

## Syllabus

### RCAS Policies/Procedures

Students will be required to follow all RCAS policies and procedures. To view the RCAS High School Student Handbook, click [handbook](#).

### Course Description

English 12 is a year-long course fulfilling the twelfth-grade English requirement. This course integrates all twelfth-grade ELA standards. Students will explore ethics and inclusion while engaging in projects and activities that will help them develop advanced levels of reading, writing, speaking, and listening skills. As a culminating project, students will research, prepare, and present a chosen topic to a specific audience of stakeholders.

### Grading

Points shall be awarded for assignments, quizzes and tests. Points will be awarded throughout the year based on participation, projects, and writing. Final for the course accounts for 5% of the total grade.

### Late Policy

Students will receive an extension of the number of days missing, plus one day. Beyond extension, students will receive a 10% deduction of assignment after each week missing (40% maximum deduction). Late work will not be accepted after first semester is completed. Missing grade will appear as a 0% and "missing."

### Textbook

There is no specific textbook for this class.

### Reading

#### Optional Reading

*Evicted: Poverty and Profit in the American City*

*Heart Berries: A Memoir*

*Just Mercy: A Story of Justice and Redemption*

*Made in China: A Prisoner, an SOS Letter, and the Hidden Cost of America's Cheap Goods*

*Aristotle and Dante Discover the Secrets of the Universe*

*Give Me Some Truth*

*Nickel and Dimed: On (Not) Getting By in America*

*Spirit Run: A 6,000-Mile Marathon Through North America's Stolen Land*

*The Radium Girls: The Dark Story of America's Shining Women*

*The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*

*The Water Defenders: How Ordinary People Saved a Country from Corporate Greed*

*Little Fires Everywhere*

*One of the Good Ones*

*Solar Storms*

*The Marrow Thieves*

*There There*

*The Vanishing Half*

*Where the Crawdads Sing*

Patterns for College Writing: A Rhetorical Reader & Guide (15th Edition)

*You Don't Have to Say You Love Me*, Sherman Alexie

*Night Sky with Exit Wounds*, Ocean Vuong (Poetry)

*When My Brother Was an Aztec*, Natalie Diaz (Poetry)

"A Hanging" George Orwell

*Dubliners* by James Joyce

A Moveable Feast, by Ernest Hemingway

Out of Africa, by Isak Dinesen

Every Falling Star, by Sungju Lee

Patterns for College Writing: A Rhetorical Reader & Guide (15th Edition)

<https://explore.proquest.com/sirsissuesresearcher/home?accountid=45583>

<https://owl.purdue.edu/>

<https://kahoot.com/schools-u/>

<https://www.grammarly.com/>

<https://quizizz.com/admin>

<https://writingcenter.unc.edu/tips-and-tools/>

<https://www.themuse.com/advice/cover-letter-examples-every-type-job-seeker>

<https://www.glassdoor.com/blog/anatomy-perfect-resume/>

<https://www.cnbc.com/2019/07/10/an-example-of-the-perfect-resume-according-to-harvard-career-experts.html>

<https://www.topresume.com/career-advice/11-tips-to-writing-perfect-resume>

<https://www.collegeessayguy.com/blog/scholarship-essay-examples>

[https://www.internationalstudent.com/essay\\_writing/top-ten-tips-for-admissions-essays/](https://www.internationalstudent.com/essay_writing/top-ten-tips-for-admissions-essays/)

<https://www.collegeessayguy.com/blog/college-essay-tips>

<https://www.collegeessayguy.com/blog/college-essay-examples>

[https://www.internationalstudent.com/essay\\_writing/top-ten-tips-for-admissions-essays/](https://www.internationalstudent.com/essay_writing/top-ten-tips-for-admissions-essays/)

<https://explore.proquest.com/sirsissuesresearcher/home?accountid=45583>

<https://owl.purdue.edu/>

<https://kahoot.com/schools-u/>

<https://www.weebly.com/>

<https://screencast-o-matic.com/>

- Health Care in the United States [https://en.wikipedia.org/wiki/Health\\_care\\_in\\_the\\_United\\_States](https://en.wikipedia.org/wiki/Health_care_in_the_United_States) (Links to an external site.)
- What is HIPPA and why do we need it? <https://www.cdc.gov/phlp/publications/topic/hipaa.html> (Links to an external site.)
- Origins of Medicine: <https://www.britannica.com/science/history-of-medicine> (Links to an external site.)

