



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Department of Teaching & Learning
Parent/Student Course Information

Core English Grade 12
(LA1160)

Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.

COURSE DESCRIPTION

The focus of the English 12 course is to prepare the students for college and career readiness. Students write in a variety of modes for a variety of audiences. As they work through the writing process, students revise and edit their work for subject/verb agreement; pronoun reference; consistent viewpoint; and correct use of commas, semicolons, and colons.

A survey of British literature helps the students relate to the political, social, and philosophical perspectives of each historical period. As students use these perspectives to analyze literature, they will begin to see how the British and their language have influenced the lives and literature of many people.

During the year, the students practice techniques for improving their own writing styles and fluency of expression. In addition, formal speaking and listening situations involve them in debates and interviews. The extent of review in grammar/usage depends upon the individual's needs. All pieces of a student's writing are stored in a Works in Progress folder from which each student selects pieces of writing for his or her writing portfolio. The contents of the portfolio illustrate how each student has grown and improved as a writer throughout the year.

PREREQUISITE

English 11

REQUIRED STUDENT TEXTBOOK

Holt McDougal Literature, 12

Write Source Recharged, Online Access (Handbook by request)

READING SELECTIONS

<i>1984, Orwell</i>	<i>I, Robot, Asimov</i>	<i>Pride and Prejudice, Austen</i>
<i>Brave New World, Huxley</i>	<i>Life of Pi, Martel</i>	<i>Pygmalion, Shaw</i>
<i>Canterbury Tales, Chaucer</i>	<i>Lost Horizon, Hilton</i>	<i>The Razor's Edge, Maugham</i>
<i>Cry, the Beloved Country, Paton</i>	<i>Macbeth, Shakespeare</i>	<i>Richard III, Shakespeare</i>
<i>Felicia's Journey, Trevor</i>	<i>A Man for All Seasons, Bolt</i>	<i>Tess of the d'Urbervilles, Hardy</i>
<i>Frankenstein, Shelley</i>	<i>The Mayor of Casterbridge, Hardy</i>	<i>Time Machine, Wells</i>
<i>Girl With a Pearl Earring, Chevalier</i>	<i>Othello, Shakespeare</i>	<i>The War of the Worlds, Wells</i>
<i>Gulliver's Travels, Swift</i>	<i>The Picture of Dorian Gray, Wilde</i>	<i>Wuthering Heights, Brontë, E.</i>
<i>The Hound of the Baskervilles, Doyle</i>	<i>The Power of One, Courtenay</i>	

12TH GRADE VIRGINIA BEACH STANDARDS AND OBJECTIVES ENGLISH LANGUAGE ARTS

COMMUNICATION: SPEAKING, LISTENING, AND MEDIA LITERACY

- 12.1 The student will participate in, collaborate in, and report on small-group learning activities. (SOL 12.1f)**
- 12.1.1 Assume responsibility for specific group tasks.
 - 12.1.2 Collaborate in the preparation or summary of the group activity.
 - 12.1.3 Demonstrate the ability to work effectively with diverse teams to accomplish a common goal.
 - 12.1.4 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
 - 12.1.5 Access, critically evaluate, and use information accurately to solve problems and justify opinions and ideas.
- 12.2 The student will make a formal oral presentation in a group or individually. (SOL 12.1)**
- 12.2.1 Choose the purpose of the presentation (e.g., to defend a position, to entertain an audience, or to explain information.) (SOL 12.1a)
 - 12.2.2 Plan a well-structured narrative or logical argument appropriate to the presentation.
 - 12.2.3 Choose vocabulary, language, and tone appropriate to the audience, topic, and purpose. (SOL 12.1b)
 - 12.2.4 Use details, illustrations, statistics, comparisons, and analogies to support the presentation. (SOL 12.1c)
 - 12.2.5 Use media, visual literacy, and technology skills to create and support the presentation. (SOL 12.1d)
 - 12.2.6 Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose. (SOL 12.1e)
 - 12.2.7 Evaluate formal presentations including personal, digital, visual, textual, and technological. (SOL 12.1g)
 - 12.2.8 Use a variety of listening strategies to analyze relationships among purpose, audience, and content of presentations. (SOL 12.1h)
 - 12.2.9 Critique effectiveness of presentations. (SOL 12.1j)
 - 12.2.10 Cite sources, as appropriate.
- 12.3 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors. (SOL 12.2)**
- 12.3.1 Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion. (SOL 12.2a)
 - 12.3.2 Determine the author's purpose and intended effect on the audience for media messages. (SOL 12.2b)

READING and RESPONDING TO LITERATURE

12.4 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. (SOL 12.3)

- 12.4.1 Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words. (SOL 12.3a)
- 12.4.2 Determine the meaning of words and phrases as they are used in context, including figurative and connotative meanings. (SOL12.3b)
- 12.4.3 Discriminate between connotative and denotative meanings and interpret the connotation. (SOL 12.3c)
- 12.4.4 Identify the meaning of common idioms, literary and classical allusions in text. (SOL 12.3d)
- 12.4.5 Expand general and specialized vocabulary through speaking, reading, and writing. (SOL12.3e)
- 12.4.6 Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts. (SOL 12.3f)

12.5 The student will read, comprehend, and analyze the development of British literature and literature of other cultures. (SOL 12.4)

