

# Transitional English Syllabus

## Course Information

Course Name	Advanced English 12
ISBE SIS Code	01004A001
Portability Code	To Be Determined
Course Duration	One Year

## Contact Information

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School Name	Grant Community High School
Community College Name	College of Lake County

## Course Description

Advanced English 12 is a college and career preparatory course that develops student skills in reading, critical thinking and analysis, and writing to support student success across majors and career pathways while aligning with the Illinois Learning Standards. Advanced English 12 addresses at minimum, the following domains and competencies: reading (active reading strategies, summarization of a text, analysis and interpretation of texts), writing (identification of and writing processes based on audience, purpose and task, incorporation and documentation of relevant information), and critical thinking and analysis (credibility and reliability of evidence, engagement with evidence, information literacy skills). Additionally, the course emphasizes domains of metacognition and essential skills to develop self-awareness and overall college and career readiness. Upon completion students should be able to: adapt their approaches and strategies as they engage in reading and writing tasks; analyze, evaluate, and synthesize while reading and writing; and demonstrate information literacy skills as an engaged reader and as a contributing writer. The course is delivered through an approach that integrates instruction across the competency domains and organizes the course pedagogy and selected texts around themes, critical issues, or concepts that foster critical thinking, reading and writing skills.

## Evaluation

A final course grade of a “C” or better is required in Advanced English 12 to indicate the competencies for the course were met and the student is ready for college-level courses that include college-level reading and writing expectations and general career reading and writing expectations. Students receiving a final course grade of a “D” will receive high school credit to satisfy Illinois and school district learning standards but are not guaranteed placement in college-level courses that include college-level reading and writing expectations.

Assessment of students’ work in Advanced English 12 must be holistic and progressive. A holistic assessment approach incorporates a variety of diagnostic, formative, and summative assessments to measure students’ progress toward attainment of the competencies. A progressive grading approach supports students to demonstrate skills and growth over the length of the course and offers multiple opportunities for instructor feedback and student reflection, as well as some peer feedback. The grading adheres to the following additional parameters:

- The course grading scale is A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%, and F = 59-0%. Grades will not be rounded.
- Formal graded writing and analysis assignments must account for at least 60% of the final grade.
- No single assignment may be 50% or more of the final grade.
- The course must include at least three multiple-draft essays progressing in-depth and length (minimum of 750 words for each of the final drafts). Students must submit at least these three multiple-draft essays to be eligible for a final course grade of a “C” or better; one of the multiple-draft essays must be a research essay.
- At least two of the three multiple-draft essays (one of which is the research essay) must be included in the second semester of the course. Students must have the opportunity to revise at least these three multiple-draft essays until the end of the course.
- Missing and late work may be accepted at the discretion of the high school/teacher.
- Extra credit will not be accepted, as revision is essential to the course.

## Grade Categories

<b>Practice: Feedback Only</b>	<b>Major Assessment: 100%</b>
Activities, formative assessments, process work, etc... After the major assessment is finalized, practice will not be graded.	Summative unit assessments and portfolio. All summatives are 100 points: <ul style="list-style-type: none"><li>● Unit 1 <a href="#">Essay Directions</a></li><li>● Unit 2 <a href="#">Research Essay Directions</a> and <a href="#">Documentary Directions</a></li><li>● Unit 3 <a href="#">Portfolio Reflections Directions</a></li><li>● Unit 4 <a href="#">Narrative Memoir Essay</a></li><li>● Unit 5 Research Paper and Persuasive Presentation</li><li>● Unit 6 <a href="#">Commencement Speech</a></li></ul>

## Course Materials

- [Link to Course Materials \(Work in Progress\)](#)
- *Open Mic* by Mitali Perkins
- [Memoir Non-Fiction Books](#) (STUDENT CHOICE)

