

English 12

Course Syllabus



Supervising Teacher

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Course Description: English 12 – British Literature

The main goal of this course is for students to experience the evolution of British literature and how it affected literature all over the world. Students will be exposed to many different genres in relation to British literature. The four pillars of English emphasized, which are vocabulary development, grammar (including usage, mechanics, punctuation, sentence parts, and spelling), reading, and writing.

Recommended Textbooks (you only need to select one):

**EMC Masterpiece Series, Literature and the Language Arts - The British Tradition Grade 12 SE 2005 edition
I-DEA TOP PICK**

**EMC Masterpiece Series, Literature and the Language Arts - The British Tradition Grade 12 TE 2005
edition I-DEA TOP PICK**

This is a good curriculum for students who are **advanced**.

**PEARSON - PRENTICE HALL Literature, Penguin Edition British Tradition (High School) Grade 12 SE
2007 edition I-DEA TOP PICK**

**PEARSON - PRENTICE HALL Literature, Penguin Edition British Tradition (High School) Grade 12 TE
2007 edition I-DEA TOP PICK**

This is a good curriculum for students who are **at or above grade level**.

**MCGRAW-HILL - GLENCOE Literature The Reader's Choice British Literature 2007 SE
I-DEA TOP PICK**

**MCGRAW-HILL - GLENCOE Literature The Reader's Choice British Literature 2007 TE
I-DEA TOP PICK**

This is a good curriculum for students who are **at or below grade level**.

**EMC Masterpiece Series, Literature and the Language Arts - The EMC Write-In Reader 12 SE
EMC Masterpiece Series, Literature and the Language Arts - The EMC Write-In Reader 12 TE**

NOTE: A grammar component is needed! A good one is **Easy Grammar Plus**.

(Order all three books of EGP, so you'll have five books in all, and all five together are a complete and inexpensive curriculum.

This is a good curriculum for students of **any level**.

Ninety hours of class time is required by the state, which is one hour per school day per subject in order to earn the high school credit. See the pacing guide on your class Moodle site for suggestions on how to cover your textbook.

Required Materials:

My Access! on-line writing program (provided to the high school students by I-DEA)

Class novel (see list below)

Class Shakespeare - *Macbeth* (see below)

Suggested Supplemental Materials:

Accompanying workbooks that go with your textbook can help to strengthen certain skills, such as spelling or grammar. Look at your last Isat scores to see where any areas of concern are.

Note: For students taking their regular required English class along with the elective class, Writer's Workshop, which is using the text, Glencoe *Writer's Choice*, the Glencoe workbooks are the same for both *Reader's Choice* and *Writer's Choice*.

Class Novel (January and May anchor): In addition to what you do in your English textbook each day, you also need to be reading a class novel on your own time—*not* as part of the regular English hour/day requirement. This must be completed before the end of the semester.

As part of this requirement, you are *required* to read **one** of the novels on the following list *per semester (two during the year)*. These novels are:

For First and Second Semester (read one each semester):

Pride and Prejudice (Jane Austen)
Wuthering Heights (Emily Bronte)
Jane Eyre (Charlotte Bronte)
Frankenstein (Mary Shelley)
Silas Marner (George Elliot)
Great Expectations (Charles Dickens)
Mayor of Casterbridge (Thomas Hardy)

Most of these novels may be acquired through the I-DEA Catalog (with, in some cases, an extremely helpful supplemental teacher's guide), from a public library, or may be purchased. There are also many websites that can assist you in your understanding of what you are reading.

The final novel quiz will be set up to accommodate any one of these novels in either semester, so you may choose which semester you would like to read which novel—just as long as one from the list is completed, and the quiz is taken, by the **January and May anchor due dates. The novel quiz may be taken at any time during the semester prior to the anchor due date deadlines in January and May.** Warning: The final novel quiz is set up specifically for the actual *novel*, not movies.

Hopefully you are not reading just one novel per semester - I hope you are reading every day from many novels of your own choosing!

FALL ONLY - The play for 12th grade is *Macbeth*. If this is not the play in *your* textbook, it is still the required play for I-DEA, Fall Semester only.

You may acquire this play from our catalog (with a very helpful teacher's guide), a bookstore, or a library.

You may acquire this play from our catalog (with a very helpful teacher's guide), a bookstore, or a library. I highly recommend you get a dual text version (with the original and the modern

version side by side on the page). We have a few dual text versions in our catalog. Barron's publishes a very good version. Through Amazon.com, you can often get a good used dual text copy for as little as 95 cents, plus postage.

Most teachers save the movie version for a reward at the end, but I recommend getting some version of the play in movie form and watching it before you start reading the play itself; that way you will know what is going on. For some reason, there are a lot of really poor renditions of Macbeth, but the best one I have found is the 1971 Roman Polanski version, starring Jon Finch. Another good version is a modern, bag-lady and biker gang version, starring Greta Scacchi (wwwhomevision.com). Most libraries will have some version of this great play, or NetFlix is a great source. **Parents are responsible for previewing for content.**

Part of your final grade (Fall Semester only) will be a quiz on this play, with questions you will know only from reading the play (not from just watching the film).

