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| **COURSE DESCRIPTION:** *This is an overview of the course. The course should be committed to the following culturally relevant, empowering, and coherence-driven tenets:*  *-has students learn valuable and engaging ideas about themselves and about others. (Identity)*  *-covers skills/standards that support college/career preparation, creative, and personal development. (Skills)*  *-has students become smarter about academic challenges, their lives, and the world around them. (Intellect)*  *-engages students about power, discrimination & oppression personally, locally, and nationally/globally (Criticality)*  *-allows for access, success and support both in-school and remotely (Coherent Methodology)*  *-allows for success and support collaboratively and independently (Diverse Platforms & Methodology)* |
| 12th grade ELA is about preparing students to become college ready. In order to set them up for the rigors of college, this course is intended to have students understand how to write a college level essay, critically examine a text and be able to formulate ideas to create claims and thesis. |
| **ENDURING UNDERSTANDINGS/QUESTIONS:** *Please state the most important ideas and/or questions for the course. Please name valuable and empowering ideas about themselves and about others. (Identity) Critical and valuable ideas about power, discrimination, oppression and authority in the material, in their lives, and in communities and the world. (Criticality)* |
| |  | | --- | | * **How to develop a college level essay** | | * **How to develop and defend a thesis** | | * **How to support their thesis with claims and evidence** | | * **How to use counterclaims to strengthen their arguments** | | * **How to develop a college level essay** | |

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| **SPECIFIC ACADEMIC SKILLS**: *These are the most important skills for the course, including: those that support college/career preparation, creative, and personal development (Skills); and those that help students become smarter about academic challenges, their lives, and the world around them. (Intellect)* |
| * **Develop a strong thesis** |
| * **Provide evidence from various sources (text to self, text to text, text to world)** |
| * **Effectively use counterclaims** |
| * **Edit and critique essays** |
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| **CCL STANDARDS:** *These are the important Common Core Learning Standards (in short form) that will drive the curriculum and connect to units of study and academic skills. No need to list every one!* |
| * CCSS.ELA-LITERACY.W.11-12.1.A   Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.  CCSS.ELA-LITERACY.W.11-12.1.B  Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.  CCSS.ELA-LITERACY.W.11-12.1.C  Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  CCSS.ELA-LITERACY.W.11-12.1.E  Provide a concluding statement or section that follows from and supports the argument presented.  CCSS.ELA-LITERACY.W.11-12.2.B  Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  CCSS.ELA-LITERACY.W.11-12.4  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  CCSS.ELA-LITERACY.W.11-12.5  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)  [CCSS.ELA-LITERACY](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/) READING  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  [CCSS.ELA-LITERACY](http://www.corestandards.org/ELA-Literacy/W/9-10/1/) WRITING  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |

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| **ASSESSMENTS OF SKILLS/STANDARDS**: *These are the major formative and summative measures that will be used to assess student progress on the specific skills, understandings and standards listed above. Please be specific!* |
| * **Argumentative essays** |
| * **College Personal Statements** |
| * **Spoken Word/Poetry Pieces** |
| * **Research Papers** |

**UNITS OF STUDY:** *These are the titles/descriptions of the primary units covered during the course. These units should develop identity, skills, intellect, and criticality, as described above.*

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| 1. Personal Statements |  | 5.Hamlet |
| 2. If Beale Street Could Talk |  | 6. Spoken Word/Origin of Hip-Hop Unit |
| 3. Subcultures Unit |  | 7. |
| 4. Medea |  | 8. |

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| **TEXTS/MEDIA:** *This is a sampling texts, media, materials covered/utilized in the course. These resources are diverse, relevant, empowering and easily accessible and usable both in-school and remotely.* |
| NY Times articles  Self selected texts  LINCT workbooks/articles  *If Beale Street Could Talk* by James Baldwin  Sample personal statements  *Whatever Happened to Hip Hop* – Documentary - https://youtu.be/2CH6af90Ig0  *BBC The Story Of Skinhead* - Don Letts - Documentary https://youtu.be/reGXa3vgeF4  *Sneakerheads: A Brief History of Sneaker Collecting* http://mentalfloss.com/article/31500/sneakerheads-brief-history-sneaker-collecting  *The Hipster is Dead. Long live the Hipster* https://www.theguardian.com/culture/2015/oct/03/hipster-social-phenomenon-commercial-success  *The Hipsterfication Of America* <https://www.npr.org/2011/11/16/142387490/the-hipsterfication-of-america>  *Medea* by Euripides  *Hamlet* by Shakespeare |

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| **COURSE RULES AND GUIDELINES:** *These are the mechanisms that will manage the class and if followed result in student success for this course. These rules/guidelines should be fair, democratic, coherent, sustainable and able to implemented both in-school and remotely, collaboratively and independently.* |
| * **Excellent attendance** |
| * **Active participation** |
| * **Respect for the learning environment** |
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| **COURSE HOMEWORK POLICY:** *This is an overview of homework distribution schedule and the process for completion and collection. This policy is consistent with the school-wide policy (to-be-finalized) and hold students accountable but also supports them, and does so both in-school and remotely.* |
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