## Course Units of Study

<b>Unit 1: Diversity Memoir</b>		<b>SEM1: August - September</b>
Compelling Question	How do I understand my experiences through diverse voices and ideas?	
Unit Description	Students will read <i>Open Mic</i> by Mitali Perkins. Together with nine other authors, they will write quick narratives featuring life “in-between cultures”. Students are challenged to realize what their peer’s experiences are like and they learn how to have discussions on uncomfortable topics. After the reading and formative assessments, students are taught how to conceptualize an essay and plan it through mind-maps, sketch notes, or an outline. They then utilize those skills to develop a summary essay, first summarizing two separate chapters and then connecting the theme of the book to real life.	
Reading	Students will begin the school year with a diverse set of voices within the readings they are presented. Through the complexity of multiple voices and a range of social experiences, students gain the perspective of multicultural narrations, and will identify and analyze them through annotation exercises. Students will then translate their comprehension of the value of perspectives into a written analysis and summary of the works as a whole. Students will employ appropriate pre-reading and active reading strategies (e.g. annotation) to aid in this comprehension, interpretation, and summary, as well as use a text’s structural characteristics (topic sentences, transitions, beginnings and endings, organization and more) to make meaning. Students will identify explicit and implicit ideas, main ideas, and supporting details; evaluate the author’s use of structure; and draw logical conclusions using evidence to identify credibility and reliability of a text.	
Writing	To begin the semester, students will effectively translate their reading comprehension skills seen in the annotation of their readings, to translate their findings into a summary essay. The summary essay teaches students to both summarize and make a connection between diverse perspectives on the subject. For the summary essay, students will make choices about organization, development, and style and tone based on the rhetorical context. Students will work on documentation (signal phrases, quoting, paraphrasing, and summarizing) and a source citation will be included, demonstrating an understanding of citation practices. Students will utilize multiple writing processes, such as prewriting strategies,	

	reflection and feedback from peers and teachers, and editing and proofreading strategies.
Core Texts	<i>Open Mic</i> by Mitali Perkins <a href="#">Folder with Activities</a>
Unit Components	Formative 1 - <a href="#">Introduction Discussion Post</a>
	Formative 2 - <a href="#">Becoming Henry Lee Discussion Post</a>
	Formative 3 - <a href="#">Avatar Discussion Post</a>
	<a href="#">Theme Refresher</a>
	Formative 4 - <a href="#">Talent Show/Voila Discussion Post</a>
	Formative 5 - <a href="#">Three Pointer Vocabulary Worksheet</a>
	Formative 6 - <a href="#">Like Me Connection</a>
	<a href="#">Theme Speed Dating - Discovering Theme Worksheet</a>
	<a href="#">Next Steps in Discovering Theme Activity</a>
	Formative 7 - <a href="#">Prep Work for Summary Paragraphs</a>
	Formative 8 - <a href="#">Prep Work for Theme Paragraph</a>
Formative 9 - <a href="#">Peer Review Worksheet</a>	
Culminating Assessment	Summative Assignment - <a href="#">Essay Directions</a> - More than 750 Words

<b>Unit 2: Social Issues and Solution</b>		<b>SEM1: October - November</b>
Compelling Question	How can I explore diverse social issues and solutions?	
Unit Description	<p>Students will research a social issue that they are passionate about. The social issue that students care about, they will then look up companies or organizations that are working to combat it. It can be anything. For example, if the social issue is suicide - companies that work with things like a suicide hotline, music therapy, comfort animals, more access to free healthcare, etc. The essay is to then write on the social issue primarily, data, what's going on? Why is it important? What is happening to cause it?</p> <p>After the essay, students will then create a 3 - 5 minutes documentary by themselves. They will look up what a company is doing to help/combat that social issue, why they are doing it (the "story" behind why they care), the</p>	

