

Advanced Composition Syllabus 2007-08
Wisconsin Lutheran High School
Mrs. Schmal, Instructor

Student Textbook: *Survival: A Sequential Program for College Writing* (6th ed. ©2003)

Supplemental Reading: American short story, British novel, choice book

Credits: 0.5

Instructional Level: Grade 12

Course Purpose:

The purpose of this course is to prepare students for writing assignments they will encounter in college courses and the writing demands of many vocations. Emphasis will be placed on acquiring and supporting an authoritative voice in college-level writing. Through this writing intensive course, students will learn how good content, organization, mechanics, voice, and style developed through a process approach will greatly enhance their writing abilities. Students will practice analyzing their thoughts and synthesizing their viewpoints through the light of Scriptures.

Course Outcomes:

The student will—

1. Use class time to enhance writing skills through textbook study, the composition of assigned essays, conducting on-line research, or reading.
2. Actively participate in an intensive grammar review through the study of modern English conventions to set a solid foundation for college level writing.
3. Write a reflective paragraph that underscores the 2007-08 school theme, “My Faith, My Ministry.”
4. Daily, or almost daily, responding to a prompt and writing reflectively in a journal to loosen creativity and to exercise writing skills; some of these prompts will be Scriptural meditations.
5. Compose a well structured, five or more paragraph expository essay on a current social issue by following a logical process (two-three pages).
6. Compose a well organized and effectively argumentative essay on a current controversial social issue that arrives at and defends a position (two-three pages).
7. Introduce and assess the worth of a subject that is unfamiliar to the reader (such as a movie, book, restaurant, concert, play, etc.) in a critical review (one page).
8. Study a short story and write an insightful critical analysis (two-three pages).
9. Conduct research on a current social issue to compile an investigative research paper that includes at least ten sources with a minimum of three primary resources and four secondary sources (5-6 pages of text plus additional requirements).
10. Write a creative free-verse poem based on a journal entry.
11. Read independently one novel (teacher approved) and write an in-class essay test.
12. (Optional for each quarter) Increase his or her knowledge and use of vocabulary through weekly exercises meant to enrich writing clarity.

13. (Optional for quarter two/four) Compose a polished, personal essay that expresses the writer's Christian view on a timely and age appropriate topic suitable for publication.

Course Goals:

The student will—

1. Ready him or herself for college level writing by learning to write “S.U.P.E.R. C.O.M.P.S.”
 - “S.U.P.E.R.” represents compositions that are—
 - Smooth flowing (full of transitions)
 - Unique (obviously written from the author's God-given writer's “voice”)
 - Proofread (error-free)
 - Edited (personally read out loud, then read by someone else out loud)
 - Revised (*not* first drafts, but the result of multiple drafts)
 - “C.O.M.P.S.” represents compositions that demonstrate excellent—
 - Content (have important, relevant messages)
 - Organization (use a unified format each with a clear focus)
 - Mechanics (follow correct, modern English rules)
 - Process (are (1) planned, (2) written, and (3) edited)
 - Style (skillfully show effective written communication)
2. Learn effective communication through the written word by showing capability in composing effective sentences, paragraphs, and essays.
3. Demonstrate logical thought and the ability to differentiate between logical and illogical thinking.
4. Demonstrate the ability to analyze and review critically a subject and be able to communicate such analysis to a person unfamiliar with the chosen subject.
5. Learn to appreciate skillfully written literature as well as be able to critically analyze its themes.
6. Understand the research process and be able to choose effective primary as well as secondary sources to expose and analyze a problem and provide and support a logical thesis that addresses and/or answers the problem.
7. Demonstrate logical thought to present research findings in an investigative research paper.
8. Demonstrate the ability to independently read and write about a novel.
9. Discover a forum where young Christians can read American literature, note the skill and artistry of its creators, but also learn to discern between themes that are more “of this world” than “of God's kingdom.” Jesus says, “I am the light of the world.” (John 8:12). The light of Scriptures will shine upon everything the student reads to distinguish heavenly truths from distorted truths of the world.
10. Recognize that everything well written is not necessarily wise. “The wisdom of this world is foolishness in God's sight” (1 Corinthians 3:19).
11. Distinguish “truth” as the reality of sinful people acting in a sinful world with the presence, although unknown to many, of a gracious Savior, Jesus Christ, who died to save sinners from eternal destruction. Through the course of study, sinful actions will never be condoned, but will be discussed in a Christian manner in the light of Christ.
12. Understand that good, honest writing by a committed Christian author whether at Wisconsin Lutheran High School or at a secular college, university, or technical institution always follows the exhortation of Scriptures: “We demolish every

pretension that sets itself against the knowledge of God, and we take captive every thought to make it obedient to Christ” (2 Corinthians 10:5). Regarding the social issues on which they write, students will learn the importance of “taking captive every thought to make it obedient to Christ.”

