

**ENGLISH TWELFTH**

CODE	GRADE	HOURS/CREDITS	PRE-REQUISITOS	AÑO ESCOLAR
ENGL-12	Twelfth	180 / 1	English Eleventh Grade	
<b>TEACHER</b>		<b>TEACHER LICENSE: ( ) YES ( ) NO</b>		
		<b>ACADEMIC PREPARATION ( ) BA ( ) MA ( ) Ed. D. ( ) Ph. D.</b>		
<b>OFFICE HOURS</b>		<b>EMAIL / ELECTRONIC PAGE</b>		
<b>COURSE DESCRIPTION</b>				
This is a secondary level English course that aims at developing students' listening, speaking, reading, writing, and language communication skills, so that they become college and career ready. It reinforces and expands students' ability to listen, speak, read, write, and use language skills in order to develop their communication in English.				
<b>GENERAL OBJECTIVES</b>				
As outcome of this course, students will 1. Become college and career ready through listening, speaking, reading, writing, and language communication skills. 2. Feel comfortable expressing ideas, feelings, and opinions in English. 3. Develop a sense of success, security, and achievement as they learn to improve English language skills. 4. Use English in a variety of real-life situations.				
<b>STANDARDS AND EXPECTATIONS</b>				
<b>The student:</b>				
<b>STANDARD 1: LISTENING:</b>				
Comprehend and analyze information from a variety of listening activities to ask and answer questions on social, academic college, and career topics.				
<b>STANDARD 2: SPEAKING:</b>				
<ul style="list-style-type: none"> <li>• Contribute to discussions on a variety of social, academic, college, and career topics in diverse contexts with different audiences.</li> <li>• Evaluate information and determine appropriate responses to answer questions effectively.</li> <li>• Contribute to social, academic, college, and career conversations using accurate and appropriate language.</li> <li>• Provide, justify, and defend opinions or positions in speech.</li> <li>• Adjust language choices according to the task, context, purpose, and audience.</li> <li>• Plan and deliver different types of oral presentations/reports to express information and support ideas in social, academic, college, and career settings.</li> </ul>				
<b>STANDARD 3: READING:</b>				
<ul style="list-style-type: none"> <li>• Read critically to make logical inferences and cite specific textual evidence to support conclusions drawn from the text.</li> <li>• Determine main ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>• Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</li> </ul>				

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats.
- Delineate and evaluate an author’s argument through evidence specified in a text.
- Compare and contrast two or more authors’ presentations of similar themes or topics.
- Read and comprehend complex literary and informational texts independently and proficiently.

**STANDARD 4: WRITING:**

- Write arguments to support point of view using valid reasoning and enough evidence.
- Write informational texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, and analysis of relevant content.
- Write literary texts to develop real or imagined experiences or events using effective technique, details, and structure.
- Develop and strengthen writing as needed by using the writing process (planning, drafting, revising, editing, rewriting, or publishing).
- Use technology, including the Internet, to interact and collaborate with others and produce and publish writing.
- Conduct research projects of varying lengths based on focused questions to demonstrate understanding of the subject.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over short and extended time frames for a variety of tasks, purposes, and audiences.

**STANDARD 5: LANGUAGE:**

- Demonstrate command of the conventions of Standard English grammar and usage.
- Apply Standard English conventions using appropriate capitalization, punctuation, and spelling.
- Demonstrate understanding of how language functions in different contexts to make effective choices for meaning, style and comprehension.
- Determine or clarify the meaning of unknown words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials.
- Demonstrate understanding of figurative language, word relationships, and variation in word meanings.
- Accurately use a variety of social, academic and content-specific words and phrases enough for reading, writing, speaking, and listening at the college and career-readiness level.

**INSTRUCTIONAL TECHNIQUES**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Online Instructional Modules</li> <li>• Instructional videos</li> <li>• Individual Tasks</li> <li>• Practical activities</li> <li>• Asynchronous videoconferences</li> </ul> | <ul style="list-style-type: none"> <li>• Reading articles online</li> <li>• Group Work</li> <li>• Appraisal activities</li> <li>• Oral presentations</li> <li>• Synchronous meetings</li> </ul> |
|---|---|

**EVALUATION TECHNIQUES**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Asynchronous assignments and activities</li> <li>• Participation in discussion forums</li> <li>• Reflective works</li> <li>• Synchronous meet</li> </ul> | <ul style="list-style-type: none"> <li>• Group projects</li> <li>• Electronic portfolio</li> <li>• Virtual oral presentations</li> </ul> |
|---|--|

**UNIT EVALUATION PLAN**

Semester I (90 hours)	Semester II (90 hours)
<b>UNIT: 12.1 My journey so far: Biography, autobiography, memoir (6 weeks)</b>	<b>UNIT: 12.4 Then and now: Examining historical texts and current events (5 weeks)</b>

<b>WEEK 2-10</b>	<ul style="list-style-type: none"> <li>• Integrated Assessment 12.1—Before and After</li> <li>• Independent Reading—Reading and Response Log</li> <li>• Write an argumentative essay to defend or challenge a quotation</li> <li>• Flash-Forward/Flashback Narrative</li> <li>• Write a five-paragraph essay explaining how a character’s journey leads to growth—Writing Process (Prewriting, Drafting, Revising)</li> <li>• Writing process— (Editing with peers, final draft, and publishing)</li> </ul>	<b>WEEK 21-26</b>	<ul style="list-style-type: none"> <li>• Cause and Effect; Problem Solution</li> <li>• Comparing Current and Historical Events</li> <li>• Compare and Contrast two Form of Text</li> <li>• Debatable Issues</li> <li>• Current Events Discussions and Debates</li> </ul>
	<b>PERFORMANCE TASKS:</b>		<b>PERFORMANCE TASKS:</b>
	<b>Number of exams:</b>		<b>Number of exams:</b>
	<b>Number of Assessment and Testing Techniques:</b>		<b>Number of Assessment and Testing Techniques:</b>
<b>UNIT: 12.2 Walking into the future: Career research project (7 weeks)</b>		<b>UNIT: 12.5 See it my way: Persuasion &amp; debating issues affecting Puerto Ricans (6 weeks)</b>	
<b>WEEK 9-14</b>	<ul style="list-style-type: none"> <li>• Writing process- Editing</li> <li>• Occupational Summaries</li> <li>• Literacy Journals</li> <li>• Organization Techniques for Expository Writing</li> <li>• Career Options Research Paper</li> </ul>	<b>WEEK 27-33</b>	<ul style="list-style-type: none"> <li>• Persuading the Principal and Editor</li> <li>• Debate and Issue-Evaluating Speeches</li> <li>• Letter to the Editor</li> <li>• Main Idea</li> <li>• Theme of the Topic</li> </ul>
	<b>PERFORMANCE TASKS:</b>		<b>PERFORMANCE TASKS:</b>
	<b>Number of exams:</b>		<b>Number of exams:</b>
	<b>Number of Assessment and Testing Techniques:</b>		<b>Number of Assessment and Testing Techniques:</b>
<b>UNIT: 12.3 The long and short of it: Fictional novels and short stories (6 weeks)</b>		<b>UNIT: 12.6 Poetic justice (6 weeks)</b>	
<b>WEEK 19-20</b>	<ul style="list-style-type: none"> <li>• Integrated Assessment 12.2</li> <li>• Let Me Tell You What Really Happened</li> <li>• Character Traits</li> <li>• Open and Close ended questions, Character Development</li> </ul>	<b>WEEK 34-40</b>	<ul style="list-style-type: none"> <li>• Integrated Assessment 12.4</li> <li>• Poetry (Analysis Project, Read Aloud, Tableau Poetry)</li> <li>• Presentation, Anthology and Café, Six Room Image Poem)</li> <li>• Literacy Journals</li> <li>• Dialogue Study</li> </ul>
	<b>PERFORMANCE TASKS:</b>		<b>PERFORMANCE TASKS:</b>
	<b>Number of exams:</b>		<b>Number of exams:</b>
	<b>Number of Assessment and Testing Techniques:</b>		<b>Number of Assessment and Testing Techniques:</b>

EVALUATION PLAN SCHOLAR YEAR _____			
Evaluation criteria	Detail the evaluation instruments and their value	Total value	Percentage
Performance tasks			
Assessment and testing techniques:			

		Total	

REFERENCE TEXTS
<ul style="list-style-type: none"> <li>INSIDE: Language/Literacy Content, National Geographic, Cengage Learning</li> </ul>

GENERAL NOTES
<ol style="list-style-type: none"> <li>Attend the virtual class on time and regularly (videoconference)</li> <li>Comply with daily work, assignments and exams with honesty and punctuality.</li> <li>In case of absence, the student will accelerate to the recorded videoconference and notify the teacher of the reason for the absence.</li> <li>Exhibit respectful and cordial behavior in the virtual room.</li> <li>Students participating in the Special Education Program, Section 504 of the Rehabilitation Act Vocational and Language Limitation Program will receive reasonable accommodations specified in: PEI, Service Plan / Section 504 and Language Development Plan; as appropriate.</li> <li>If any student has any medical condition that requires curricular adaptations, they must inform them.</li> <li><b>This course outline is subject to changes due to adverse weather conditions, teacher or academic (re-teaching) needs of students; among others.</b></li> </ol>

EVALUATION SCALE	SCALE AVERAGE
100 – 90 A	4.00 – 3.50 A
89 – 80 B	3.49 – 2.50 B
79 – 70 C	2.49 – 1.60 C
69 – 60 D	1.59 – 0.80 D
59 – 0 F	0.79 – 0.00 F

---

**ACKNOWLEDGMENT OF PRONTUARY RECEIPT AND STUDENT EVALUATION PLAN**

<b>Student's signature</b>	<b>Teacher's signature</b>
<b>Father, mother or person in charge signature</b>	<b>School Director signature</b>