	data, and is it helping?
Reading	Students will begin to research social issues that plague communities. Through their research, students will read a variety of scholarly and credible articles that explain, present, and elaborate on social issues. From their readings, students will decide upon a social issue they plan to extensively research and eventually formulate into a research essay. During this process, students will continue to employ appropriate pre-reading and active reading strategies, as well as use a text’s characteristics (titles, headings, subtitles, graphs, font treatments, glossaries, and more) to preview and read a text to make meaning. Students will work to identify topics and author’s intent for summary purposes and expand their vocabularies through context clues, word parts, and figurative, technical, and connotative meaning. They will also draw logical conclusions by using textual evidence. The credibility and reliability of texts will be evaluated via style, content, author relevance, timeliness, use of evidence and reasoning, bias, differences in modes and media, and support of claims.
Writing	In this part of the semester, students will work on developing lists of credible sources that relate to the development and support of their research essay surrounding contemporary issues in society. Students will make choices about organization, development, and style and tone based on the rhetorical context of the composition tasks. They will write about the importance of awareness of their topic, and then correlate their comments to the research and support for their topic. Students will synthesize the research into a coherent presentation of the research, all the while maintaining stylistic and specific writing skills inherent in their products. Documentation of sources and a Works Cited list will be included, demonstrating a continued understanding of citation practices. Following the completion of their essay, students will translate their work into a multi-media approach with a written script and visual documentary to depict their findings. Upon completion, students will then compose a written reflection on their process, product, and future growth, as well as consider their role as a contributing writer in an information community. Students will continue to utilize multiple writing processes, such as prewriting strategies, reflection and feedback from peers and teachers, and editing and proofreading strategies.
Core Texts	Research essay/Documentary (STUDENT CHOICE of texts) Dollar a Day Documentary - <a href="https://www.youtube.com/watch?v=TBjoQi1p21Q">https://www.youtube.com/watch?v=TBjoQi1p21Q</a> <a href="#">Folder with Activities</a>
Unit Components	Formative 1 - <a href="#">What is a Social Issue? Worksheet</a>
	Formative 2 - <a href="#">Activism and Social Media FreeWrite</a>
	<a href="#">Social Issue Topic Sign Up</a>

	Formative 3 - CRAP Test
	<a href="#">Persuasive Techniques</a>
	Formative 4 - 1:1 Evidence Meeting
	Formative 5 - Discussion Post SLO
	Submit Summative 2.1
	Formative 6 - Essay to Script Conversion
	Submit Summative 2.2
Culminating Assessment	Summative Assignment 2.1 - <a href="#">Research Essay Directions</a> - More than 750 Words Summative Assignment 2.2 - <a href="#">Documentary Directions</a>

<b>Unit 3: Individual Responsibility Reflection</b>		<b>SEM1: December</b>
Compelling Question	How do my own experiences connect to those of others who are different from me?	
Unit Description	At the end of the semester, students will assemble their portfolios, reflecting on what they've learned and how they can apply that knowledge to their future.	
Reading	Students will read supplemental readings based on individuals' responsibilities. These readings will serve as models for reflection on responsibilities, and the importance of self-awareness. Students will analyze and interpret a text's rhetorical context and the author's credibility and reliability as they develop at least one of the following connections: text-to-text, text-to-self, or text-to-world. They will determine the effectiveness and limitations of a text-based on the rhetorical context, an author's use of structure, and the use of evidence, reasoning, and persuasive elements. Students will evaluate their role as a reader in an information community.	
Writing	As the first semester comes to an end, students will actively reflect upon their responsibility as a student and learners. Through a series of outlining activities and assignment reflection, students will explain their steps in enhancing their learning growth over the course of the first semester. Additionally, students will consider how their decisions can influence their future learning, and what changes they can make to improve their learning and overall progression of reading and writing skills. Students will make	

	choices about organization, development, style, and tone based on the rhetorical context. In addition, they will continue to develop their editing and proofreading strategies.
Core Texts	Prior Student Work (they are the authors) <a href="#">Folder with Activities</a>
Unit Components	Formative 1 - <a href="#">Portfolio</a>
	Formative 2 - <a href="#">Portfolio Flow Chart</a>
	<a href="#">Portfolio Link Turn In</a>
Culminating Assessment	Summative Assignment - <a href="#">Portfolio Reflections Directions</a>