Course Outline:

Major due dates: (Lesson Tests) Sept. 7, 11, and 17/Jan. 30, Feb. 1, and Feb. 11; (Final Grammar Test) Sept. 19/Feb.11

Unit 1

Appendix A: Sentence Structure and Mechanics

Through an initial pre-test, textbook study, three tests, and a comprehensive post-test, students will learn and/or review grammatical concepts:

- Verb agreement, pronoun reference, tense, and person
- Gender fairness
- Verb tenses
- First, second, and third person
- Simple, compound, and complex sentences
- Punctuation
- Transitions
- Coordinating conjunctions and conjunctive adverbs
- Subordinating conjunctions and relative pronouns
- Independent and dependent clauses
- Phrases
- Run-ons, comma splices, and fragments

Appendix C: Students will learn over twenty aspects of “style”:

- Formulating introductory phrases
- Rewording a cliché
- Avoiding gobbledygook
- Using active verbs
- Cutting unnecessary words and awkward sentences
- Using parallel construction
- Positioning modifiers accurately

Students will learn the importance of developing their unique writer’s “voice.”

Textbook: pages 293-319; 331-47

Number of days: 15-17

S.O. - 4, 6

D.O. - 2.4, 2.9, 3.1, 5.1, 5.2, 5.3

W.S.S.- B12.3, D12.1

Unit 2

Major due dates: (First Draft) Oct. 5/Feb. 27; (Final Paper) Oct. 15/Mar. 7

Ch. 2: Expository Essay (2 pages)

Students will review the steps of the writing process (planning, writing, editing) to write an initial essay that employs their skills to:

- Discover a subject
- Narrow a topic
- Understand basic essay structure
- Use primary and secondary sentences to support a thesis
- Write a divided thesis
- Develop a simple outline
- Create an effective opening sentence
- Develop an introductory paragraph
- Support a thesis through body paragraphs
- Develop a concluding paragraph
- Use the WLHS Steward's lab as an editing aid
- Edit and prepare an error-free final manuscript

Textbook: pages 1-46; 349-351

Number of Days: 17-19

S.O. - 2, 5, 7

D.O. - 1.1, 2.2, 2.4, 2.8, 2.9, 3.1, 3.2, 3.5, 4.2, 5.1, 5.2, 5.3, 5.6

W.S.S. - A12.1, A12.4, B12.1, B12.2, D12.1, E12.1

Unit 3

Major due dates: (Final Paper) Oct. 24/Mar. 18

Ch. 3: Argumentative Essay (2 ½-3 pages)

Students will write a second essay that reviews skills previously learned and also learn to:

- Plan an argument
- Conduct research on a narrowed topic
- Understand the “pros” and “cons” of an argument
- Refine an argumentative thesis
- Use one of three plans as a strategy to present an argument
- Include facts, figures, comparisons, personal observations, narrations, and common sense to back their arguments
- Present an error free final manuscript that argues a point
- Write a reflective paragraph (11 sentences) on the school theme.

Textbook: pages 47-105; 349-351

Number of Days: 8

October 17 - October 26 (Semester 1)

March 10 – March 21 (Semester 2)

S.O. - 1, 3, 5

D.O. - 1.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6

W.S.S. - A12.1, B12.1, B12.2, B12.3, D12.1, E12.1

--End of Quarter--

Unit 4

Major due dates: (Final Paper) Nov.7/April 2

Ch. 5: Critical Review (2 ½-3 pages)

As students review previously learned writing skills, they will write a third essay and learn to:

- Select a television program, movie, concert, art exhibit, book, restaurant, compact disk, etc. for critical review
- Describe and critically evaluate the chosen work
- Report what the work “does”
- Tell how well the work “does” what it aims to do
- Support findings with evidence within the work
- Present findings in an organized essay
- Understand that a critical review always contains the writer’s bias

Textbook: 167-183; 349-351

Number of Days: 11

S.O. - 2, 3, 5

D.O. - 1, 2.1, 2.2, 2.3, 2.4, 2.6, 2.8, 3.1, 3.2, 3.3, 3.5, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6

W.S.S. - B12.1, B12.2, B12.3, E12.1

Unit 5

Major due dates: (Final Paper) Nov. 29/April 15

Ch. 6: Short Story Critical Analysis (2 ½-3 pages)

In a fourth essay, students will review previously learned writing skills as they learn to:

- Read an American short story for the purpose of analysis
- Critically analyze the story to discover the author’s theme or point
- Explain the work’s meaning or author’s technique in bringing out a theme or main point
- Write a detailed analysis of the literary work that includes a thesis and supporting evidence from the story
- Use third person point of view and present verb tense
- Present analysis in an organized and error free essay

Textbook: 185-234; 349-351

Number of Days: 8

S.O. - 2, 6

D.O. - 1.1, 2.1, 2.2, 2.3, 2.4, 2.6, 2.8, 3.1, 3.2, 3.3, 3.5, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6

W.S.S. - A12.1, A12.2, A12.3, A12.4, B12.2, B12.3, D12.1, E12.1

Unit 6

Major due dates: (Final Paper) Jan. 8/May 13

Ch. 4, 7: Investigative Research Paper (6-8 pages of textual content; full paper 10-17 pages including title page, outline, works cited, bibliography (opt.) and appendix (opt.) pages)

