



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

English (Grade 12)

Course Description:

English 12 is an unweighted elective course. Part 1 is built off [ACT College and Career Readiness Standards](#), [Common Core State Standards](#), and [Writing that Works](#) curriculum. Coursework prepares students for postsecondary school and workplace with a focus on workplace and technical writing, resumes, cover letters, interviews, and lease agreements. Part 2 is built off [Common Core State Standards](#). Skill focus will be on developing reading, writing, and listening skills.

Mastery Standards: Part 1: College and Career Readiness

Writing

Students will be able to write clear, concise, and polished texts appropriate for workplace and school purposes and audiences. (Writing that Works curriculum)

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. (CCSS.ELA-LITERACY.W.11-12.7)

Speaking and Listening

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS.ELA-LITERACY.SL.11-12.1)

Reading

Locate important details in complex passages. (ACT.CLR.602.)

Draw logical conclusions in more challenging passages. (ACT.CLR.504.)

Mastery Standards: Part 2: Read, Write, Listen

Reading

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. (CCSS.ELA-LITERACY.RI.11-12.3)

Writing

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. (CCSS.ELA-LITERACY.W.11-12.2)

Speaking and Listening

Integrate multiple sources of information presented in diverse formats and media (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. (CCSS.ELA-LITERACY.SL.11-12.2)

Part 1: College and Career Readiness	Description of Unit and Learning Targets
<p>Unit Title: Technical Writing</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How is technical writing different from academic writing? • How can I use technical writing skills in the workplace to communicate clearly? • How do the genre and audience of my writing affect my writing choices? 	<p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I will be able to write clearly with specific word choice. • I will be able to write concisely with direct wording and short paragraphs. • I will be able to format my documents using a variety of highlighting techniques and following genre guidelines to make information easily accessible to the reader. • I will be able to use vocabulary and tone appropriate for my audience and purpose. • I will be able to proofread my writing for accuracy as well as basic capitalization, spelling, and grammar.
<p>Unit Title: Research 3-Year Plan</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What are my career options and what do I need to do to be prepared for those careers? • Is post-secondary school necessary and if so, which programs and schools are best for me? • How will my budget and living situation affect my short and long term goals? • Where do I see myself in 3 years? 	<p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I will be able to locate important details in complex passages • I will be able to draw logical conclusions and show my thinking. • I will be able to research potential career and school options.
<p>Unit Title: Job Search</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How can I best present my skills and abilities to potential employers? • How does my self-presentation affect my hireability? 	<p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I will be able to write clearly with specific word choice. • I will be able to write concisely with direct wording and short paragraphs. • I will be able to format my documents using a variety of highlighting techniques and following genre guidelines to make information easily accessible to the reader. • I will be able to use vocabulary and tone appropriate for my audience and purpose. • I will be able to proofread my writing for accuracy as well as basic capitalization, spelling, and grammar. • <i>I will participate effectively in a job interview scenario.</i>

Part 2: Read, Write, Listen	Description of Unit and Learning Targets
<p>Unit Title: Reading Skill</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How do people, events, and ideas interact and develop over time to change history? 	<p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I will be able to identify at least two people and explain their impact. • I will be able to identify at least two events or ideas and explain their impact. • I will be able to provide a general but chronologically accurate overview of a complex sequence of people, ideas, & events.
<p>Unit Title: Writing Skill</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How does the organization and formatting of a text make the information more or less accessible to the reader? 	<p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I will be able to organize my information logically and in a way that makes it more accessible to the reader. • I will explain ideas, concepts, and information clearly and fully. • I will be able to effectively select information to broaden or narrow my focus to make the information meaningful to the reader.

<ul style="list-style-type: none"> • How much information is too much or not enough when informing a reader on a complex topic? 	
<p>Unit Title: Listening</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How does a source’s bias affect their word choice or selection of information? • If you get conflicting information from two different sources, how do you decide who to believe? 	<p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I will be able to make informed decisions by integrating multiple sources of information. <ul style="list-style-type: none"> ○ Evaluate credibility and accuracy of source ○ Note discrepancies and bias ○ Explain my decision fully