- Where does Medicine come from? <https://sitn.hms.harvard.edu/flash/2011/where-does-medicine-come-from/> (Links to an external site.)
- [Medicine After Oil \(Click the circular arrow that looks like a refresh button to rotate the PDF\)](#)
  - [Cultural Assumptions \(Links to an external site.\)](#)
  - [Cross Cultural Medicine \(Links to an external site.\)](#)
  - [Native American Practices \(Links to an external site.\)](#)
  - [Persistence of Traditional Medicine \(Links to an external site.\)](#)
  - [Herbal Tea.pdf](#)     [\\_Download Herbal Tea.pdf](#)

<https://www.pbs.org/healthcarecrisis/history.htm>

<https://www.focusstandards.org/us-govt-position-cannabis/>

Where the Wild Things AreThe lust for rhino horns has fueled a poaching war across southern Africa. But who's really winning?By Scott C. Johnson

<https://www.theatlantic.com/international/archive/2014/06/gorillas-guns-and-oil-a-journey-inside-virunga-national-park/373305/>

<https://news.mongabay.com/2020/04/twelve-rangers-killed-in-latest-virunga-park-incident/>

<file:///C:/Users/jennifer.dame/Downloads/Rhetorical%20Summary%20Notes.pdf>

<file:///C:/Users/jennifer.dame/Downloads/Hunting%20and%20Evolution%20PDF.pdf>

<https://www.themeateater.com/conservation/wildlife-management/video-of-the-day-hunting-is-conservation>

<https://admin.nationalgeographic.org/media/wolves-yellowstone/>

[https://mountainjournal.org/lessons-learned-25-years-after-wolves-restored-to-yellowstone?fbclid=IwAR0cgrisNMoRCz1-SjEzoN7HcLj-MaKvPUwxUtQX\\_Msoj1uHGx55UsvqBY](https://mountainjournal.org/lessons-learned-25-years-after-wolves-restored-to-yellowstone?fbclid=IwAR0cgrisNMoRCz1-SjEzoN7HcLj-MaKvPUwxUtQX_Msoj1uHGx55UsvqBY)

<https://www.aljazeera.com/program/episode/2019/6/12/world-day-against-child-labour-five-must-watch-documentaries/> (Links to an external site.)

<https://www.businessinsider.com/uighur-forced-labor-global-brands-profited-activists-letter-2020-7> (Links to an external site.)

[https://www.dol.gov/sites/dolgov/files/ILAB/child\\_labor\\_reports/tda2019/2020\\_TVPRAList\\_Online\\_Final.pdf](https://www.dol.gov/sites/dolgov/files/ILAB/child_labor_reports/tda2019/2020_TVPRAList_Online_Final.pdf) (Links to an external site.)

<https://www.theguardian.com/sustainable-business/2016/nov/24/child-labour-what-can-we-do-africa-modern-slavery>

<https://www.theatlantic.com/business/archive/2018/06/malaysia-forced-labor-electronics/563873/> (Links to an external site.)

<https://www.theguardian.com/global-development-professionals-network/2015/sep/02/child-labour-on-nestle-farms-chocolate-giants-problems-continue>

<https://www.theatlantic.com/international/archive/2012/03/the-white-savior-industrial-complex/254843/>

<https://medium.com/@anniewindholz/unpacking-white-saviorism-7d7b659dcbb3>

<https://www.npr.org/sections/goatsandsoda/2019/08/09/749005287/american-with-no-medical-training-ran-center-for-malnourished-ugandan-kids-105-d>

<https://www.thenation.com/article/those-kids-are-no-longer-yours-ugandas-adoption-market/>

<https://www.forbes.com/sites/nicolefisher/2017/04/24/human-trafficking-in-plain-sight/#516cd27551f8>

<https://fieldcenteratpenn.org/wp-content/uploads/2013/05/6230-R10-Field-Center-Full-Report-Web.pdf>

<https://www.nytimes.com/1985/01/28/world/the-bhopal-disaster-how-it-happened.html> (Links to an external site.)

<https://www.theatlantic.com/photo/2014/12/bhopal-the-worlds-worst-industrial-disaster-30-years-later/100864/>

<https://www.nytimes.com/2017/04/17/business/dealbook/when-money-gets-in-the-way-of-corporate-ethics.html> (Links to an external site.)

<https://fee.org/articles/consumers-should-be-voting-every-day-with-their-wallets/>

[https://www.huffpost.com/entry/put-your-money-where-your-mouth-is-vote-with-your\\_b\\_58a92d46e4b0fa149f9ac73c](https://www.huffpost.com/entry/put-your-money-where-your-mouth-is-vote-with-your_b_58a92d46e4b0fa149f9ac73c)

<https://www.nytimes.com/2020/10/21/health/purdue-opioids-criminal-charges.html>

<file:///C:/Users/jennifer.dame/Downloads/Thinking%20Like%20a%20Mountain%20-%20Aldo%20Leopold.pdf>

<https://fivebooks.com/best-books/climate-change-novels/>

<https://www.washingtonindependentreviewofbooks.com/index.php/features/four-novels-that-get-adoption-right>

