

**Course Name: The College Portfolio - (Grade 12-Mini-Course)**

**Course#: H1412**

**Grade: 12**

**Level: Academic/Standard**

**Semester: 5x**

**Credits: 2.5**

### **Course Description:**

Designed to develop proficiency in the specific critical-thinking skills required in college-freshman English classes, this course focuses on the reading of and writing about shorter but more complex fiction and nonfiction texts than those previously encountered in high school. With a strong emphasis on exposition, argument, and functional text, students will read, analyze, and evaluate personal essays, speeches, opinion pieces, public and historical documents, memoirs, chapters from college-level textbooks, journalism pieces from print and online media, and more. Students will write frequently as part of and in response to their critical-reading activities in modes that include personal responses, summaries, explanations of complex ideas, arguments in support of their analyses of authors' use of rhetorical devices, and counterarguments to authors' substantive claims. The course includes a research project in which students will answer a question, solve a problem, or present a stance on a controversial topic by gathering, evaluating, and synthesizing information from multiple print and digital sources.

### **Course Proficiencies:**

The following is a list of proficiencies that describe what students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of the assessment of student achievement. The learner will demonstrate the ability to:

- Demonstrate command of the system and structure of the English language when writing or speaking. (NJSLS.L.SS.11–12.1.)
- 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. (NJSLS.L.KL.11–12.2.)
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies. (NJSLS.L.VL.11–12.3.)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. (NJSLS.L.VI.11–12.4.)
- Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. (NJSLS.RI.CR.11–12.1.)
- Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text. (NJSLS.RI.CI.11–12.2.)
- Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop. (NJSLS.RI.IT.11–12.3.)

- Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (NJSLS.RI.TS.11–12.4.)
- Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view. (NJSLS.RI.PP.11–12.5.)
- Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept). (NJSLS.RI.MF.11–12.6.)
- Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. (NJSLS.RI.CT.11–12.8.)
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (NJSLS.W.AW.11–12.1.)
- Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (NJSLS.W.IW.11–12.2.)
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (NJSLS.W.WP.11–12.4.)
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (NJSLS.W.WR.11–12.5.)
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals). (NJSLS.W.SE.11–12.6.)
- 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. (NJSLS.W.RW.11–12.7.)
- SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

- Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (NJSLS.SL.II.11–12.2.)
- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (NJSLS.SL.ES.11–12.3.)
- Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. (NJSLS.SL.PI.11–12.4.)
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (NJSLS.SL.UM.11–12.5.)
- Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (NJSLS.SL.AS.11–12.6.)

## **Assessments:**

The evaluation of student achievement in this class is based on the following:

- Research Project
- Essays/writing prompts
- Tests
- Peer conferences
- Writing Portfolio
- Participation in cooperative activities
- Participation in analytical, critical-thinking class discussion
- Midterm exam
- Final Exam