In a fifth paper, students will apply skills previously learned as they write a lengthy paper that involves library research and investigation to do the following:

- Propose a topic in a written “topic proposal”
- Discover availability of research materials
- Find an initial fifteen sources for chosen topic
- Use a “research guide” to aid note-taking
- Conduct both primary and secondary research
- Write a minimum of twenty note cards
- Write a detailed outline of research findings
- Learn how to cite sources
- Compile a formal title and works cited page
- Present an edited final manuscript whose thesis on a contemporary social issue is supported by quotations and paraphrases from a minimum of ten sources

Textbook: 107-165; 235-265; 349-351

Number of Days: 19-21

S.O. - 2, 3, 6

D.O. - 1.1, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5

W.S.S. - A12.4, B12.2, B12.3, D12.1, E12.1, F12.1

Unit 7

Major due dates: (Final Paper) Jan. 16/May 21

Ch. 8: In-class Essay Exam on an Instructor-approved Novel (In-class writing - 1-2 pages)

In a sixth and final essay, students will show evidence of writing skills attained throughout the course as they do the following:

- Read a British novel from an approved list
- Analyze the novel’s theme, main point, setting, and characters
- Clarify the assignment by understanding essay question terminology such as: analyze, attack or defend, compare, contrast, define, discuss, elaborate, evaluate, examine, explain, illustrate, list, outline, summarize, and survey
- Learn how to write an abbreviated introductory paragraph
- Use good paragraph structure which includes strong topic sentences as well as primary and secondary support sentences
- Write ideas in a logical order
- Learn how to conclude with an abbreviated concluding paragraph

- Edit carefully without rewriting the essay
- Manage time properly by following a schedule to prewrite, write, revise, and edit within a given time frame
- Present a polished in-class essay that answers an anticipated yet unknown question about a British novel

Textbook: 267-290

Number of Days: 7-9

S.O. - 4, 6

D.O. - 1.1, 1.4, 2.1, 2.4, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6

W.S.S. - A12.1, A12.2, B12.1, B12.3, D12.1

Daily Journal Exercises

For the first five minutes of class, students will read a brief prompt on the board and respond freely by writing their reflections in a bound journal provided for them. These exercises are meant to free creativity and enhance writing in general. Journals will be collected at various times throughout the semester. The instructor will read random entries and respond in writing. The journals will remain ungraded, although failure to keep a regular journal may result in a lowered “use of class time score.”

Free-Verse Poem

Students will use their daily journals as a spring-board for ideas to creatively write a free verse poem of at least ten lines to express original thought on a topic of their choice.

Optional Assignment (Vocabulary Study):

Students will be given four words per week for nine weeks and be asked to do the following:

- Study each word, its background, and meaning as provided by handout
- Show understanding of each word by writing each one separately in an original sentence pertaining to the current writing assignment (due the following Tuesday)
- Review previously learned vocabulary by writing a new sentence for each reviewed word as well as each new word
- Review the thirty-six new words the second quarter of the semester for additional extra credit
- Use new words in speech and writing when possible
- Learn how specific word choices enhance communication
- Key a neat and edited copy of sentences with each vocabulary word underlined to be handed in for extra credit on Tuesday

Week 1: four sentences; Week 2: eight sentences; Week 3: twelve sentences; Week 4: sixteen sentences; Week 5: twenty sentences; Week 6: twenty-four sentences; Week 7: twenty-eight sentences; Week 8: thirty-two sentences; Week 9: thirty-six sentences

Total New Words in Packet: 36

Total Sentences in Packet: 180

Note: Students may learn and apply the 36 words the first quarter of the semester for extra credit in that quarter. Students may also earn additional extra credit for the second quarter of the semester by reviewing the thirty six words. In each quarter, successful completion of the vocabulary study will raise one paper per quarter five points. Students may earn additional extra credit points throughout the semester by correcting using these vocabulary words in their assigned papers.

Optional Assignment (Personal Essay): (Extra credit for the second or fourth quarter only)

Students will be given handouts concerning the format and structure of a personal essay and independently do the following:

- Discover a topic of personal interest that has a Christian content and is relevant to teenagers
- Write an organized and edited essay between 500-600 words that addresses the topic of concern
- **Submit final copy for extra credit on or before the exam day**
- (Optional) Submit to *Forward in Christ* magazine for possible publication

Instructional Strategies:

Lecture – 15%

Reading and Research – 15%

Media Presentation (Overhead) – 10%

Writing – 50%

Test Taking; Note Taking – 10%

Grading Procedures:

Quarters One and Three

- Classwork 20% (daily textbook/other assignments/journal)
- Lesson One Grammar Test 10%
- Lesson Two Grammar Test 10%
- Lesson Three Grammar Test 10%
- Unit One Grammar Final Test 20%
- Expository Essay 10%
- Argumentative Essay 20%
- (Optional) Vocabulary 5 points added to the score of one paper

Total Value: (30% of Semester Grade)

Quarters Two and Four

- Use of Class Time 20%
- Critical Review 10%
- Critical Analysis 20%
- Investigative Research 30%
- Essay Exam 20%
- (Optional) Vocabulary 5 points added to the score of one paper
- (Optional) Personal Essay 5 points added to the score of one paper

Total Value: (70% of Semester Grade)

- Report card grades will be based on the accumulated percentages for all papers, written tests, homework, and the efficient use of class time.
- All late work will receive a 7% deduction each day late (see chart below).
- If a student is excused from class (Student Council, NHS, sports/fine arts event, etc.) or from school early for any reason, his or her work must be handed in before leaving, or it will be considered late.
- Students are obligated to contact the teacher regarding work missed while absent.
- Students are encouraged to seek help from Mrs. Schmal.