<https://justbuyessay.com/blog/rhetorical-analysis-essay>

<https://www.washingtonpost.com/archive/politics/1979/07/16/text-of-president-carters-address-to-the-nation/70414c34-0ac4-4de1-b579-3af3937146d4/>

<https://call-for-papers.sas.upenn.edu/cfp/2020/01/14/erasure-and-the-environment>

<https://www.scribbr.com/mla/block-quotes/>

<https://writingcenter.fas.harvard.edu/pages/developing-thesis>

<file:///C:/Users/jennifer.dame/Downloads/They%20Say,%20I%20Say%20--%20And,%20Yet%20Chapter.pdf>

Narrative Poetry

Professional Email Correspondence

Grammar Mini-Lessons

Conventions

Style

Writing Voice

Meaningful Metaphors

Occupation-Specific Reports (i.e. Police)

### **Instructional Resources**

Quizizz

No Red Ink

Writer's Inc.

Writers Inc: Write for College

Patterns for College Writing: A Rhetorical Reader & Guide(15th Edition)

<https://owl.purdue.edu/>

<https://kahoot.com/schools-u/>

<https://www.grammarly.com/>

### Essential Questions

\* Why should I consult multiple sources when I gather information?

- What makes an effective oral presentation?
- What does contemporary literature offer within a research project?
- Why is "listening to the conversation" an important concept for us as academic writers?

### Essential Learning Intentions

**11-12.RL.1:** Accurately cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

**11-12.RL.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 to support thematic analysis.

**11-12.RL.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).

**11-12.RL.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.

**11-12.RL.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.

**11-12.RL.6:** Analyze how point of view and/or author purpose requires distinguishing what is directly stated in text and what is implied.

**11-12.RL.7:** Analyze multiple interpretations of a story, drama, or poem in different artistic mediums, evaluating how each version interprets the source text.

**11-12.RL.8** (Not applicable to literature)

**11-12.RL.9:** Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American or World literature, including how two or more texts from the same period treat similar themes or topics.

**11-12.RL.10:** By the end of grade 11 read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band independently and proficiently, with guidance and support as needed at the high end of the range. 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.

- a. Read and comprehend grade-level texts for academic tasks.
- b. Self-select texts for personal enjoyment, interest, and academic tasks.
- c. Read widely to understand multiple perspectives and diverse viewpoints.

**Reading Informational Text: Grades 11-12**

**11-12.RI.1:** Accurately cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

**11-12.RI.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 to support analysis.

**11-12.RI.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.

**11-12.RI.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.

**11-12.RI.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.

**11-12.RI.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 its overall rhetorical effectiveness.

**11-12.RI.7:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, verbally, quantitatively) in order to address a question or solve a problem.

**11-12.RI.8:** Delineate (break down) and evaluate the reasoning in seminal U.S. and global texts, including the application of founding principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.

**11-12.RI.9:** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

**11-12.RI.10:** By the end of grade 11, read and comprehend literary nonfiction and informational texts in the grades 11-CCR text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction and informational texts at the high end of the grades 11-CCR text complexity band independently and proficiently.

- a. Read and comprehend grade-level texts for academic tasks.
- b. Self-select texts for personal enjoyment, interest, and academic tasks.
- c. Read widely to understand multiple perspectives and diverse viewpoints.

## **Writing Standards (Grades 11-12)**

---

**11-12.W.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 transitional 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.

**11-12.W.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. 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).

**11-12.W.3:** Write narratives or other creative texts 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 literary or 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, figurative and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text.

**11-12.W.4:** Produce clear and coherent writing in which the development, organization, style and tone are appropriate to grade-specific task, purpose, and audience.

**11-12.W.5:** Use a writing process to 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

**11-12.W.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.

**11-12.W.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.

**11-12.W.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.

**11-12.W.9:** Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grades 11–12 Reading standards for literature to writing.
- b. Apply grades 11–12 Reading standards for literary nonfiction to writing.

**11-12.W.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, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

## Speaking & Listening Standards (Grades 11-12)

---

**11-12.SL.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) 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. Collaborate 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.

**11-12.SL.2:** Integrate multiple sources of information presented in diverse media or formats (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.

**11-12.SL.3:** Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**11-12.SL.4:** Present information, findings, and supporting evidence while respecting intellectual property; convey 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.

**11-12.SL.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.

**11-12.SL.6:** Adapt speech to a variety of contexts, audience, tasks, and feedback from self and others, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

# Language Standards (Grades 11-12)

---

## **Language Standards: Grades 11-12**

**11-12.L.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 as needed.

**11-12.L.2:** Demonstrate command of the conventions of standard English grammar; consult references as needed.

- a. Use hyphens and dashes correctly.
- b. Spell correctly; consult references as needed.

**11-12.L.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. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

**11-12.L.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).

**11-12.L.5:** 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.

**11-12.L.6:** Acquire and accurately use general academic and subject 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.