

**Course Description**

The Reader's Journey course is designed for students who want to develop as readers, whether they are avid readers who already know their reading preferences, or reluctant readers looking to discover their identities as readers. It allows students to develop an individualized reading plan to address their reading strengths and weaknesses as well as their interests. They will use these texts to hone their critical reading skills. All students' reading lists will include both fiction and nonfiction texts that span a variety of cultures, time periods, and genres, including essays, poetry, and short stories. Students will work with the teacher to create a reading plan that includes relevant texts by completing assignments based on those texts. Over the course of the year, students will participate in conferences with the teacher, facilitate class discussion, participate in reading circles, and write expository, narrative, and persuasive essays. Students will keep a reading journal throughout the year. This course will culminate in the development of a project that is planned, prepared, and presented in close association with teacher and community involvement. Students can take this course at either a college preparatory or honors level. Students in the honors course are expected to demonstrate a consistent work ethic, an aptitude for literary analysis, and a desire to improve their writing skills through challenging assignments.

Grade Twelve offers students the opportunity to take either English 12 Reader's Journey Honors or English CP. Both classes are college preparatory; placement is determined by performance in Grade 11. Teachers consider differentiating factors when recommending placement; differentiating factors include pace of delivery, complexity of assessment, and expectations for independent study.

**Study Habits Required for Success:**

1. Close reading of texts: Please expect 15-25 minutes of quiet home reading time 6 nights per week. Distraction (social media) free.
2. Download audiobooks to re-engage attention with text.
3. Use Grammarly on all written submissions. As a college readiness tool, students should have Grammarly on all publishing applications.
4. Annotate texts for ease of analysis.
5. Stay after with the teacher to ensure expectations prior to submitting a draft.
6. Utilize the steps of the writing process: building knowledge base, brainstorming, outlining, drafting, peer editing, finalizing.



**Content Standards, Materials, Student Products**

Curriculum Frameworks - Grade 12 English Language Arts

The Massachusetts Department of Elementary and Secondary Education (DESE) identifies six key knowledge and academic skills for English language arts students. In accordance, each term HHS Grade 12 students will:

**DESE#1: Read complex texts independently.**

- a. Independently chosen texts (with teacher assistance) that span genres, time periods, cultures, and difficulty
- b. Selected short stories, including but not limited to:
  - i. "The Lottery"
  - ii. "Tell-Tale Heart," "Masque of the Red Death," "Murders in the Rue Morgue"
  - iii. "A Sound of Thunder"
  - iv. "A Very Old Man with Enormous Wings"
  - v. "The Gift of the Magi"
- vi. Selected chapters from *How to Read Literature Like a Professor*
- vii. Selected articles and works of literary criticism
- viii. Selections from *Uncharted Territory*
  - i. Selections from *Norton Reader*
  - ii. HHS Reads Selections

**DESE #2: Writes effectively using and/or analyzing sources.**

- a. Argumentative Essay
- b. Narrative Writing
- c. Expository Essay
- d. Literary Reflections
- e. Speech / Research Presentation
- f. Annotated Bibliography

**DESE #3: Builds and presents knowledge after conducting research.**

- a. 10+ Slide / 5 source presentation
- b. Three minute speech defending position
- c. Genre study
- d. Essays using sources to defend position

**DESE #4: Uses context to determine meaning or words and phrases.**

- a. Participates in "why the word" conversations in class
- b. Consideration of cultural and historical language context.
- c. Annotates texts with a focus on syntax and rhetoric

**DESE #5: Can identify, assess, interpret, describe, analyze, and explain matters of "civic" life.**

- a. Reads fiction and nonfiction with maturity and respect.
- b. Considers author's tone when analyzing literature
- c. Makes connections between fictional characters and circumstances to real world experiences/civic circumstances.

**DESE #6: Have the capacity to listen and the ability to communicate in ways that are accessible to others.**

- a. Participates in conversations of contrasting views with maturity and respect.
- b. Listens to peer and teacher perspectives, even those in opposition to their own, and formulates a thoughtful response.
- c. Modulates their own verbal delivery dependent upon audience needs.



Subject: English 12 Reader's Journey – CP

Units	Essential Questions
<b>Short Story</b>	<ul style="list-style-type: none"> <li>▪ How do readers prepare for reading?</li> <li>▪ What are readers thinking about as they read?</li> <li>▪ What can a reader do when they don't understand?</li> <li>▪ What impact does fluency have on comprehension?</li> <li>▪ Why are strategies important?</li> </ul>
<b>Drama</b>	<ul style="list-style-type: none"> <li>▪ How does culture affect drama through history?</li> <li>▪ How does drama bridge cultural diversity?</li> <li>▪ How have the events in history molded drama?</li> </ul>
<b>Fiction</b>	<ul style="list-style-type: none"> <li>▪ How do readers reflect and respond?</li> <li>▪ What connections do readers make?</li> <li>▪ How might being able to recognize literary features help in appreciating literature?</li> </ul>
<b>Non-Fiction</b>	<ul style="list-style-type: none"> <li>▪ How is information organized?</li> <li>▪ Why is information organized in different ways?</li> </ul>
<b>Argumentative Writing</b>	<ul style="list-style-type: none"> <li>▪ How does the audience influence the format of your writing?</li> <li>▪ How does the purpose influence the format of your writing?</li> </ul>
<b>Narrative Writing</b>	<ul style="list-style-type: none"> <li>▪ Why do we write?</li> <li>▪ How is your style of writing influenced by purpose?</li> <li>▪ What is the importance of sharing?</li> </ul>
<b>Expository Writing</b>	<ul style="list-style-type: none"> <li>▪ How do we evaluate writing?</li> <li>▪ How can we use evaluation and reflection to improve our writing?</li> </ul>
<b>Presentations</b>	<ul style="list-style-type: none"> <li>▪ How do we fix common habits that we commit as public speakers which can be distracting to an audience?</li> <li>▪ What type of speech presentation approach is best for me and the situation?</li> </ul>



<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>▪ How does speaking clearly at an understandable pace help me and others understand my point?</li> <li>▪ How does listening to peers help me become a more fluent reader and speaker?</li> <li>▪ How does speaking and listening allow me to expand/shape my understanding of literature and the world?</li> </ul>
<b>Civics Real World Connections</b>	<ul style="list-style-type: none"> <li>▪ What are the consequences if I do not accept my personal responsibilities to my community?</li> <li>▪ How do my actions impact others in my community?</li> <li>▪ How can I impact social change?</li> </ul>
<b>Vocabulary and Grammar</b>	<ul style="list-style-type: none"> <li>▪ What is the purpose of applying grammar and mechanics skills?</li> <li>▪ What is the purpose of communication?</li> <li>▪ Where do words or phrases come from?</li> <li>▪ How does word choice affect meaning?</li> </ul>