LATE PAPERS will receive a 7% reduction each day late up to five days: one day (-7%), two days (-14%), three days (-21%), four days (-28%), five days (-35%); papers handed in six days late and later will receive no higher than a 35%.

NOTE: If you are in school but missing from class, your work is still due on the due date.

APPENDIX A: *Department Outcomes*

Course Title: Advanced Composition

Instructor: Mrs. Schmal

Unit One: Sentence Structure and Mechanics

Graduates of the WLHS English Department will be:

Perceptive thinkers who

- 2.4: Access and use relevant information
- 2.9: Make meaningful connections among varied data

Self-directed learners who

- 3.1: Assume responsibility for their own learning

Quality producers who

- 5.1: Accept responsibility for the quality of work produced
- 5.2: Make effective use of God's gift of time
- 5.3: Meet reasonable deadlines for work

Unit Two: Expository Essay

Graduates of the WLHS English Department will be:

Effective communicators who

- 1.1: Write clearly and with purpose

Perceptive thinkers who

- 2.2: Detect logical fallacies
- 2.4: Access and use relevant information
- 2.8: Validate conclusions and decisions
- 2.9: Make meaningful connections among varied data

Self-directed learners who

- 3.1: Assume responsibility for their own learning
- 3.2: Establish and prioritize goals
- 3.5: Apply available technology to facilitate learning

Discerning readers, viewers, and listeners who

- 4.2: Apply aesthetic values to the message they see and hear

Quality producers who

- 5.1: Accept responsibility for the quality of work produced
- 5.2: Make effective use of God's gift of time
- 5.3: Meet reasonable deadlines for work
- 5.6: Use available technology to produce quality work

Unit Three: Argumentative Essay

Graduates of the WLHS English Department will be:

Effective communicators who

- 1.1: Write clearly and with purpose

Perceptive thinkers who

- 2.2: Detect logical fallacies
- 2.3: Distinguish truth from propaganda

- 2.4: Access and use relevant information
- 2.5: Seek out and evaluate multiple points of view
- 2.6: Identify and evaluate alternatives/options
- 2.7: Apply Christian discernment
- 2.8: Validate conclusions and decisions
- 2.9: Make meaningful connections among varied data

Self-directed learners who

- 3.1: Assume responsibility for their own learning
- 3.2: Establish and prioritize goals
- 3.3: Monitor and assess their own progress
- 3.4: Employ appropriate learning strategies in different situations
- 3.5: Apply available technology to facilitate learning

Quality producers who

- 5.1: Accept responsibility for the quality of work produced
- 5.2: Make effective use of God's gift of time
- 5.3: Meet reasonable deadlines for work
- 5.4: Meet required/conventional standards for work
- 5.5: Seek out the constructive criticism of others on work in progress
- 5.6: Use available technology to produce quality work

Unit Four: Critical Review

Graduates of the WLHS English Department will be:

Effective communicators who

- 1.1: Write clearly and with purpose

Perceptive thinkers who

- 2.1: Exercise independent judgement
- 2.2: Detect logical fallacies
- 2.3: Distinguish truth from propaganda
- 2.4: Access and use relevant information
- 2.6: Identify and evaluate alternatives/options
- 2.8: Validate conclusions and decisions

Self-directed learners who

- 3.1: Assume responsibility for their own learning
- 3.2: Establish and prioritize goals
- 3.3: Monitor and assess their own progress
- 3.5: Apply available technology to facilitate learning

Quality producers who

- 5.1: Accept responsibility for the quality of work produced
- 5.2: Make effective use of God's gift of time
- 5.3: Meet reasonable deadlines for work
- 5.4: Meet required/conventional standards for work
- 5.5: Seek out the constructive criticism of others on work in progress
- 5.6: Use available technology to produce quality work

Unit Five: Short Story Critical Analysis

Graduates of the WLHS English Department will be:

Effective communicators who

1.1: Write clearly and with purpose

Perceptive thinkers who

2.1: Exercise independent judgment

2.2: Detect logical fallacies

2.3: Distinguish truth from propaganda

2.4: Access and use relevant information

2.6: Identify and evaluate alternatives/options

2.8: Validate conclusions and decisions

Self-directed learners who

3.1: Assume responsibility for their own learning

3.2: Establish and prioritize goals

3.3: Monitor and assess their own progress

3.5: Apply available technology to facilitate learning

Discerning readers, viewers, and listeners who

4.3: Appropriately identify the artist's message in his or her work

4.4: Evaluate the artist's message in light of Scripture's truths

Quality producers who

5.1: Accept responsibility for the quality of work produced

5.2: Make effective use of God's gift of time

5.3: Meet reasonable deadlines for work

5.4: Meet required/conventional standards for work

5.5: Seek out the constructive criticism of others on work in progress

5.6: Use available technology to produce quality work

Unit Six: Investigative Research Paper

Graduates of the WLHS English Department will be:

Effective communicators who

1.1: Write clearly and with purpose

1.4: Contribute constructively to group processes

Perceptive thinkers who

2.1: Exercise independent judgment

2.2: Detect logical fallacies

2.3: Distinguish truth from propaganda

2.4: Access and use relevant information

2.5: Seek out and evaluate multiple points of view

2.6: Identify and evaluate alternatives/options

2.7: Apply Christian discernment

2.8: Validate conclusions and decisions

2.9: Make meaningful connections among varied data

Self-directed learners who

3.1: Assume responsibility for their own learning

3.2: Establish and prioritize goals

3.3: Monitor and assess their own progress

3.4: Employ appropriate learning strategies in different situations

3.5: Apply available technology to facilitate learning

Discerning readers, viewers, and listeners who

- 4.1: Recognize explicit and implicit values in all forms of media
- 4.2: Apply aesthetic values to the message they see and hear
- 4.3: Appropriately identify the artist's message in his or her work

Quality producers who

- 5.1: Accept responsibility for the quality of work produced
- 5.2: Make effective use of God's gift of time
- 5.3: Meet reasonable deadlines for work
- 5.4: Meet required/conventional standards for work
- 5.5: Seek out the constructive criticism of others on work in progress
- 5.6: Use available technology to produce quality work

Unit Seven: In-class Essay Exam on British Novel

Graduates of the WLHS English Department will be:

Effective communicators who

- 1.1: Write clearly and with purpose
- 1.4: Contribute constructively to group processes

Perceptive thinkers who

- 2.1: Exercise independent judgment
- 2.4: Access and use relevant information
- 2.6: Identify and evaluate alternatives/options
- 2.7: Apply Christian discernment
- 2.8: Validate conclusions and decisions
- 2.9: Make meaningful connections among varied data

Self-directed learners who

- 3.1: Assume responsibility for their own learning
- 3.2: Establish and prioritize goals
- 3.3: Monitor and assess their own progress
- 3.4: Employ appropriate learning strategies in different situations
- 3.5: Apply available technology to facilitate learning

Discerning readers, viewers, and listeners who

- 4.3: Appropriately identify the artist's message in his or her work
- 4.4: Evaluate the artist's message in light of Scripture's truths

Quality producers who

- 5.1: Accept responsibility for the quality of work produced
- 5.2: Make effective use of God's gift of time
- 5.3: Meet reasonable deadlines for work
- 5.4: Meet required/conventional standards for work
- 5.5: Seek out the constructive criticism of others on work in progress
- 5.6: Use available technology to produce quality work

APPENDIX B: *Wisconsin Model Academic Standards for English Language Arts*

Course Title: Advanced Composition

Instructor: Mrs. Schmal

Unit One: Sentence Structure and Mechanics

By the end of **grade twelve**, students will:

B12.3: Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in oral and written communications.

- Understand the form and function of words, phrases, and clauses, including interrelated clauses in complex sentences, and use them effectively
- Use correct tenses, including conditionals, to indicate the relative order and relationship of events
- Employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun
- Punctuate compound, complex, and compound-complex sentences correctly, including appropriate use of dialogue, citations, colons, hyphens, dashes, ellipses, and italics
- Employ the conventions of capitalizations
- Spell frequently used words correctly and use effective strategies for spelling unfamiliar words
- Recognize common errors in the use of language and know how (and when) to correct them

D12.1: Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.

- Examine the origin, history, denotation, connotation, and usage of English words and phrases by consulting dictionaries, thesauruses, handbooks, and other sources of information about the language
- Evaluate the effects of different types of language, such as literary and technical, formal and informal, in communications designed to narrate, inform, explain, persuade, and entertain
- Use language appropriate to the background, knowledge, and age of an audience
- Recognize and exercise options in modes of expression and choice of words when speaking and writing, especially when revising written work

Unit Two: Expository Essay

By the end of **grade twelve**, students will:

A12.1: Use effective reading strategies to achieve their purposes in reading.

- Apply sophisticated word meaning and word analysis strategies, such as knowledge of roots, cognates, suffixes, and prefixes, to understand unfamiliar words
- Gather information to help achieve understanding when the meaning of a text is unclear

- Apply knowledge of expository structures, such as the deductive or inductive development of an argument, to the comprehension and evaluation of texts
- Identify propaganda techniques and faulty reasoning in texts
- Explain and evaluate the influence of format on the readability and meaning of a text
- Distinguish between fact and opinion in nonfiction texts
- Consider the context of a work when determining the meaning of abbreviations and acronyms as well as the technical, idiomatic, and figurative meanings of term

A12.4: Students will read to acquire information.

