



Course Name	Instructor	Instructor E-mail & Availability
English 12	Sharon (Shari) Summers	sasummers@aps.k12.co.us sasummers@aurorak12.org Periods 4 and 7 After school and A lunch by appointment
Course Website	Class Meeting Times & Location:	Prerequisites
<a href="https://sites.google.com/a/aurorak12.org/shari-summers-2017-18/">https://sites.google.com/a/aurorak12.org/shari-summers-2017-18/</a>	English 12 Periods 1, 3, & DAILY ROOM 733	English 11

**Course Description**

This class will explore the four domains as they relate to the question “How can we support meaningful change?”

**Standards**

- 1.1 a. 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: SL.11-12.4)
- 2.2 a. 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. (CCSS: RI.11-12.6)
- 3.1 a. Develop context, character/narrator motivation, problem/conflict and resolution, and descriptive details/examples to support and express theme
- 3.1 b. Manipulate elements of style, imagery, tone, and point of view to appeal to the senses and emotions of the reader
- 3.1 c. Critique own writing and the writing of others from the perspective of the intended audience to guide revisions, improve voice and style (word choice, sentence variety, figurative language) and achieve intended purpose and effect.
- 3.2 a. Articulate a position through a sophisticated claim or thesis statement and advance it using evidence, examples, and counterarguments
- 3.3 a. Follow the conventions of standard English to write varied, strong, correct, complete sentences
- 4.2 a. Synthesize information to support a logical argument

**Learning Outcomes by Quarter**

**Quarter 1:**

- I can create a first draft of a personal narrative by developing a narrative that shows one facet of my identity.
- I can prepare for my writing conferences by determining where I need support.
- I can revise my draft by applying narrative concepts to my essay.

**I can critique a model narrative by evaluating**

By the end of this unit, students will be able to analyze how literary components, style, and content contribute to and impact meaning. In writing students will use a wide range of elaboration techniques to express a point of view or theme, and they will use style, tone, and structure to address a specific purpose and audience.

**Common Reading/Writing Performance Task:** After reading multiple narrative formats, students will create their own narrative writing prompts and write a personal narrative.

**Quarter 2**

**I can draw conclusions by reading short stories and making inferences about the author based on the available information**

**I can conduct research about a topic with conflicting information to determine which source is most reliable**

**I can write a synthesized claim by reading multiple texts and providing evidence and reasoning to support my claim.**

By the end of this unit, students will research, evaluate, synthesize, and respond to their findings of how one issue impacts many different communities and may solicit different solutions and outcomes.

**Common Reading/Writing Performance Task:** Identify a local or global problem (eg. homelessness, poverty, healthcare, etc.). Gather 8-10 sources (2 of which are not credible/valid/reliable). Identify and explain which sources are not reliable/valid/credible and why. Synthesize the remaining sources to identify the problem and propose a solution supported by evidence from the remaining sources in a written product or presentation.

**Quarter 3**

**I can write a preliminary answer to my inquiry question.**

**I can identify sub-claims and supporting evidence that support the answer to my inquiry question.**

**I can write a well informed thesis statement.**

**I can write an effective argument using narrative, effective**

By the end of this unit, students will read a variety of texts and investigate the literary movements and historical and social contexts of the pieces. They will use texts to deepen their understandings of the struggles of humanity. Students will collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's understanding. As writers, students will synthesize ideas to support a conclusion about the importance in understanding the struggles of humanity expressed in a text.

**Common Reading/Writing Performance Task:** Read the excerpt from Oscar Wilde's *The Importance of Being Earnest*. Write a response that identifies what the excerpt shows about the cultural/social norms of the time. Compare that to the way the piece shows a universal idea about humanity that makes it relevant today. Include support from the text for both parts of your response

**Quarter 4**

**I can develop survey/ interview questions by viewing my research and collaborating with my group members.**

**I can review the data collected through primary research by reading all the information and then I can begin to classify these responses into categories.**

**I can synthesize my primary and secondary research in order to create a claim for my project.**

**I can create my Social Issues final project by including Ethos, Pathos, Logos, Survey/interview results, and my Synthesized claim in my video or website.**

Students will be able to analyze how proponents of a specific perspective advocate for their position. Students will effectively synthesize information from a variety of multi-media sources (written, interview, documentary, etc) in order to formulate an original position.