<b>Unit 4: Personal Empowerment</b>		<b>SEM2: January - February</b>
Compelling Question	How can I tell my story to empower my experience?	
Unit Description	<p>Students will research and choose a memoir from the library. Together they will work to understand concepts from people who are different from themselves. They will be able to draw from examples and experiences of the memoirs they have chosen, to see relevant information that can be applicable to their own lives and experiences. This unit builds on diversity and the incorporation of cultural significance.</p> <p>The summative, which focuses on reading analysis skills, will consist of an essay asking students to “identify a topic or theme from the book that impacted your understanding of the world around you. Explain what your view was prior to learning about this topic and how your understanding of life is different now. In what way is your new understanding considerate of the topic and the world you live in?”</p>	
Reading	<p>Students will read longer independent novels, selected based on interest and difficulty level. The students will analyze the author’s worldview, experiences, and writing style to improve their own writing, understanding of the world as a whole, and their credibility on the topic of their essay. Students will continue to employ appropriate pre-reading and active strategies as texts increase in rigor and length to aid in comprehension, interpretation, and summary. Students will work to identify text topics and author’s intent for students’ summary purposes and expand their vocabularies through context clues, word parts, and figurative, technical, and connotative meaning. Students will identify explicit and implicit ideas, main ideas, and supporting details, as well as analyze and interpret the rhetorical situation of a text and the author’s credibility and reliability. Again, they will develop at least one of the following connections: text-to-text, text-to-self, or text-to-world.</p>	

Writing	Students will complete a reading analysis in the form of an essay asking students to “identify a topic or theme from the book that impacted your understanding of the world around you.” In this essay, students will consider the rhetorical context to make choices about organization, development, and style and tone. In addition, they will practice writing claims, evidence, and explanations on what their view was prior to learning about this topic and how their understanding of life is different now. Ultimately, they will answer in what way their new understanding of the topic is considerate of the world they live in. Documentation of sources (signal phrases, quoting, paraphrasing, and summarizing) and a Works Cited list will be included, demonstrating progress in the understanding of citation practices. Students will continue to utilize multiple writing processes, such as reflection and feedback from peers and teachers, and editing and proofreading strategies.
Core Texts	Nonfiction Memoir (STUDENT CHOICE) <a href="#">Folder with Activities</a>
Unit Components	Explore and select choices - <a href="#">LibGuide</a> and <a href="#">Google Form</a>
	Formative 1 - <a href="#">Journal Prompt 1</a>
	Formative 2 - <a href="#">Journal Prompt 2</a>
	Formative 3 - <a href="#">Journal Prompt 3</a>
	<a href="#">Review: The Literary Element of Theme</a>
	<a href="#">Supplemental: Theme Activity</a>
	Formative 4 - <a href="#">Determine your themes</a>
	Formative 5 - <a href="#">Body Paragraph 1</a>
	<a href="#">Narrative Review Partners and Jobs</a>
	Formative 6 - <a href="#">First Draft</a>
Culminating Assessment	Summative Assignment: <a href="#">Narrative Memoir Essay</a> submitted through Turnitin.com - More than 750 Words

<b>Unit 5: Community Outreach and Reform</b>		<b>SEM2: March - April</b>
Compelling Question	How can I use a shared identity to collaborate with others to initiate change in my community?	
Unit Description	Students begin with a query of the terms shared identity, community, and impact before identifying a need in their shared community, researching	