You would be getting a very poor education indeed if you were not exposed to some of the greatest English literature ever written. I am here to help you with this, so do not hesitate to email me with your questions. A weekly optional I-Link session will be available also (see Moodle for the link, dates, and times).

Suggested Portfolio Inclusions:

- 1. Vocabulary Log:** This is not a requirement, but may be the best way to cover **Standard One, Reading Process**. As you read, you could jot down words that you don't know, and look them up later as part of your class work. Use the words in practical sentences, find their origin, look at their different meanings, and connect any prefixes and suffixes to other words and usages.
- 2. Reading Log and Journal:** This is not a requirement, but is a great way to cover Standard Two, Comprehension and Interpretation. And keeping a weekly **reading log** can be really helpful to your learning. Your log could include the title, date, pages read, and time read, while your **journal** could include what you think about the reading so far, a letter to a character, what you would do if you are in a similar situation, a different ending, dialog with the author and/or character, etc. This reading log/journal could be as simple as a spiral notebook, divided into five columns per page, with the largest space for journaling.

Class Requirements / Anchors

- 1. My Access!:** Anchor Assignment in Fall Semester (**October, November**) and Spring Semester (**February, March, April**) – see chart below. You may include your final essay in hard copy in your portfolio if you want. This requirement, if included in the portfolio in hard copy, can cover Standard 3 (Writing Process), Standard 4 (Writing Application), and Standard 5 (Writing Components)—a separate essay for each standard.

2. Shakespeare Play: *Macbeth*

This is required during **Fall Semester** only. The **final quiz is the anchor assignment for December**. This quiz can be completed any time during the semester, up until the December anchor due date. This is a timed quiz taken through our class Moodle site. A voluntary weekly class will be offered through ILink, with the link, dates, and times posted on Moodle. A *voluntary* Shakespeare play will also be offered during Spring Semester, just for fun!

3. Novel quiz: (see class list above):

This will be a timed quiz taken through our class Moodle site on the novel of your choice from the class list. This quiz can be completed at any time during the semester, up until the January and May anchor due dates.

4. Standards-based Portfolio:

This will include all the state English standards. You can find these on your ILP, or at the end of this syllabus.

<u>Anchor Months</u>	<u>Moodle Orientation- see due date on Moodle</u>	<u>My Access! - due on Anchor Due Date</u>	<u>Shakespeare Quiz – due on Anchor Due Date</u>	<u>Novel Quiz – due on Anchor Due Date</u>	<u>Portfolio</u>
September	X				
October		X			
November		X			
December			X		
January				X	Portfolio should be ½ complete
February		X			
March		X			
April		X			
May				X	Portfolio must be complete

Course Evaluation:

Parent Responsibility: 60% of the final grade.

Teacher Responsibility:

Fall Semester, the final **40%** will be based on:

- 2 My Access! essays (**due by October and November essay due dates**)
- 1 Shakespeare play quiz (required in Fall only – **due by December anchor due date**)
- 1 novel quiz (see class novel list - **due by January anchor due date**)

Spring Semester, the final **40%** will be based on:

- 3 My Access! essays (**due by February, March, and April anchor due dates**)

-1 novel quiz (see class novel list – **due by May anchor due date**).

I-DEA Student Honor Code:

With any form of valid proof of dishonesty with regard to student work or testing, the instructor may elect from a range of actions. Academic dishonesty could lead to a zero grade for the assignment or even failure for the entire course following consultation between the instructor, Secondary Supervisor, and Director.

All students must adhere to the **Honor Code**:

“On my honor, I will maintain the highest possible standards of honesty, integrity and personal responsibility. This means that I will do my own work; I will not lie, cheat, steal, or claim another’s work as my own, including plagiarizing; and as a member of this academic community, I am committed to maintaining an environment of respect and mutual trust.”

IDAHO CONTENT STANDARDS GRADE 12 LANGUAGE ARTS

Standard 1: Reading Process

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and to use those words accurately. Students use increasingly sophisticated vocabulary gained from literature and content area text.

- Goal 1.1: Acquire Concepts About Print
- Goal 1.2: Acquire Concepts About Text
 - 12.LA.1.2.1 Identify the features and the rhetorical devices of a variety of literature and informational documents.
- Goal 1.3: Acquire Phonological Awareness Skills
- Goal 1.4: Acquire Decoding Skills Using Word Parts
- Goal 1.5: Acquire Decoding Skills Using Syllabication
- Goal 1.6: Acquire Decoding Skills Using Context
- Goal 1.7: Acquire Fluency
- Goal 1.8: Vocabulary and Concept Development
 - 12.LA.1.8.1 Apply knowledge of roots and word parts to draw inferences about new words.
 - 12.LA.1.8.2 Use context analysis to determine the meanings of unfamiliar and multiple-meaning words in literature representing various English speaking cultures and periods.

Standard 2: Comprehension/Interpretation

Students read, understand, and respond to grade-level-appropriate material. Students analyze the organizational patterns and evaluate authors' arguments and positions. Students conduct in-depth analyses of the author's craft and themes of expository and literary text. Students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information.

