

**Oakmont High School**

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Fall 2020

Oakmont High School Mission Statement

The Oakmont community empowers and engages all students, preparing them for lifelong success as contributors in a global society.

**COLLEGE PREPARATORY ENGLISH 12**

English 12 is designed to address the unique needs of seniors who are preparing for the transition from high school to college and/or a career. Students will study representative works of standards-aligned world literature with thematic, historical, and philosophical emphases to broaden their cultural perspectives and encourage personal insight and growth. Writing, speaking and listening domains emphasized in the course will lend themselves to post-secondary applications. This course meets UC and CSU English requirements when passed with a C or better.

**Required and Supplemental Texts:**

- *Into the Wild* by Jon Krakauer
- *Lord of the Flies* by William Golding (*required*)
- *Othello* by William Shakespeare
- Expository and Informational Texts (some from the ERWC curriculum)
- Atypical “texts” such as youtube videos, TedTalks, infographics

**Course Learning Objectives:** <http://www.corestandards.org/ELA-Literacy/CCRA/L/>

READING	WRITING	LISTENING AND SPEAKING
<ol style="list-style-type: none"><li>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li><li>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li><li>3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</li><li>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how</li></ol>	<ol style="list-style-type: none"><li>1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</li><li>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li><li>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</li><li>4. Produce clear and coherent writing in which the development, organization, and</li></ol>	<ol style="list-style-type: none"><li>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li><li>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li><li>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</li><li>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task,</li></ol>

<p>specific word choices shape meaning or tone.</p> <ol style="list-style-type: none"> <li>5. 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.</li> <li>6. Assess how point of view or purpose shapes the content and style of a text.</li> <li>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</li> <li>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</li> <li>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> <li>10. Read and comprehend complex literary and informational texts independently and proficiently.</li> </ol>	<p>style are appropriate to task, purpose, and audience.</p> <ol style="list-style-type: none"> <li>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> <li>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</li> <li>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</li> <li>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</li> </ol>	<p>purpose, and audience.</p> <ol style="list-style-type: none"> <li>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li> <li>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</li> </ol> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px 0;"><b>LANGUAGE</b></div> <ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> <li>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</li> </ol>
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**Google Classroom:**

All materials and assignments will be posted and turned in through Google Classroom. Students have been automatically loaded into our google classroom, but I am including the class code below should students need it. The weekly calendar, assignments, and all other announcements will be posted in google classroom. Please do not turn off notifications for Google Classroom; Notifications will help you stay on top of assignments and due dates.

GOOGLE CLASSROOM	CLASSCODE
Period 1	6gpx263

**Zoom:**

All class sessions will be hosted through Zoom. The times, links, and passwords are posted below. Please see the Viking Expectations chart on the last page for details on norms for our meetings. Also, please note that Zoom only allows me to schedule 50 meetings in advance. Thus, the Zoom link to these courses will CHANGE on October 1st. I will send a new link and provide plenty of reminders in advance.

ZOOM INFORMATION	MEETING TIME	MEETING LINK	PASSWORD
Period 1	8:00 - 9:00 AM	<a href="https://bit.ly/2DRjB32">https://bit.ly/2DRjB32</a>	477287
HUB (Tuesdays, Per. 1)	1:45 - 2:45 PM	<a href="https://bit.ly/HUBFall2020">https://bit.ly/HUBFall2020</a>	028618

**Communication:**

In these estranged and difficult times, communication will be our key to success. I recognize that, as seniors, many of you have obligations outside of school: jobs, siblings, personal and familial responsibilities that demand your time and attention. If you are having any difficulties getting your work completed, please do not hesitate to reach out to me. This class is a required course for graduation, and I do not want it to stand in the way of you getting your diploma. **The best way to reach me is through email at [lbaldwin@rjuhsd.us](mailto:lbaldwin@rjuhsd.us).** I do not typically respond to emails after 5PM, but I will respond within 24 hours.

**Attendance and Absences:**

Class starts at 8:00 a.m and attendance will be taken daily. Students are expected to be **Present AND Engaged** in class for the duration of the class period. To be marked **PRESENT** students must be live on ZOOM **AND** must be actively engaged in the assignments being presented that day. A student will be marked **NOT PRESENT** if they do not attend a scheduled ZOOM class **OR** if they are logged on but not they are not engaged and contributing to class.

If you have to be absent for any reason, direct instruction and modelling of assignments will be recorded and uploaded to google classroom for students to access. It is the responsibility of the student to watch any recorded lessons they may have missed due to absence. Additionally, weekly agendas with links to assignments will be posted on Mondays to Google classroom. Please check there first for missed assignments.

**Exit Tickets:**

Classes will typically end with a short exit ticket. If you are present at the beginning of class, but miss the exit ticket event at the end of class, those points cannot be made up at a later time. You do not need to make up the exit ticket if you are absent, but you should complete the other assignments.

**Academic Integrity:**

All work the student presents must be his or her own. Copying or paraphrasing another person's work or ideas will be considered a violation of this policy. The student should be certain that during a test or a quiz he or she does nothing that could bring integrity into question. Also, when writing any assignment in which the student has been required (or has chosen) to consult outside sources, the student must properly give credit to the author(s) of the source(s) and include all pertinent bibliographical information. If the student needs any assistance in doing this correctly, please ask; your instructor is delighted to help.

Plagiarism is when a student copies someone else's words or ideas without giving credit to the original author/speaker. If a student plagiarizes a homework assignment, an essay, or a formal research paper, the student will be required to



	<ul style="list-style-type: none"> <li>● Reduce distractions before joining class.</li> </ul>	<ul style="list-style-type: none"> <li>● Take an active, positive role in classroom discussions.</li> </ul>		<p><b>whole-group and breakout discussions will be graded.</b></p>
<b>Classroom Routine/Behavioral Expectations</b>				
<b>Entering the Classroom</b>	<ul style="list-style-type: none"> <li>● Arrive a few minutes early to the start time to prepare yourself for class.</li> <li>● Make sure your camera is on and that you are muted.</li> <li>● Complete the warm-up assignment.</li> </ul>			
<b>Working in Break-out Groups</b>	<ul style="list-style-type: none"> <li>● In breakout groups, be a partner that contributes equally.</li> <li>● Respect others' perspectives, thoughts, and feelings. This class deals with current events and can get controversial!</li> <li>● Remain on task. When your group is finished with the task, wait patiently to be brought back to the whole group.</li> </ul>			
<b>Technology Use</b>	<ul style="list-style-type: none"> <li>● Use only your first and last names as screen names.</li> <li>● Keep your backgrounds simple so they don't distract from our conversations.</li> <li>● Have your device fully charged or plugged in before class.</li> </ul>			
<b>Asking for Help</b>	<ul style="list-style-type: none"> <li>● Ask questions. Feel free to email me, but know that I try not to check my school email past 5PM. I will get back to you as soon as I can.</li> </ul>			
<b>End of Class</b>	<ul style="list-style-type: none"> <li>● Class will typically end with a (graded) exit ticket. Please don't leave the Zoom until dismissed.</li> </ul>			

**Acknowledgement:**

Students and parents, please use the following form link to acknowledge that you have received the English 12 syllabus and that you are aware of the content and objectives of the course as well as its policies and procedures.

ACKNOWLEDGEMENT	FORM LINK
Period 1	<a href="https://bit.ly/2XPGiMj">https://bit.ly/2XPGiMj</a>