**Common Reading/Writing Performance Task:** Students will select a complex issue in the national/international discourse and analyze the arguments of the current debate on the issue. The student will write a clear, organized response that integrates multiple sources and draws a conclusion based on synthesizing information and providing examples from research to support the thesis.

(Supports may include, but are not limited to: news interviews, editorials, articles, political debates, documentaries, etc...)

**Required Supplies**

2 single subject notebooks (used in this class only), pencil/pen (blue or black) EVERYDAY in class, green or red pen, 2 pocket homework folder, Gmail access. A flashdrive would be extremely helpful.

**Grading**

Students will be graded on a 4 point scale for all assignments

Point	Letter Grade	Explanation
3.0-4.0	A	In addition to the performance score of 3.0, the student demonstrates in depth inferences and applications that extend beyond what was taught.
2.5-2.99	B	There are no major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught. This level is mastery
2.0-2.49	C	There are no major errors or omissions regarding the simpler details and processes, but there are major errors or omissions regarding the more complex ideas and processes.
1.0-1.99	D	With help, the student demonstrates a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
Below 1.0 or No Evidence	F	Even with help, the student cannot demonstrate understanding of the simple details.

**School Policies**

REQUESTS FOR HOMEWORK

Students requiring homework assignments due to extended excused absences (three days or more) should initially contact the attendance office. The attendance office will notify teachers and collect assignments from individual teachers. Assignments should be ready for pick up 24 hours after a request has been made. Please call the attendance office to check homework status.

MAKE-UP WORK DURING ABSENCES

Any time a student misses a class for any reason whatsoever, that student will be expected to contact each teacher and complete the make-up work in order to achieve the learning objective. This includes field trips, school activities, suspensions, group sessions, truancies, and the like. Make-up work is required and students who have been absent from class must request make-up work from the teacher no later than the next class meeting. Teachers will determine a reasonable amount of time for make-up work when students are absent, using a two days for every one day absent guideline.

Teachers may provide an "alternative" learning experience for make-up work to any student who requests it upon returning to class. For example, a student may have been absent from a class at which the daily learning objective was achieved by means of a class discussion. At the teacher's sole discretion, students who were absent during that discussion might be assigned a two or three-page written essay due three or four days after the student's return to class as an 'alternative' learning experience for that objective.

Teachers will give academic credit to all make-up work that complies with the above guidelines. The only exception is that teachers have the choice whether or not to give academic credit to the make-up work from an unexcused absence. If the absence was unexcused, the teacher should provide feedback but is not required to give credit for the work.

TARDY POLICY

After three tardies teachers will conference with the student and contact home. After 5 tardies students can be referred to the Learning Center and additional consequences may be assigned.

PASSES

Students who leave the classroom or are excused from class must have a pass with correct validation by the teacher. School officials may send for a student using an authorized Administrative Pass. Students who are without official passes will be subject to disciplinary action. Passes will not be given in the first 10 minutes or last 10 minutes of class.

NON-ACADEMIC TECHNOLOGICAL DEVICES

Aurora Public Schools believes in providing environments that optimize learning and teaching and are safe, secure, and well maintained. As such, all personal electronic devices\* shall not be seen nor heard during the school day in academic areas of the building from 7:30 A.M. to 3:45 P.M. \*Cell phones, iPods, headphones, portable speakers, MP3s, tablets, cameras, etc. **Aurora Central High School is not responsible for lost, stolen or damaged electronic devices.** This includes electronic devices that are confiscated by staff. Aurora Central High School reserves the right to not investigate lost, stolen or damaged electronic devices.

**Classroom Policies**

Follow the 5 Ps: Be PROMPT, Be POLITE, Be PATIENT, Be PREPARED, Be PRODUCTIVE

**No cellphones on in class (must be out of sight),**

No eating in class,

No drinking in class (except water)

**Return this page to Mrs. Summers, English 12 teacher no later than Friday, August 11, 2017.**

I have carefully read the expectations of this course and agree to support the goals and initiatives of the course. I promise not to plagiarize another's work, whether a classmate, or an electronic or media resource. I understand that cheating or plagiarizing will bring a severe consequence. I will show up, speak up, stand up and go further than I ever thought possible.

Student name: \_\_\_\_\_(print)

Grade \_\_\_\_\_ Period \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Parent/Guardian Phone Number: \_\_\_\_\_

Parent/Guardian Email: \_\_\_\_\_