- Goal 2.1: Acquire Strategies and Skills for Comprehending Text
 - 12.LA.2.1.1 Compare and contrast similar themes or topics by authors from different time periods or cultures to explain how the historical or cultural context shapes each author's point of view.
 - 12.LA.2.1.2 Apply reading strategies to self monitor for comprehension.
 - 12.LA.2.1.3 Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams.
- Goal 2.2: Acquire Skills to Comprehend Expository Text
 - 12.LA.2.2.1 Analyze the relationships among theses and arguments to evaluate claims made in informational texts (e.g., policy statements, campaign speeches).
 - 12.LA.2.2.2 Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites).
 - 12.LA.2.2.3 Extend, through original analysis, arguments presented in primary and/or secondary sources.
- Goal 2.3: Acquire Skills for Comprehending Literary Text
 - 12.LA.2.3.1 Analyze recognized works of literature representing a variety of genres and traditions that: Trace the development of the major periods of British or World literature, Contrast the major themes, styles, and trends in different periods.
 - 12.LA.2.3.2 Evaluate how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.
 - 12.LA.2.3.3 Evaluate the ways in which the theme represents a view or comment on life, using textual evidence to support the claim.
 - 12.LA.2.3.4 Analyze the ways in which irony, tone, mood, symbolism, and the "sound" of language achieve specific rhetorical or aesthetic purposes.
 - 12.LA.2.3.5 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language, on tone, mood, and theme.

Standard 3: Writing Process

Students use all five steps of the writing process. Emphasis areas include publishing for a specific purpose and editing for correct research components and conventions.

- Goal 3.1: Acquire Prewriting Skills
 - 12.LA.3.1.1 Generate ideas using a variety of strategies.
 - 12.LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing.
 - 12.LA.3.1.3 Apply organizational strategies to plan writing.
 - 12.LA.3.1.4 Match format to purpose and audience.
 - 12.LA.3.1.5 Produce a piece of writing within a set period of time.
- Goal 3.2: Acquire Skills for Writing a Draft

- 12.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft.
- 12.LA.3.2.2 Sequence ideas in a cohesive, meaningful order.
- Goal 3.3: Acquire Skills for Revising a Draft
 - 12.LA.3.3.1 Revise draft for meaning, clarity, and effective organization.
 - 12.LA.3.3.2 Add relevant details and delete irrelevant or redundant information.
 - 12.LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization.
 - 12.LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style.
 - 12.LA.3.3.5 Use literary models to refine writing style.
 - 12.LA.3.3.6 Conference with others to improve writing.
- Goal 3.4: Acquire Skills for Editing a Draft
 - 12.LA.3.4.1 Use editing marks to indicate errors in conventions.
 - 12.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors.
- Goal 3.5: Acquire Skills to Publish Writing
 - 12.LA.3.5.1 Publish improved draft.
 - 12.LA.3.5.3 Use appropriate technology to produce a final draft.
 - 12.LA.3.5.2 Share writing with intended audience.

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Emphasis is on research writing.

- Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills
 - 12.LA.4.1.1 Write reflective compositions that draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
 - 12.LA.4.1.2 Write original creative works including prose and poetry.
- Goal 4.2: Acquire Expository (Informational/Research) Writing Skills
 - 12.LA.4.2.1 Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs.
 - 12.LA.4.2.2 Write a research paper or project that makes distinctions between the relative value and significance of specific data, facts, and ideas. The research paper or project should state a thesis, use internal citations, and include a works cited page.
 - 12.LA.4.2.3 Write technical or scientific text, including résumés and cover letters, that includes precise language appropriate for topic and audience.
- Goal 4.3: Acquire Persuasive Writing Skills
 - 12.LA.4.3.1 Write persuasive compositions that take into consideration the validity and reliability of sources.
- Goal 4.4: Acquire Skills for Literary Response
 - 12.LA.4.4.1 Write a literary analysis supporting important ideas and view points through accurate and detailed citations from the text.
 - 12.LA.4.4.2 Write responses to literature that demonstrate an awareness and appreciation of a variety of authors' styles.

Standard 5: Writing Components

Students focus on the elements of effective writing. These elements include sentence fluency, word choice, and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students demonstrate control of major conventions

- Goal 5.1: Acquire Handwriting Skills
- Goal 5.2: Acquire Spelling Skills
- Goal 5.3: Acquire Skills for Sentence Structure
 - 12.LA.5.3.1 Apply correct and varied sentence types in writing.
 - 12.LA.5.3.2 Edit for agreement, word usage, parallel structure, and fluency.
- Goal 5.4: Acquire Skills for Using Conventions
 - 12.LA.5.4.1 Demonstrate control of conventions including subject/verb agreement, verb tense, parallel structure, and clauses.
 - 12.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization.

Standard 6: Communication

- Goal 6.1: Acquire Listening Skills
- Goal 6.2: Acquire Speaking Skills
- Goal 6.3: Acquire Viewing Skills