	<p>potential solutions, and proposing a plan of action. Students focus on maximizing their persuasiveness through the implementation of the three appeals (ethos, logos, and pathos), the necessity of calibrating those appeals to a specific target audience, as well as the logistical demands of enacting a plan of action. Through research, creative problem solving, and collaboration, the students will develop a realistic understanding of their community and the impact they can make as individuals.</p>
Reading	<p>Students conduct short research queries that focus on the analysis of primary and secondary resources. Sources will range in perspectives and situations, but students will still consider the implications surrounding the situation and environment in which it is presented. Students will continue to utilize proven pre-reading and active reading strategies, as well as use a text’s characteristics (titles, headings, subtitles, graphs, font treatments, glossaries, and more) to preview and read a text to make meaning. Students will work more independently to identify text topics and author’s intent for summary purposes and expand their vocabularies through context clues, word parts, and figurative, technical, and connotative meaning. The credibility and reliability of texts will continue to be evaluated via style, content, author relevance, timeliness, use of evidence and reasoning, bias, differences in modes and media, and support of claims. In regards to community, students will more fully develop a text-to-text, text-to-self, and/or text-to-world connection.</p>
Writing	<p>Throughout the course of their research, students will be documenting the impact of common issues within a community. This documentation will take the form of identifying the issue, writing the causes of this issue, critically thinking of solutions, and articulating these solutions into a persuasive essay. Students will address the rhetorical context of this writing task. Students will be assessed on their abilities to persuade an audience on a plan of action for their problem. Their persuasion will be supported by research that relates to the improvement of the community issue. Students will synthesize the research into a coherent presentation of the research, all the while maintaining stylistic and specific writing skills inherent in their products. Documentation of sources (signal phrases, quoting, paraphrasing, and summarizing) and a Works Cited list will be included, showing continued progress in the understanding of citation practices. As writing tasks become more complex, students will continue to rely on multiple writing processes, such as prewriting strategies, reflection and feedback from peers and teachers, and editing and proofreading strategies.</p>
Core Texts	<p><a href="#">Folder with Activities</a></p>
Unit Components	Formative 1 - Developing Common Vocabulary
	Formative 2 - Contract Project Management Teams
	Formative 3 - Research to determine a need

	Formative 4 - Creative Problem Solving: Find a solution
	Summative 5.1 - Research Paper
	Review: Persuasive Techniques
	Formative 5 - Presentation Pitch
	Summative 5.2 - Persuasive Presentation
Culminating Assessment	Summative 5.1 - Research Paper - More than 750 Words Summative 5.2 - Persuasive Presentation

<b>Unit 6: Commencement</b>		<b>SEM2: May</b>
Compelling Question	How can I celebrate my experiences and bring my story into my future?	
Unit Description	To end the year, students will both reflect on their own growth and remember stories of what happened to them throughout their school years. This is a time to connect to each other through shared remembrances, but also to identify individual struggles and triumphs to reach the graduation milestone.	
Reading	Students will read a variety of commencement speeches, motivational speeches, and other reflective writings. Students will identify trends in terms of organization, topic range, rhetorical context, evidence, reasoning, and use of appeals for the overall message to determine effectiveness and limitations of a text. In addition, students will work to expand their academic and career-related vocabularies through context clues, word parts, and figurative, technical, and connotative meaning.	
Writing	As the year comes to a close, students will have the opportunity to demonstrate their understanding of their own learning growth and experiences over the course of the year. Using similar presentation styles of their research, students will model how best to articulate their own story in a creative, unique manner that best represents their personality and addresses the rhetorical context. Again, students will utilize multiple writing processes, such as reflection and feedback from peers and teachers, and editing and proofreading strategies.	
Core Texts	Prior Student Work (they are the authors) <a href="#">Link to Activities</a> Graduation Videos: <ul style="list-style-type: none"> <li>● <a href="#">Admiral McRaven - Speech with Moving Images</a></li> <li>● <a href="#">Ellen DeGeneres - Humorous</a></li> <li>● <a href="#">David Foster Wallace - Storytelling Speech</a></li> </ul>	

	<ul style="list-style-type: none"> <li>• <a href="#">Steve Jobs - Powerful, Life Lessons through Stories</a></li> </ul>
<b>Unit Components</b>	Formative 1 - <a href="#">Example Graduation Speech Videos</a>
	Formative 2 - <a href="#">Portfolio</a>
	<a href="#">Portfolio Link Turn In</a>
	Rough Draft Watch Party
	Formative 3 - <a href="#">Peer Feedback</a>
	Summative - Commencement Video Speech
<b>Culminating Assessment</b>	Summative Assignment - <a href="#">Commencement Speech</a>

**Process Competencies**

Advanced English 12 is intended to help students develop conceptual understanding and problem-solving ability as well as college and career readiness. To that end, the course includes process competencies related to metacognition and essential skills. While these competencies are not assessed directly, they are part of instruction and assessed indirectly.

