

English 12A Syllabus

Ms. Weaver

Valerie.Weaver@ahschools.us

763-506-8539

Ms. Andrusko

pamela.andrusko@ahschools.us

763-506-8540

Mrs. Huberty

constance.huberty@ahschools.us

763-506-8437

Objectives: In English 12A, students will learn about critical lenses. These lenses include: cultural, gender, economic, psychological, and archetypal. Through these lenses, students will analyze short stories and poems, write a personal narrative, write reader response entries, and a literary analysis paper. Texts: *A Doll's House*, *The Things They Carried*, and *Macbeth/Hamlet*.

Unit 1: Writing

- *Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- *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.
- *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- *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.

Unit 2: Critical Lenses

- * 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.
- *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.
- *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
- *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).
- *Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including American Indian and other diverse cultures' texts and how two or more texts from the same period treat similar themes or topics.
- *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.)
- *By the end of grade 12, read and comprehend literature and other texts including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently (
 - a. Self-select texts for personal enjoyment, interest, and academic tasks.
 - b. Read widely to understand multiple perspectives and pluralistic viewpoints.

Rubric:

Students will receive feedback on their formative work using a holistic score. They will receive a score of 5,4,3,2,1, or 0 indicating their progress towards mastery.

Formative Work:

- 5=Distinguished/Exceptional [100%]
- 4=Exceeds Expectations/Advanced [95%]
- 3.5=Proficient Plus [90%]
- 3=Meets Expectations/Proficient [85%]
- 2.5=Nearly Proficient [80%]
- 2=Partially Meets Expectations/Developing [75%]
- 1.5=Novice Plus [70%]
- 1=Does Not Meet Expectations/Novice [65%]
- .5=Nearly Novice [55%]
- 0=Insufficient Evidence [50%].

The role of formative work

Formative work is **practice**. Practice (formative) work is critical, as it allows us to provide feedback to the student prior to performance tasks (summative assessments). Due to the importance of this type of work in the learning process, we are looking for (and assessing) the **quality** of your work rather than mere completion. Performance tasks (summatives) measure your level of mastery as a learner.

Policy for late and missing work

The purpose of formative work is to practice essential skills that we are learning in class. Because of this, there should be little or no late work. Essentially, practice (formative) work prepares us for our performances (summatives). In order to move your learning forward, keep up with the work in class and meet deadlines.

You will earn a zero for missing work; teachers will assess late work based on your mastery of the skill.

Procedure for relearning and reassessment

- If you do not reach proficiency on any performance (summative) task, you have the opportunity for re-learning. To take advantage of this opportunity, complete a Re-Learning Reflection and conference with your teacher. Then, schedule a time to try again. Because we will continue to introduce new practice tasks in class, complete your re-learning as soon as you are able.
- Re-learning activities may include completing all assigned practice (formative) work, completing alternative practice (formative) work, and/or additional time with your teacher.

Please note: You may not retake the district CSA.

Student Responsibilities:

- The first attempt is important. Intentional engagement on your first attempt is important and simply addressing an assignment for speed or completion may impact your opportunity for learning or re-assessment
- Complete the required and necessary relearning steps in order to reassess. This may mean additional time with the teacher before or after school, during WIN Time, additional practice work, or other interventions.
- Communicate as soon as possible after the assessment that you would like to reassess parts or all of the summative assessment.
- The student is the advocate for the re-learning opportunity.

Originality

- The only way to grow as a learner is to get feedback on the work you do. There is no one like you on the Earth. Have the courage to do your own work. Teachers will refer plagiarism and cheating to an administrator.
- In order to have an environment that is conducive to learning and that ensures every student has an equal opportunity to demonstrate mastery of the material without distraction, all students are required to remain completely silent during testing.

Technology

- We are fortunate to have Chromebooks for every student in our classroom. Most days, you will not need any outside technology, including your phone. During class, you may be asked to store your phone in the class phone caddy.

Final Note

Welcome to English 12A - This trimester will be challenging, but I look forward to working with you as you continue to develop your critical literacy skills. Please do not hesitate to talk with me if you have any questions or concerns. I am available before and after school, during WIN Time, and during posted hours.