- Apply tests of logic and reasoning to informational and persuasive texts
- Analyze and synthesize the concepts and details encountered in informational texts such as reports, technical manuals, historical papers, and government documents
- Draw on and integrate information from multiple sources when acquiring knowledge
- Evaluate the reliability and authenticity of information conveyed in a text, using criteria, propaganda, and language.

B12.1 Create or produce writing to communicate with different audiences for a variety of purposes.

- Compose and publish analytic and reflective writing that conveys knowledge, experience, insights, and opinions to an intended audience
- Use rhetorical structures that divide complex thoughts into simpler ones, logical transitions from one thought to another, and language appropriate to the intended audience
- Write summaries of complex information (such as information in a lengthy text or a sequence of events), expand or reduce the summaries by adding or deleting detail, and integrate appropriately summarized information into review, reports, or essays, with correct citations
- Write in a variety of situations (impromptu, over time, in collaboration or alone) and adapt strategies, such as revision, technology, and the use of reference materials, to the situation
- Use a variety of writing technologies, including pen and paper as well as computers
- Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation

B12.2: Plan, revise, edit, and publish clear and effective writing.

- Write essays demonstrating the capacity to communicate knowledge, opinions, and insights to an intended audience through a clear thesis and effective organization of supporting ideas
- Develop a composition through a series of drafts, using a revision strategy based on purpose and audience, personal style, self-awareness of strengths and weaknesses as a writer, and feedback from peers and teachers
- Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, clearly written response in effective language and a voice appropriate for audience and purpose

D12.1: Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.

- Examine the origin, history, denotation, connotation, and usage of English words and phrases by consulting dictionaries, thesauruses, handbooks, and other sources of information about the language
- Evaluate the effects of different types of language, such as literary and technical, formal and informal, in communications designed to narrate, inform, explain, persuade, and entertain
- Use language appropriate to the background, knowledge, and age of an audience
- Recognize and exercise options in modes of expression and choice of words when speaking and writing, especially when revising written work

E12.1: Use computers to acquire, organize, analyze, and communicate information.

- Design, format, and produce attractive word-processed documents for various purposes
- Use on-line sources to exchange information

Unit Three: Argumentative Essay

By the end of **grade twelve**, students will:

A12.1: Use effective reading strategies to achieve their purposes in reading.

- Apply sophisticated word meaning and word analysis strategies, such as knowledge of roots, cognates, suffixes, and prefixes, to understand unfamiliar words
- Gather information to help achieve understanding when the meaning of a text is unclear
- Apply knowledge of expository structures, such as the deductive or inductive development of an argument, to the comprehension and evaluation of texts
- Identify propaganda techniques and faulty reasoning in texts
- Explain and evaluate the influence of format on the readability and meaning of a text
- Distinguish between fact and opinion in nonfiction texts
- Consider the context of a work when determining the meaning of abbreviations and acronyms as well as the technical, idiomatic, and figurative meanings of term

B12.1: Create or produce writing to communicate with different audiences for a variety of purposes.

- Compose and publish analytic and reflective writing that conveys knowledge, experience, insights, and opinions to an intended audience
- Use rhetorical structures that divide complex thoughts into simpler ones, logical transitions from one thought to another, and language appropriate to the intended audience
- Write summaries of complex information (such as information in a lengthy text or a sequence of events), expand or reduce the summaries by adding or deleting detail, and integrate appropriately summarized information into review, reports, or essays, with correct citations
- Write in a variety of situations (impromptu, over time, in collaboration or alone) and adapt strategies, such as revision, technology, and the use of reference materials, to the situation

- Use a variety of writing technologies, including pen and paper as well as computers
- Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation

B12.2: Plan, revise, edit, and publish clear and effective writing.

- Write essays demonstrating the capacity to communicate knowledge, opinions, and insights to an intended audience through a clear thesis and effective organization of supporting ideas
- Develop a composition through a series of drafts, using a revision strategy based on purpose and audience, personal style, self-awareness of strengths and weaknesses as a writer, and feedback from peers and teachers
- Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, clearly written response in effective language and a voice appropriate for audience and purpose

B12.3: Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in oral and written communications.

- Understand the form and function of words, phrases, and clauses, including interrelated clauses in complex sentences, and use them effectively
- Use correct tenses, including conditionals, to indicate the relative order and relationship of events
- Employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun
- Punctuate compound, complex, and compound-complex sentences correctly, including appropriate use of dialogue, citations, colons, hyphens, dashes, ellipses, and italics
- Employ the conventions of capitalizations
- Spell frequently used words correctly and use effective strategies for spelling unfamiliar words
- Recognize common errors in the use of language and know how (and when) to correct them

D12.1: Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.

- Examine the origin, history, denotation, connotation, and usage of English words and phrases by consulting dictionaries, thesauruses, handbooks, and other sources of information about the language
- Evaluate the effects of different types of language, such as literary and technical, formal and informal, in communications designed to narrate, inform, explain, persuade, and entertain
- Use language appropriate to the background, knowledge, and age of an audience
- Recognize and exercise options in modes of expression and choice of words when speaking and writing, especially when revising written work

E12.1: Use computers to acquire, organize, analyze, and communicate information.

- Design, format, and produce attractive word-processed documents for various purposes
- Use on-line sources to exchange information

Unit Four: Critical Review

By the end of **grade twelve**, students will:

B12.1: Create or produce writing to communicate with different audiences for a variety of purposes.

- Compose and publish analytic and reflective writing that conveys knowledge, experience, insights, and opinions to an intended audience
- Use rhetorical structures that divide complex thoughts into simpler ones, logical transitions from one thought to another, and language appropriate to the intended audience
- Write summaries of complex information (such as information in a lengthy text or a sequence of events), expand or reduce the summaries by adding or deleting detail, and integrate appropriately summarized information into review, reports, or essays, with correct citations
- Write in a variety of situations (impromptu, over time, in collaboration or alone) and adapt strategies, such as revision, technology, and the use of reference materials, to the situation
- Use a variety of writing technologies, including pen and paper as well as computers
- Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation

B12.2: Plan, revise, edit, and publish clear and effective writing.

- Write essays demonstrating the capacity to communicate knowledge, opinions, and insights to an intended audience through a clear thesis and effective organization of supporting ideas
- Develop a composition through a series of drafts, using a revision strategy based on purpose and audience, personal style, self-awareness of strengths and weaknesses as a writer, and feedback from peers and teachers
- Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, clearly written response in effective language and a voice appropriate for audience and purpose

B12.3: Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in oral and written communications.

- Understand the form and function of words, phrases, and clauses, including interrelated clauses in complex sentences, and use them effectively
- Use correct tenses, including conditionals, to indicate the relative order and relationship of events
- Employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun
- Punctuate compound, complex, and compound-complex sentences correctly, including appropriate use of dialogue, citations, colons, hyphens, dashes, ellipses, and italics
- Employ the conventions of capitalizations
- Spell frequently used words correctly and use effective strategies for spelling unfamiliar words

- Recognize common errors in the use of language and know how (and when) to correct them

E12.1: Use computers to acquire, organize, analyze, and communicate information.

- Design, format, and produce attractive word-processed documents for various purposes
- Use on-line sources to exchange information

Unit Five: Short Story Critical Analysis

By the end of **grade twelve**, students will:

A12.1: Use effective reading strategies to achieve their purposes in reading.

- Apply sophisticated word meaning and word analysis strategies, such as knowledge of roots, cognates, suffixes, and prefixes, to understand unfamiliar words
- Gather information to help achieve understanding when the meaning of a text is unclear
- Apply knowledge of expository structures, such as the deductive or inductive development of an argument, to the comprehension and evaluation of texts
- Identify propaganda techniques and faulty reasoning in texts
- Explain and evaluate the influence of format on the readability and meaning of a text
- Distinguish between fact and opinion in nonfiction texts
- Consider the context of a work when determining the meaning of abbreviations and acronyms as well as the technical, idiomatic, and figurative meanings of term

A12.2: Read, interpret, and critically analyze literature.

- Explain the structure of selected classical and contemporary works of literature, in whole and in part, from various cultures and historical periods, and illustrate ways in which authors use syntax, imagery, figures of speech, allusions, symbols, irony, and other devices in the context of history, culture, and style
- Draw on a broad base of knowledge about the universal themes of literature such as initiation, love and duty, heroism, illusion and reality, salvation, death and rebirth, and explain how these themes are developed in a particular work of literature
- Investigate and report on ways in which a writer has influenced or been influenced by historical, social, and cultural issues or events.
- Develop, explain, and defend interpretations of complex literary works
- Explain how details of language, setting, plot, character, conflict, point of view, and voice in a work of literature combine to produce a dominant tone, effect, or theme
- Develop and apply criteria to evaluate the literary merit of unfamiliar works

A12.3: Read and discuss literary and nonliterary texts in order to understand human experience.

- Examine, explain, and evaluate, orally and in writing, various perspectives concerning individual, community, national, and world issues reflected in literary and nonliterary texts

- Develop and articulate, orally and in writing, defensible points of view on individual, community, national, and world issue reflected in literary and nonliterary texts
- Identify the devices an author uses to influence readers and critique the effectiveness of their use
- Identify philosophical assumptions and basic beliefs underlying selected texts

A12.4: Students will read to acquire information.

- Apply tests of logic and reasoning to informational and persuasive texts
- Analyze and synthesize the concepts and details encountered in informational texts such as reports, technical manuals, historical papers, and government documents
- Draw on and integrate information from multiple sources when acquiring knowledge
- Evaluate the reliability and authenticity of information conveyed in a text, using criteria, propaganda, and language.

B12.2: Plan, revise, edit, and publish clear and effective writing.

- Write essays demonstrating the capacity to communicate knowledge, opinions, and insights to an intended audience through a clear thesis and effective organization of supporting ideas
- Develop a composition through a series of drafts, using a revision strategy based on purpose and audience, personal style, self-awareness of strengths and weaknesses as a writer, and feedback from peers and teachers
- Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, clearly written response in effective language and a voice appropriate for audience and purpose

B12.3: Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in oral and written communications.

