

MADISON HIGH SCHOOL
English 12-Senior English and British Literature
MHS- English Department

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Name of Text Used:

12th Grade Literature Anthology: British Literature- McDougal Littell, Houghton Mifflin, 2008.

Course Description: Senior English 12 is a required course that prepares Seniors for the rigors of college-level course writing and reading. Throughout the course, you will be introduced to both classical and contemporary British literature, discusses themes and motifs as well as other literary elements, and write analytical essays, academic summaries, and a senior research paper.

Course Objectives: The course objectives for English 12 coincide with the Common Core Language Arts Standards and will focus on specific objectives. Upon completion of the course, the student should have sufficient knowledge of and be able to practice specific skills in reading, writing, and language use. A scope and sequence is built into the general schedule of course events.

Composition Assignments: Through this course you will write one formal paper (5 pages), six in-class essays (ICEs are 40 minutes of writing), and one take home essay-final (4-6 pages). With each writing assignment, plan to use the feedback by your peers and instructor to improve your next writing. The grading is graduated based on knowledge, experience, and explanation. This means that each ICE will be graded “harder” than the last.

Literature Assignments: Throughout this course you will read and research from a variety of authoritative sources. Naturally, for your research paper, you will conduct your own research. For the literature component of English 12, you will read a variety of works from each British literary era. About half of this reading will be done in the class. Expect to spend some time each week reading at home throughout the trimester.

Assessments: There are two common, formal assessments: the Beginning Course Assessment (BCA) and the End of Course Assessment (ECA). These will be administered, naturally at the beginning and end of the trimester. It is the same Assessment based on the Idaho State Core and the CCSS. The BCA is recorded in the gradebook, but is not weighted. The ECA is recorded and weighted. There is one formal assessment, unique to this class. It is the Literary Analysis Essay Final. Each ICE is also an assessment of knowledge and application.

Student Activities	Curriculum and Standards
Beginning Course Assessment (Two Days)	Multiple Choice, Computerized test based on CCSS for 12th grade.
Research Paper 3 Week Unit First Week: Training Second Week: Research Third Week: Drafting PAPER DUE:	Learning Outcomes: Guided Notes (20 Pts), Proof of research (20 Pts), Proof of Draft (20 Pts), 5 Page Research Paper (100 pts) 12.W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 12.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 12.W.5. Develop and strengthen writing as needed by planning, revising, editing, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 12.W.6. Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. 12.W.7. Conduct short as well as more sustained research projects to answer a question(including a self-generating 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. 12.W.8. 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. 12.W.10. Write routinely over extended time frames. 12.RIT.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 12.RIT.7. Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem. 12.SL.5. Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 12.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking 12.L.2. Demonstrate command of the conventions of standards English capitalization, punctuation, and spelling when writing. 12.L.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
British Novel Timelines & Websites 2 Days	Learning Outcomes: Individual Era Trivia (10 points), Group Timeline Contribution (20 pts) 12.RIT.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. 12.RIT.7. Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem. 12.SL.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Anglo-Saxon (6-8 days)

Beowulf (36-66)
Canterbury Tales (138-179)
Sir Gawain and Green Knight (224)
Le Morte D' Arthur (258)

Learning Outcomes: Era Values and Ethics ICE (20 points)

12.W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

12.SL.1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

12.L.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.

English Renaissance (Two Weeks)

Sonnets (310-329)
Shakespeare: Taming of the Shrew
: Macbeth

Learning Outcomes: Era Gender Roles ICE (20 points)

12.RL.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text

12.RL.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful

12.RL.7. Analyze multiple interpretations of a story, drama, or poem evaluating how each version interprets the source text.

Restoration and 18th Century (5 days)

Robinson Crusoe (578)
A Modest Proposal (608)
Gulliver's Travels (623)
Dictionary of the English language (658)

Learning Outcomes: Era Historical Criticism ICE (20 Points)

12.RL.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

12.RL.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant.

12.RIT.4. Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

12.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

Romanticism (5-7 days)

Poetry Presentation

Jane Austin's Sense and Sensibility

Learning Outcomes: Poetry Memorization (15 points), Character Criticism ICE (20 points)

12.RL.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful

12.RL.5. Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact

12.1.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

The Victorians (3-5 Days)

Charles and George
Great Expectations and Middlemarch
(1850 and 1871)
A History of Britain (Mediasmart)

Learning Outcomes: Non-Fiction Rhetoric ICE (20 Points)

12.RL.10. Read and comprehend literature, including stories, dramas, and poems in the appropriate CCR text complexity band proficiently with scaffolding as needed at the high end of the range.

12.SL.2. Integrate multiple sources of ... to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Modern and Contemporary (3-5 Days)

Pygmalion (1904)
Wartime propaganda
Winston Churchill Speeches (1941)

Learning Outcomes: Reader response ICE (20 Points)

12.RIT.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

12.RIT.5. Analyze and evaluate 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.

12.RIT.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

British Novel project (Six week project)

Book Packet DUE:

12.RL.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Packet includes:

Character List with descriptions

One page Summary

Three Analytical Paragraphs

One Literary Era Connection Chart

Your Reflection -Turn in your Visual (25 points)

**Take the Literary Analysis Final (100 points)
- 50 Min IN Class Essay**

12.RL.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text

12.W.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

12.W.6. Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

12.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

12.SL.3. 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.

12.SL.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

12.SL.5. Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest

12.SL.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate