

Wallenpaupack Area School District

Wallenpaupack Area High School

Course Title: English 12

Length of Course: 1 semester

District Policies:

Academic Integrity:

Academic integrity is essential to the success of an educational community. Students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism, multiple submissions and other forms of dishonest or unethical behavior, is prohibited.

Assessment:

The goal of grading is to report student progress and achievement to the parents to strengthen the home-school connection. The grade should accurately reflect the student's performance in mastering the PA Standards and the WASD curriculum.

Attendance:

Regular school attendance is vitally important to academic success. Not only does attendance reinforce and enrich the learning process; it also establishes patterns and attitudes that will carry forward into adult work habits. Regular, consistent attendance is a prerequisite to successful school life. Children should be absent only in cases of illness or emergency.

Special Education:

Our commitment to each student is to ensure a free appropriate public education which begins with the general education setting, with the use of Supplementary Aids and Services. Inclusive education describes the successful education of all students with the appropriate supports and services to participate in and benefit from the general classroom settings and other educational environments.

Course Description:

This quickly paced, college preparatory course is literature based, focusing on World Literature's development. College Prep 12 is designed to be a culminating study of world literary thought, analysis and interpretation. Students are expected to consider the content's connection to universal themes, world history, or previously learned material. Students must complete outside reading and writing assignments. Students are expected to be able to learn multiple tasks simultaneously and to refine their work repeatedly. To prepare for college, students will learn the following: literature appreciation and analysis; practical, analytical, and critical composition; high school research skills; vocabulary; interpersonal communication; standardized test-taking skills for reading and writing content.

From the five identified periods- Beginnings in the East, The Rise of Asia, The Rise of Classical Civilizations, Europe in Transition, The Twentieth Century-- three time periods must be included. Either Beginnings in the East or The Rise of Classical Civilizations or a combination of both must be included. Additionally, students must read at least one drama, one epic, and one novel; short story, poetry, and non-fiction selections must be included. Items labeled Core are mandatory.

Course Objectives:

Students will demonstrate the ability to:

- Read, understand, and analyze literature with a focus on World Literature
- Think critically
- Write with the purpose of communicating their learning
- Trace the development literary thought from its beginnings
- Read and appreciate the early literature

- Become familiar with the characteristics of literature
- Recognize characteristics of multiple literary periods
- Identify, describe, evaluate, and synthesize the essential ideas in text
- Establish a reading vocabulary by identifying and correctly using new words
- Use a dictionary or related reference
- Make and support assertions about text
- Make extensions to related ideas, topics, or information
- Evaluate the author's strategies
- Analyze use and effectiveness of literary elements and devices
- Examine narrative accounts
- Analyze a playwright's use and choice of words
- Read and respond to drama
- Write complex informational pieces (e.g., analyses, evaluations, essays)
- Demonstrate understanding of and competence in the domains of writing
- Ask clarifying questions
- Take notes
- Relate selections of literature to previous knowledge
- Contribute to discussions
- Describe the influence of historical events on the English language
- Enhance interpersonal communication skills
- Develop a sense of teamwork and interdependency
- Evaluate personal and team performance
- Participate in open and constructive discussion
- Accept responsibility for helping others to the best of their abilities

Pennsylvania State Standards: All WAHS courses are aligned to the PA State Standards and Common Core Standards, where applicable.

Major Activities:

- Reading (fiction and nonfiction)
- Discussions
- Research-Based Activities
- Writing/formal and informal
- Oral Presentations
- Projects

Student Responsibilities:

Homework expectations:

Make-Up Work:

If students are absent on the day that any assignment (homework, quizzes, tests, projects, writing assignments, vocabulary, etc.) is due, they are expected to turn that assignment in the day they return. If students have a prolonged absence due to an extenuating circumstance, a make-up schedule will be provided.

Late Work:

All work is expected on the date that it is due! However, if work is handed in late, the late policy is as follows: 50 percent will be deducted the first day, and work will not be accepted after that. The

late work policy pertains to **all** graded work: graded homework, journals, project, essays, etc. **Late work will not be accepted after we have gone over it as a class.**

Assessment:

Grading components:

- Study Guides
- Skill Application
- Critical Reading Skills
- Literary Analysis
- Quizzes
- Exams
- Projects
- Class Participation

Students will be graded according to a point system.

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| Tests | 100+ points |
| Quizzes | up to 50 points |
| Homework | 10-40 points |
| Projects | 50-100 |
| Writing | 50-100 points |

Assignments that are given on a less frequent basis will be given appropriate point values as needed.

Content Pacing Guide:

| Topic | Major Assignments | Estimated Time |
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| Beginnings in the East | <p>Core <u>The Epic of Gilgamesh</u></p> <p>Supplemental Egyptian Poetry Genesis 6-9, The Story of the Flood 1 Samuel 17, David and Goliath <i>from</i> <u>The Thousand and One Nights</u>, The Fisherman and the Jinnee Other selections from the text</p> | Approximately one month |
| The Rise of Asia | Supplemental | Approximately 4 blocks |

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| | <p><i>from</i> <u>The Mahabharata</u>, Sibi</p> <p><i>from</i> the <u>Panchatantra</u>, Numskull and the Rabbit</p> <p>Confucius from <u>The Analects</u></p> <p>Poetry selections</p> <p>Other selections from Indian, Chinese and Japanese Literature</p> | |
| The Rise of Classical Civilizations | <p>Core</p> <p><u>Oedipus the King</u></p> <p>Supplemental</p> <p>Homer- <u>The Iliad</u></p> <p>Virgil- <u>The Aeneid</u></p> <p>Perricles' Funeral Oration</p> <p>Plato's Apology</p> <p><i>from</i> <u>Metamorphoses</u>, The Story of Pyramus and Thisbe</p> <p>Other selections from text</p> | Approximately one month |
| Europe in Transition | <p>Core</p> <p><i>from</i> Dante's <u>Inferno</u></p> <p>Supplemental</p> <p><u>The Song of Roland</u></p> <p>The Lay of the Werewolf</p> <p>Federigo's Falcon</p> <p><u>The Tempest</u></p> <p>A Modest Proposal</p> <p>Two Friends</p> <p>How Much Land Does a man Need</p> <p>The Bet</p> <p>Poetry selections</p> <p>Other selections from text</p> <p>Additional Resources</p> <p><u>Merchant of Venice</u></p> | Approximately one month |
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| <p>The Twentieth Century</p> | <p>Novel Selections</p> <p><u>Animal Farm</u></p> <p>Supplemental</p> <p>The Handsomest Drowned Man in the World</p> <p>The Myth of Sisyphus</p> <p>My Melancholy Face</p> <p>No Witchcraft for Sale</p> <p>An Astrologer's Day</p> <p>Poetry selections</p> <p>Other selections from text</p> <p>Additional Resources</p> <p><u>All Quiet on the Western Front</u></p> <p><u>Catcher in the Rye</u></p> <p><u>Tuesdays with Morrie</u></p> <p><u>The Metamorphosis</u> (novella)</p> <p><u>Things Fall Apart</u></p> | <p>Approximately one month</p> |
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