- Understand the form and function of words, phrases, and clauses, including interrelated clauses in complex sentences, and use them effectively
- Use correct tenses, including conditionals, to indicate the relative order and relationship of events
- Employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun
- Punctuate compound, complex, and compound-complex sentences correctly, including appropriate use of dialogue, citations, colons, hyphens, dashes, ellipses, and italics
- Employ the conventions of capitalizations
- Spell frequently used words correctly and use effective strategies for spelling unfamiliar words
- Recognize common errors in the use of language and know how (and when) to correct them

D12.1: Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.

- Examine the origin, history, denotation, connotation, and usage of English words and phrases by consulting dictionaries, thesauruses, handbooks, and other sources of information about the language
- Evaluate the effects of different types of language, such as literary and technical, formal and informal, in communications designed to narrate, inform, explain, persuade, and entertain
- Use language appropriate to the background, knowledge, and age of an audience
- Recognize and exercise options in modes of expression and choice of words when speaking and writing, especially when revising written work

E12.1: Use computers to acquire, organize, analyze, and communicate information.

- Design, format, and produce attractive word-processed documents for various purposes
- Use on-line sources to exchange information

Unit Six: Investigative Research Paper

By the end of **grade twelve**, students will:

A12.4: Students will read to acquire information.

- Apply tests of logic and reasoning to informational and persuasive texts
- Analyze and synthesize the concepts and details encountered in informational texts such as reports, technical manuals, historical papers, and government documents
- Draw on and integrate information from multiple sources when acquiring knowledge
- Evaluate the reliability and authenticity of information conveyed in a text, using criteria, propaganda, and language.

B12.2: Plan, revise, edit, and publish clear and effective writing.

- Write essays demonstrating the capacity to communicate knowledge, opinions, and insights to an intended audience through a clear thesis and effective organization of supporting ideas
- Develop a composition through a series of drafts, using a revision strategy based on purpose and audience, personal style, self-awareness of strengths and weaknesses as a writer, and feedback from peers and teachers
- Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, clearly written response in effective language and a voice appropriate for audience and purpose

B12.3: Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in oral and written communications.

- Understand the form and function of words, phrases, and clauses, including interrelated clauses in complex sentences, and use them effectively
- Use correct tenses, including conditionals, to indicate the relative order and relationship of events
- Employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun

- Punctuate compound, complex, and compound-complex sentences correctly, including appropriate use of dialogue, citations, colons, hyphens, dashes, ellipses, and italics
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- Spell frequently used words correctly and use effective strategies for spelling unfamiliar words
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- Use language appropriate to the background, knowledge, and age of an audience
- Recognize and exercise options in modes of expression and choice of words when speaking and writing, especially when revising written work

E12.1: Use computers to acquire, organize, analyze, and communicate information.

- Design, format, and produce attractive word-processed documents for various purposes
- Incorporate information from databases and spreadsheets into reports
- Integrate graphics appropriately into reports, newsletters, and other documents
- Retrieve and reproduce documents across various platforms
- Use on-line sources to exchange information

F12.1: Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.

- Formulate questions addressing issues or problems that can be answered through a well defined and focused investigation
- Use research tools found in school and college libraries, take notes, collect and classify sources, and develop strategies for finding and recording information
- Conduct interviews, taking notes or recording and transcribing oral information, then summarizing the results
- Develop research strategies appropriate to the investigation, considering methods such as questionnaires, experiments, and field studies
- Organize research materials and data, maintaining a note-taking system that includes summary, paraphrase, and quoted material
- Evaluate the usefulness and credibility of data and sources by applying tests of evidence, including bias, position, expertise, adequacy, validity, reliability, and date
- Analyze, synthesize, and integrate data, drafting a reasoned report that supports and appropriately illustrates inferences and conclusions drawn from research
- Present findings in oral and written reports, correctly citing sources

Unit Seven: In-class Essay Exam on British Novel

By the end of **grade twelve**, students will:

A12.1: Use effective reading strategies to achieve their purposes in reading.

- Apply sophisticated word meaning and word analysis strategies, such as knowledge of roots, cognates, suffixes, and prefixes, to understand unfamiliar words
- Gather information to help achieve understanding when the meaning of a text is unclear
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A12.2: Read, interpret, and critically analyze literature.

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- Draw on a broad base of knowledge about the universal themes of literature such as initiation, love and duty, heroism, illusion and reality, salvation, death and rebirth, and explain how these themes are developed in a particular work of literature
- Investigate and report on ways in which a writer has influenced or been influenced by historical, social, and cultural issues or events.
- Develop, explain, and defend interpretations of complex literary works
- Explain how details of language, setting, plot, character, conflict, point of view, and voice in a work of literature combine to produce a dominant tone, effect, or theme
- Develop and apply criteria to evaluate the literary merit of unfamiliar works

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- Use a variety of writing technologies, including pen and paper as well as computers
- Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation

B12.3: Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in oral and written communications.

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- Use language appropriate to the background, knowledge, and age of an audience
- Recognize and exercise options in modes of expression and choice of words when speaking and writing, especially when revising written work