

Twelfth Grade English

Expectations	English Literature	English Literature Honors (College-Prep)	AP English Literature & Composition (Fast-Paced College Environment)
Prerequisite	Successful completion of junior English class	Junior English teacher recommendation Grade of A or B in junior English class	Junior English teacher recommendation Grade of A or B in junior English class
Reading	Up to 50 pages of outside reading per week Short stories, 4 major works, selections of additional major works, poetry	Up to 100 pages of outside reading per week (heavier reading load during semester 2) Short stories, 7 major works, selections of additional major works, poetry	Up to 130 pages of outside reading per week (heavier reading load Semester 1) Short stories, 7 major works, poetry An additional 4 major works read independently
Writing	1 outside essay per quarter 1 MWSG per major work (per quarter) 1 research paper Responses to literature with textual support (paragraphs)	1 outside essay per quarter 1 in-class timed essay per quarter 1 MWSG per major work 1 research paper Responses to literature with textual support (paragraphs) Creative writing assignments – semester 2	1 to 2 outside essays per quarter 2 to 4 40-minute, in-class, timed essays per quarter 1 MWSG per major work 1 research presentation Voice Lessons – 15 response paragraphs per lesson (14 weeks)
Vocabulary	15 to 20 vocabulary words per week with 3-column vocabulary notes Weekly vocabulary quizzes	20 to 30 vocabulary words per week with 3-column vocabulary notes Weekly vocabulary quizzes	25 vocabulary words per week with 4-column vocabulary notes & a specified sentence pattern with weekly vocabulary quizzes (9 weeks) Literary terms defined and identified with each work 25 literary terms per week with 3-column notes, examples from literature, and weekly quizzes (3 weeks)
Note-taking	2-col. notes required on all historical time periods In-class note-taking on lectures and discussions 3-col. notes on all vocabulary lessons incorporating grammatical review Annotation and active reading strategies on select readings	2-col. notes required on all historical time periods In-class note-taking on lectures and discussions 3-col. notes on all vocabulary lessons incorporating grammar review Annotation and active reading strategies on select readings Creation of dialectical journals	In-class note-taking on lectures and discussions 4-column vocabulary note-taking strategy Annotation, active reading strategies, dialectical journals
Assessment	Vocabulary tests - weekly Reading quizzes as required Unit exams on each literary period covered (both objective and essay) Additional quizzes as required	Vocabulary tests - weekly Reading quizzes as required Unit exams on each literary period covered (both objective and essay) Additional quizzes as required	Vocabulary tests - weekly Reading quizzes as required Unit exams on each genre or major work (both objective and essay)
Critical Thinking	Develop the ability to read critically and write in a variety of genres. Develop skills of analysis, exposition, argument, evaluation, and synthesis.	Ability to read critically and write in a variety of genres. Develop skills of analysis, exposition, argument, evaluation, and synthesis. Students will make the cross-cultural connections to recognize how the study of British literature shapes and determines the social mores of our culture today.	Ability to read critically, analyze rhetorical strategies, and write in a variety of genres. Develop skills of analysis, exposition, argument, evaluation, and synthesis and determine author's message and how it is achieved. Use support from the text to substantiate evaluations. Analyze literature through a variety of schools of literary criticism.
Participation:	Active participation in sharing insight gained from reading and writing.	Active daily participation in sharing insight gained from reading, writing, and language activities. Graded discussions	Active daily participation in sharing insight gained from reading, writing, and language activities. Participation is crucial to developing critical thinking skills necessary for success in this course. Graded

			discussions.
Attendance:	Attendance is critical to be successful in this class. There is no substitute for daily lectures, teacher-led discussions, and consistent participation.	Attendance is critical to be successful in this class. There is no substitute for daily lectures, teacher-led discussions, and consistent participation.	Attendance is critical to be successful in this class. There is no substitute for daily lectures, teacher led discussions, and consistent participation. Regular and consistent attendance is crucial for success in this course.
Maturity/ Responsibility:	Responsible young adult with a good work ethic and a positive attitude.	Responsible young adult with a good work ethic and a positive attitude. The student possesses a desire to achieve on a higher level.	Responsible young adult with a good work ethic and a positive attitude. Intrinsically motivated to achieve a deeper understanding of concepts and to gain an in-depth knowledge of the subject matter.
Higher Education Benefits		AP* and Honors Courses serve as an indicator to college admission officers that students are dedicated and willing to accept challenges in their education.	AP* Courses allow students to define their scholarly strengths and weaknesses with a national standard and more clearly compare their academic progress against other students around the country and world.