

Montclair High School

Course Syllabus

Department: English

Course: American Social Justice English 12 Honors

Level: Honors

Credits: 5

Course Description:

American Social Justice 12th grade English Honors is the third year in the Center for Social Justice program, an English and history interdisciplinary program with a strong emphasis on the impact that social movements have had on the development history, humanities, and the arts. Students will actively engage in curriculum that expands upon the themes of social justice that they have studied in the previous two years. Its focus is on exploring and responding to quality non-fiction from a variety of perspectives. Students will examine biography/autobiography, essays, criticism, speeches, and other forms of expository writing. Students will respond to texts by writing in a variety of ways that may include literary analysis, extended definition, compare and contrast, persuasion, problem-solution, speech writing, and journal writing. Extension projects are assigned to permit students to demonstrate advanced understanding, the application of new knowledge, or the immersion in a particular area of special interest. Collaborative learning, heterogeneous grouping, and the attention to multiple intelligences are critical components of the course. Student progress is measured through a variety of traditional and alternative means of assessment. Computer technology is used in research and writing development.

Standards:

NJSLS: Reading Literature: 11-12.1-10; Reading Informational: 11-12.1-10; Writing: 11-12.1-10; Speaking and Listening: 11-12.1-6; Language: 11-12.1-6

Anchor Text(s):

Text Title	Publisher/Author	Year/Edition	ISBN	Text Distribution
<i>The Other Wes Moore: One Name, Two Fates</i>	Spiegel & Grau/ Wes Moore	2011	ISBN-10: 074347712X	Hard copy
<i>Sidewalk</i>	Farrar, Straus & Giroux/ Mitchell Duneier	2000/1 st edition	ISBN-10: 0374527253	Hard copy
<i>Silent Spring</i>	Houghton Mifflin Company/ Rachel Carson	2002 Anniversary edition	ISBN-10: 0618249060	Hard copy
<i>Food, Inc.</i>	Public Affairs/ Karl Weber, ed.	2009/1 st edition media tie-in edition	ISBN-10: 1586486942	Hard copy

<i>Sarah's Key</i>	St. Martin's Griffin/ Tatiana DeRosnay	2008/1 st edition	ISBN-10: 0312370849	Hard copy
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Supplementary Materials: supporting materials may include:

- [Project Gutenberg](#)
- JSTOR
- EBSCOhost
- Atwan, Robert. *America Now: Short Readings from Recent Periodicals*. 10th ed. NY: Bedford/St. Martin's. 2013
- Mano, Sandra and Barbara Roche Rico. *American Mosaic: Multicultural Readings in Context*. NY: Houghton Mifflin. 2001.
- Meyer, Michael. *The Bedford Introduction to Literature: Reading, Thinking, Writing*. 6th ed. NY: Bedford/St. Martin's. 2002.

Units of Study:

Exploring Identity; Remembering the Holocaust; Food Ethics; Homelessness: What Does It Mean To Be Invisible?

Proficiencies:

By the end of this course, students will:

- Demonstrate writing as a process using prewriting, drafting, revising, editing, and publishing.
- Use standard English conventions appropriate to English language level (sentence structure, grammar and usage, punctuation, capitalization, spelling)
- Demonstrate the ability to write in a variety of forms for different audiences and purposes.
- Decode and recognize words through letter-sound correspondence, structural analysis, and word study skills.
- Read a variety of developmentally appropriate materials at an independent level with accuracy and speed.
- Develop appropriate vocabulary and concepts according to subject area content.
- Apply basic reading comprehension skills using context to construct meaning.

Evaluation & Assessment:

- **Tests** are an assessment of cumulative knowledge and understanding of a unit of study, and may include the following: multiple choice, definitions, short answers, and essay questions.
- **Quizzes** are evaluations of short-term knowledge, and understanding of homework assignments and class lessons that may be announced or unannounced, and may include the following: multiple choice, fill-ins, short answers, terms and definitions.
- **Homework** enables students to exercise and reinforce their understanding and knowledge of the content and skills taught in class, and may include: readings, essays, definitions, research, projects, revisions, editing, and journal responses. In some cases, a long-term assignment may be given; students must plan their time accordingly.
- **Classwork** is an integral part of the learning process where students demonstrate their on-going understanding of content and concepts taught. Classwork may include: cooperative group work, journal responses, readings, revisions, editing, and essays.
- **Essays and Projects** will be assigned both as instructional tools, and as an assessment instrument, and may include the following: group and individual presentations, formal writing assignments,

portfolios, letters, short stories, class anthologies, editorials, newspapers, scripts, skits, interviews, debates, artwork, photo essays, maps, and games.

- Tests/Essays/Projects 60%
- Quizzes 25%
- Homework/Classwork 15%