- 12.5.1 Compare and contrast the development of British literature and the English language in its historical context. (SOL 12.4a)
- 12.5.2 Recognize major literary forms and their elements. (SOL 12.4b)
- 12.5.3 Recognize the characteristics of major chronological eras. (SOL 12.4e)
- 12.5.4 Relate literary works and authors to major themes and issues of their eras. (SOL 12.4d)
- 12.5.5 Analyze the social and cultural function of British literature. (SOL 12.4e)
- 12.5.6 Explain how imagery and figures of speech (personification, simile, metaphor) appeal to the reader's senses and experience.
- 12.5.7 Explain how an author's specific word choices, syntax, tone, and voice support the author's purpose.
- 12.5.8 Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme. (SOL 12.4f)
- 12.5.9 Compare and contrast traditional and contemporary poems from many cultures. (SOL 12.4g)
- 12.5.10 Analyze how dramatic conventions including character, scene, dialogue, and staging contribute to the theme and effect. (SOL 12.4h)
- 12.5.11 Compare and contrast dramatic elements of plays from American, British, and other cultures. (SOL 12.4i)
- 12.5.12 Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.

- 12.6 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts. (SOL 12.5)**
- 12.6.1 Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts. (SOL 12.5a)
 - 12.6.2 Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge. (SOL 12.5b)
 - 12.6.3 Draw conclusions and make inferences on explicit and implied information using textual support. (SOL 12.5f)
 - 12.6.4 Analyze the themes, purposes, and rhetorical features of significant essays, historical documents, and literary nonfiction.
 - 12.6.5 Critique the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure make points clear, convincing, or engaging. (CC 11-12)
 - 12.6.6 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 the power, persuasiveness, or beauty of the text. (CC 11-12)
 - 12.6.7 Analyze two or more texts addressing the same topic to identify authors’ purpose and determine how authors reach similar or different conclusions. (SOL 12.5c)
 - 12.6.8 Identify false premises in persuasive writing. (SOL 12.5e)
 - 12.6.9 Recognize and analyze use of ambiguity, tone, contradiction, paradox, irony, overstatement, and understatement in any format (e.g., textual, visual, media, digital) (SOL 12.5d)

WRITTEN COMMUNICATION

12.7 The student will convey complex ideas through a variety of forms (narrative, expository, and persuasive writings) for a variety of audiences and purposes (SOL 12.6)

- 12.7.1 Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose. (SOL 12.6a)
- 12.7.2 Adapt content, vocabulary, voice, and tone to audience, purpose, and situation. (SOL 11.6e)
- 12.7.3 Organize ideas in a sustained and logical manner. (SOL 11.6c)
- 12.7.4 Produce arguments in writing that develop a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions. (SOL 12.6b)
- 12.7.5 Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately. (SOL 12.6c)
- 12.7.6 Use a variety of rhetorical strategies to accomplish a specific purpose. (SOL 12.6e)
- 12.7.7 Create arguments free of errors in logic and externally supported. (SOL 12.6f)
- 12.7.8 Adapt content, vocabulary, voice, and tone to audience, purpose, and situation. (SOL 12.6d)
- 12.7.9 Revise writing for clarity and for relevancy, accuracy, and depth of content. (SOL 12.6g)
- 12.7.10 Use a Works in Progress (WIP) folder to compose and strengthen writing in various stages of development.
- 12.7.11 Use reflection as a tool to document growth as a writer and to self-evaluate process and product.
- 12.7.12 Publish a writing portfolio that emphasizes the writer’s growth, illustrates examples of learning experiences, and showcases best work.
- 12.7.13 Use technology to plan, draft, revise, edit, and publish written communication, as appropriate. (SOL 12.6h)
- 12.7.14 Adapt written work to include media images and external links, as appropriate.

12.8 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. (SOL 12.7)

- 12.10.1 Use a variety of phrases and clauses to achieve sentence conciseness and variety.

- 12.10.2 Edit, proofread, and prepare writing for intended audience and purpose. (SOL 12.7a)
- 12.10.3 Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization. (SOL 12.7b)
- 12.10.4 Adjust sentence and paragraph structures for a variety of purposes and audiences.
- 12.10.5 Vary syntax for effect.
- 12.10.6 Use a style manual to apply rules for punctuation and formatting of direct quotations (SOL 12.7c)

RESEARCH

- 12.9 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. (SOL 12.8)**
 - 12.9.1 Use technology as a tool to research, organize, evaluate, and communicate information. (SOL 12.8a)
 - 12.9.2 Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge. (SOL 12.8b)
 - 12.9.3 Critically evaluate the accuracy, quality, and validity of the information. (SOL 12.8c)
 - 12.9.4 Synthesize information to support the thesis and present information in a logical manner. (SOL 12.8d)
 - 12.9.5 Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). (SOL 12.8e)
 - 12.9.6 Revise writing for clarity, depth of information, and technique of presentation. (SOL 12.8f)
 - 12.9.7 Edit writing for language, spelling, punctuation, capitalization, syntax, and paragraphing as appropriate for standard English. (SOL 12.8g)
- 12.6.10 Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. (SOL 12.8h)

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For further information please call (757) 263-1070.

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To seek resolution of grievances resulting from alleged discrimination or to report violations of these policies, please contact the Title VI/Title IX Coordinator/Director of Student Leadership at (757) 263-2020, 1413 Laskin Road, Virginia Beach, Virginia, 23451 (for student complaints) or the Section 504/ADA Coordinator/Chief Human Resources Officer at (757) 263-1133, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (for employees or other citizens). Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Laskin Road Annex, 1413 Laskin Road, Virginia Beach, Virginia, 23451.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write The Department of Teaching and Learning, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1070 (voice); fax 263-1424; 263-1240 (TDD) or email her at Cameron.Vadersen@VBSchools.com

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