

# 12<sup>th</sup> Grade English

Fall 2021-Spring 2022

## Instructor

Jessica Puckett  
Classroom A200

## Email

[jpuckett@gatewayacademy.us](mailto:jpuckett@gatewayacademy.us)

## Prep hours:

Mon: 1:35-2:20  
Tues: 12:45-1:30  
Thurs: 11:10-11:55

## Description

Greetings! My name is Jessica Puckett and welcome to British and World Literature! In this course, students will engage in activities that will inspire thoughtful discussions and debates with peers, allowing them to formulate, and defend, their own perspectives.

## Expectations and Goals

- Always follow the Honor Code: **Be Safe, Be Responsible, Be Respectful**
- Show up to class on time with materials and ready to learn.
- Students need to come to class prepared (notebook, writing utensils, planner, laptop)
- MLA Format is to be used on assignments
- Unfinished classwork can be finished at home
- Technology use is to be focused on **academics** only
- When printing documents students must gain teacher approval
- Students assignments can be completed electronically or handwritten
- Stay engaged during the entire lesson
- Have Fun!

## Content Material

- **my**Perspectives: BRITISH AND WORLD LITERATURE will be used for backbone of content.
- Utilize various mediums such as short stories, poems, plays, graphic models, articles, speeches, books

## Grade Configuration

- 15% In-Class Assignments & Homework
- 25% Essays
- 30% Classroom discussions/participation
- 30% Quizzes & Projects

1 <sup>st</sup> Quarter	Topic	Reading	Exercises
<b>UNIT1: Forging a Hero</b> Essential Question: <i>What makes a hero?</i>	<b>Argument Model:</b> “A World of Heroes” Students will write an argumentative essay, in which they will state and defend a position on a topic as final performance task for UNIT1	<b>Epic Poetry:</b> <i>from Beowulf</i> translated by Burton Raffel <b>Graphic Novel:</b> <i>From Beowulf</i> by Gareth Hinds <b>Speech:</b> <i>Accidental Hero</i> by Zadie Smith <i>Speech Before her Troops</i> by Queen Elizabeth I <i>Defending Nonviolent</i> <i>Resistance</i> by Mohandas Ghandi	Students will read and evaluate arguments in fictional narratives, informative essays, and explanations to better understand the ways writers express their ideas. Participating in class discussions, projects and assignments; students will develop deeper understanding of correctly using rhetorical devices to elaborate text and add variety and interest to writing and presentation.

2 <sup>nd</sup> Quarter	Topic	Reading	Exercises
<b>UNIT2: Reflecting on Society</b> Essential Question: <i>How do people come to have different views of society?</i>	<b>Explanatory Model:</b> “Standing Up to Absolute Power” The students will write an explanatory essay where they will present a thesis and organize facts and examples to support it as a final performance task for Unit2	<b>Poetry:</b> <i>The Prologue from Canterbury Tales</i> by Geoffrey Chaucer <b>Essay   Poetry:</b> <i>On Seeing England for the First Time</i> by Jamaica Kincaid <i>Shakespeare’s Sister</i> by Virginia Woolf <b>Documentary Video:</b> <i>The Prologue from Canterbury Tales: The Remix</i> by Patience Agbabi	Students will read and evaluate informative essays, arguments, fiction and non-fiction narratives, and poetry to better understand the ways writers express their ideas. Participating in class discussions, projects and assignments; students will learn the elements of explanatory essay writing to develop deeper understanding of developing a formal style of writing. Students will work together to build one another’s ideas, develop a consensus, and communicate with one another incorporating visuals, audio and text in presentation.

3 <sup>rd</sup> Quarter	Topic	Reading	Exercises
<b>UNIT3: Facing the Future, Confronting the Past</b> Essential Question: <i>How do our attitudes toward the past and future shape our actions?</i>	<b>Argument Model:</b> “Better to Have Never Met at All” Students will write an argumentative text in a form of a response to a piece or specific literature in which they will state and defend a position on a topic as final performance task for UNIT3	<b>Drama (play):</b> <i>The Tragedy of Macbeth</i> Williams Shakespeare, ACTS 1-V <b>Media (audio performance):</b> <i>The Tragedy of Macbeth, Act V, Scene i</i> L.A. Theatre Works <i>The Tragedy of Macbeth, Act V, Scene i</i> LibriVox <b>Poetry:</b> <i>Sonnets 12, 60, 73</i> Williams Shakespeare <i>Sonnet 32, from Pamphilia to Amphilanthus</i> Mary Wroth <i>Sonnet 75</i> Edmund Spenser	Students will read and evaluate arguments, essays, and poetry to better understand the ways writers express their ideas. Participating in class discussions, projects and assignments; students will develop deeper understanding of formal style of writing using transition words and syntax. Students will work together to build ideas, develop consensus, and communicate with one another incorporating visuals, audio and text in presentation.

4 <sup>th</sup> Quarter	Topic	Reading	Exercises
<b>UNIT5: Discovering the Self</b> Essential Question: <i>How do we define ourselves?</i>	<b>Personal Narrative Model:</b> “Early Dismissal” Students will write a personal narrative, in which they will tell a true story from their own life as a final performance task for UNIT5	<b>Anchor Text   Poetry:</b> <i>Line Composed a Few Miles Above Tintern Abbey</i> By Williams Wordsworth From <i>the Prelude</i> by Williams Wordsworth <b>Poetry:</b> <i>Ode to the Nightingale</i> by John Keats <i>Ode to the West Wind</i> by Percy Bysshe Shelley <b>Novel Excerpt:</b> From <i>Frankenstein</i> by Mary Wollstonecraft Shelley	Students will read and evaluate personal narratives from excerpts from novels and poetry to better understand the ways writers express ideas. The students will learn how to organize, share and reflect on experiences, and gathering evidence. Participating in class discussions, projects and assignments; students will work together to build ideas, develop consensus, and communicate with one another.

## Learning Methods and Organizational Strategies

Objective based learning combined with essential questions is the backbone of the class. Inquiry will be fostered by helping students create high level questions and classroom discussions will also be used to allow students to express their interpretations and evaluations about the curriculum.

All assessments will be focused on the content covered and the curriculum is aligned to the state standards.

Continuous feedback will be given using different methods to promote student retention of the Curriculum.

Because students have different needs and abilities, I adjust levels of challenge and sometimes entire activities to meet the needs of all learners. Drawing on your child's strengths to create growth, not to create busy work. Differentiation changes with content, so your child may be in one group for one activity or unit, and in a different group with different content. It's based on the content being covered, so prior skills and understanding play a big role. My goal is not to have them just know information, but to be able to use and apply information.

I use depth, complexity, thinking skills, and other pedagogical tools to differentiate. It's not more work for highly able students and less work for students who need support.

## Additional Information and Resources

Students are welcome to explore additional text to support their understanding of the current topics. Please let me know, and I'll be happy to share any additional titles for independent learning.