: A Portable Anthology*

Films: Selected scenes and/or entire presentations of the following:

*Little Buddha* (PG-13)
*Soylent Green* (PG)

Comparison of film portrayal of vampire motif:

*Interview with the Vampire* (R)(excerpts)
*Bram Stoker's Dracula* (R)(excerpts)
*Dracula* (NR)
*Shadow of the Vampire* (R) (excerpts)
*Ed Wood* (R) (excerpts)
*Twilight* (PG-13)
*Twilight: New Moon* (PG-13)

**Unit 5: Division and Classification**

Unit Introduction: Selected pieces from *The Riverside Reader* (8th Edition)

Novel: *Anthem*, Ayn Rand
*The Giver*, Lois Lowry
*Fahrenheit 451*, Ray Bradbury
*War of the Worlds*, H.G. Wells

Class Readings: “Harrison Bergeron,” Kurt Vonnegut
*Divine Comedy*, Dante Alighieri
"Of Studies," Francis Bacon
"College Pressures," William Zinsser
"Shades of Black," Mary Mebane
"Mother Tongue," Amy Tan
"Revelation," Flannery O'Connor
“The Extendable Fork,” Calvin Trillin
“What Do You Call a Platypus?” Isaac Asimov
Selected pieces from  *America Now* (5th Edition)
Selected pieces from  *Mirror on America* (3rd Edition)
Selected pieces from  *50 Essays: A Portable Anthology*

Films: Selected scenes and/or entire presentations of the following:
*The Breakfast Club* (R)
*Ants* (PG)
*The Fountainhead* (NR)
*Mars Attacks* (PG-13)
*Harrison Bergeron* (PG-13)
*Fahrenheit 451* (NR)

**Unit 6: Definition**
Unit Introduction: Selected pieces from  *The Riverside Reader* (8th Edition)
Class Readings: "The Meaning of a Word," Gloria Naylor
"I Want a Wife," Judy Brady
"Roxana," Daniel Defoe (excerpt)
"An Essay Concerning Human Understanding," John Locke
"What is Self," Dorothy Miell
"What is Happiness?" John Ciardi
"Happiness," Raymond Carver
“Parentage and Parenthood,” Ashley Montagu
"My Stepmother, Myself," Garrison Keillor
"Lagniappe," Mark Twain
“Spanglish,” Janice Castro, Dan Cook, and Cristina Garcia
“The Tiger is God,” Stephen Harrigan
“Growing Up in Los Angeles,” Richard Rodriguez
“Everyday Use,” Alice Walker
Selected pieces from America Now (5th Edition)
Selected pieces from Mirror on America (3rd Edition)
Selected pieces from 50 Essays: A Portable Anthology
Films: Selected scenes and/or entire presentations of the following:
Stepmom (PG-13)
Terms of Endearment (PG)
Mr. Mom (PG)
Tootsie (PG)
What the Bleep! (R)
Defiance (R)

Unit 7: Cause and Effect
Unit Introduction: Selected pieces from The Riverside Reader (8th Edition)
Novel: *Chocolate War*, Robert Cormier
Class Readings: "Black Men and Public Space," Brent Staples
"Safe-Sex Lies," Megham Daum
"Who's Afraid of Math, and Why?" Sheila Tobias
"The Decisive Arrest," Martin Luther King, Jr.
"By the Waters of Babylon," Stephen Vincent Benet
“Sound and Thunder,” Ray Bradbury
Selected pieces from *America Now* (5th Edition)
Selected pieces from *Mirror on America* (3rd Edition)
Films: Selected scenes and/or entire presentations of the following:
*Super Size Me* (PG-13)
*Pride* (PG-13)
*An Inconvenient Truth* (PG-13)
*Food, Inc.* (PG-13)

**Unit 8: Persuasion and Argumentation**
Unit Introduction: Selected pieces from the *Riverside Reader* (8th Edition)
Novel: *1984*, George Orwell
*Utopia*, Thomas More (excerpts)
Class Readings: Speeches:
"I Have a Dream," Martin Luther King, Jr. (Film Clip)
"The Audacity of Hope," Barack Obama
"The Gettysburg Address," Abraham Lincoln
"St.Crispin's Day Speech," Henry V (Film Clip)
"The Declaration of Independence," Thomas Jefferson
"Letter to John Adams," Abigail Adams

Argument:
"In Defense of Prejudice," Jonathan Rauch
"Should This Student Have Been Expelled," Nat Hentoff
Selected pieces from *Everything's an Argument*
Selected pieces from *America Now* (5th Edition)
Selected pieces from *Mirror on America* (3rd Edition)
Selected pieces from *50 Essays: A Portable Anthology*

Persuasive:

Editorial Cartoons
Television commercials, print ads, and editorials
Selected pieces from *America Now* (5th Edition)
Selected pieces from *Mirror on America* (3rd Edition)
Selected pieces from *Nonfiction: A Critical Approach*, The Center for Learning

Satire:
*A Modest Proposal*, Jonathan Swift
"Complete Sentences: Turning Students into Prison Inmates," Margo Freistadt
"Nation's Children Drop to 4th Most Valuable Resource," National Lampoon
Selected pieces from *Nonfiction: A Critical Approach*, The Center for Learning

Films/TV: Selected scenes and/or entire presentations of the following:
SNL (TV)
The Daily Show (TV)
The Colbert Report (TV)
WALL – E (G)
Equilibrium (R)
V For Vendetta (R)
The Truman Show (PG)

Unit 9: Exemplification
Class Readings: "On Compassion," Barbara Lazear Ascher
"Signs," Scott Russell Sanders
"Untouchables," Jonathan Kozol
"The Lesson," Toni Cade Bambara
"The Invisible Flying Cat," Malcolm Browne
"English is a Crazy Language," Richard Lederer
"Homeward Bound," Janet Wu
Selected pieces from The Bedford Reader, Ninth Edition

Unit 10: Research/Synthesis
All students in English 12 must complete a research project. Students will not receive credit for the course if a research project is not completed. The research project should explore an aspect of argumentation by taking a position on an issue.

*Core Works
Selections will be rotated from year to year and teachers will select works appropriate to his or her students and thematic focus. The order of units will vary based on availability of books.

Supplemental readings/viewings from current periodicals and media including timely and relevant video clips will be used in this course.