<b>METACOGNITION</b>	
<b>Process Competency</b>	<b>Evidence of Integration in Course</b>
Planning and Monitoring: <i>Students can construct and monitor an adaptive plan of action to structure their learning process using reading, writing, or critical thinking skills.</i>	Students interact with the diverse texts and a range of assignments that revolve around unique units of study. Formative assessments and other activities help students to organize and reflect on their learning and thinking as they move toward more complex thinking and analysis. Students are constantly in a process of reflection on all of the tasks and assignments.
Self-Reflection: <i>Students can reflect upon collected and original thoughts in order to strengthen their reading, writing, and critical thinking processes.</i>	Formative assessments and other activities help students to organize and reflect on their learning and thinking as they move toward more complex thinking and analysis. Students are constantly in a process of reflection on all of the tasks and assignments. Discourse is an essential component of the Transitional English course. Students engage in paired, small group, and whole-class conversations to express their ideas, ask questions of one another and receive feedback from their peers. Students will produce a portfolio, assembling past work, and reflecting on their learning through

	metacognition and critical thinking processes.
Transfer: <i>Students can transfer reading, writing, and critical thinking processes purposefully to authentic contexts beyond the English language arts classroom.</i>	Thematic units of instruction were carefully developed to draw on societal issues and current events. This allows for more authentic application and transfer of learning to the real world. Thoughtful consideration has been given to the tasks and works used for student assignments.
<b>ESSENTIAL SKILLS</b>	
Personal Ethic	Diverse texts and the opportunity to work in diverse student groups allow students opportunities to expand and express their thought processes. In addition, personal ethics are built through longer, open-ended thematic units which allow students to reflect on their own beliefs, as well as those of others, and persevere through challenging questions, themes, and opinions.
Work Ethic	Through class activities and formative assessments, students demonstrate understanding through writing, speaking, and listening. The revision process of this course demands that students remain accountable to themselves and their peers through feedback and editing.
Teamwork	Thought-provoking themes and essential questions are the focus of this transitional course. Diverse texts offer an opportunity to build knowledge around a subject or question, however, students will work together to explore beliefs and perspectives. A strong culture will be established in the course to provide a safe and structured environment for students to take risks with their thinking and to promote collaborative conversations.
Communication	Students will practice and master the use of the Learning Management System (LMS) Schoology, GoogleSuite, YouTube, Canva, and WeVideo to communicate with each other, the teacher, and the community. Students will learn what medium will best communicate with their desired audience. Communication systems and structures will be implemented to ensure that students participate in the peer editing and revision process in their writing.

**Integration of Content Competencies**

Advanced English 12 covers content competencies in the areas of reading, critical thinking and analysis, and writing. The course and instructional delivery methods fully integrate across these three competency areas and avoid teaching the reading and writing competencies in an isolated, subskills fashion. The course pedagogy and related text selections are organized around themes, critical issues, or concepts directing student focus to larger ideas that foster critical thinking, reading, and writing skills. Contexts used are authentic whenever possible and apply to the student's college or career path.

Students will study a range of diverse voices that develop perspectives around the involvement of community situations and issues. Additionally, students will work with the outreach and reforms that community enrichment undertakings can consider for social issues plaguing their environment. The articulation of problems, solutions, and justifications for these solutions will be assessed through a variety of presentations and tasks. Assessments are geared towards the growth and development of student abilities surrounding the topics. At the end, students will have taken their own identity as a starting point for evaluation, considered and evaluated the perspective of other cultures, and ultimately presented solutions for enrichment of their communities.