English III, Level 1

Grade 11

Class Syllabus & Outline

Dr. Edward G. Doucette

English Language Arts Content Coordinator

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Somerset Berkley Regional High School 2011-2012

Welcome to Grade 11 English at Somerset Berkley Regional High School. Though I am new to the position as ELA Content Coordinator, I am not new to education. While you are beginning the third of four years of high school, I am beginning my fortieth year in education. I am excited to be your teacher and look forward to a year filled with adventures in learning. This year you will learn how to become highly sophisticated and reflective readers, writers, thinkers, and speakers.

**Academic Expectations** The academic expectations are aligned to the SBRHS Core Beliefs and Values Statement and the Common Core Standards for College and Career Readiness.

* Students at Somerset Berkley Regional High School will:
	+ Read analytically to support conclusions drawn from text
	+ Produce clear and coherent writing that is appropriate to task, purpose and audience
	+ Adapt speech to a variety of contexts and tasks
	+ Solve problems and complete tasks by reasoning critically and creatively
	+ Process information critically to become capable researchers
	+ Demonstrate technological literacy to facilitate learning

**Social and Civic Expectations**

* Students at Somerset Berkley Regional High School will:
* Demonstrate responsible behavior and citizenship
* Respect themselves and others
* Communicate and collaborate effectively with others

**Required Materials**

* A notebook that is used exclusively for English Class
* A reader’s and writer’ journal for daily response to text (May be a separate section in notebook)
* A folder that is used exclusively for English Class
* A pen, pencil, and highlighter
* Textbook: *The Language of Literature: British Literature* (2006), McDougal Littell Inc., and other novels, short stories, poetry, non-fiction, and dramas as needed.

**Mutual Responsibilities**

To achieve the academic and social and civic expectations (see above) of SBRHS requires a great deal of effort on the part of teacher and learners.

* I will come to class prepared to teach and work; therefore, you will come prepared to learn and work.
* I will come to class with the materials and assignments I need to teach you; therefore you will come to class with the materials and assignments you need to learn from me and each other.
* I will arrive to class on time; therefore, you will arrive to class on time.
* I will always demonstrate respect for you; therefore, you will always demonstrate respect for me and each other.
* I will be clear and precise in my expectations; therefore, you will clear and precise in your response.
* I will create a positive and safe learning community; therefore you will behave positively and safely in this community.
* I will challenge you with meaningful and thought provoking work; therefore, you will become thoughtful and critical thinkers, readers, writers, and speakers.
* I will give you clear and timely feedback about your work; therefore, you will become more sophisticated in you work.

**Make Up Policy**

The make up policy described in the Somerset Berkley Regional High School student handbook will be followed. Please make every effort to make up work that you have missed as soon as possible.

**Academic Integrity**

I expect that everything you put your name on is your work. If the work you submit is the work of more than one person (by design), the names of each contributor must be on the work. I have a zero tolerance policy regarding plagiarism (We will discuss this further).

**After School**

I am available for after school assistance, extra help, or make up work. Please let me know when you are coming and what assistance you require. I will provide a calendar for you to note this information. Seek extra help as soon as you need it.

**Cell Phones and Electronic Devices**

All cell phones and electronic devices must be turned off unless we are using them for instructional purposes. I will let you know in advance if we will be using such devices to support learning.

**Contact information**

Dr. Edward G Doucette: doucettee@sbregional.org

**Course Description**

This course emphasizes the reading and appreciation of the literature of Great Britain. Students will be encouraged to think and read critically by focusing on the literature in its historical context from the Anglo-Saxon Period through contemporary writers. Grammar, vocabulary and composition are taught using a whole language method. An extensive research project is required. Time will be devoted to SAT preparation. *Students should have earned a grade of B or better in 10th grade Level 1 English.*

This course is organized around units of study, essential questions/universal themes, and the 6-traits of writing. The students will be expected to synthesize the critical thinking competencies learned in English I and II in order to deeply and comprehensively interpret and analyze multiple genres with a given unit of study. These genres include short story, literary non-fiction, drama, novel, memoir, and epic and lyric poetry.

**Units of Study** (Aligned to the Massachusetts Frameworks for ELA and the Common Core Standards for Career and College Readiness

**Unit 1:** British Literature—Middle Ages: Duration 5-6 weeks

* Essential Question: How did medieval man distinguish between the earthly and divine?
* 6-traits focus: Ideas, Organization, Voice, and Conventions
* Core works: *Beowulf/Grendal, Canterbury Tales*

**Unit 2:** British Literature—Renaissance and Reformation: Duration 5-6 weeks

* Essential Question: How does Renaissance literature break with and build on the literature of the Middle Ages?
* 6-traits focus: Ideas, Organization, and Voice
* Core Works: various from text

**Unit 3**: British Literature—Seventeenth Century: Duration 5-6 weeks

* Essential Question: How did seventeenth century writers regard the relationship between reason and emotion?
* 6-traits focus: Ideas, Organization, Voice, and Sentence Fluency
* Core works: *Macbeth*

**Unit 4**: British Literature—Eighteenth and Early Nineteenth Century: Duration 5-6 weeks

* Essential Question: What role does nature play in eighteenth and early nineteenth century literature?
* 6-traits focus: Ideas, Voice, and Word Choice
* Core Work: *Frankenstein, Rime of the Ancient Mariner*

**Unit 5**: British Literature—Nineteenth Century: Duration 5-6 weeks

* Essential Question: How does romantic and Victorian literature embody the tension between art for art’s sake and art as a response to social and cultural conflict?
* 6-traits focus: Voice, Sentence Fluency, and Word Choice
* Core Work: Works by Dickens

**Unit 6:** British Literature—Utopia and Dystopia: Duration 5-6 Weeks

Essential Question: How does utopian and dystopian literature destroy the tension between art for art’s sake and art as a response to social and cultural conflict?

* 6-traits focus: Ideas, Voice, Sentence Fluency, and Word Choice
* Core Works: *1984, Utopia*, and other selected works

**Unit 7**: MCAS Preparation: Duration 1 week—will be implemented in early March.

**Grading Procedures**

Assignments Each Quarter Point Count

1. Three formal critical essays X 150 points = 450 points\*\*
2. Twelve short literature response essays X 25 points = 300 points
3. Reader’s response journal X 200 points = 200 points
4. End of quarter common benchmark x 200 points = 200 points
5. Twenty homework assignments X 10 points = 200 points
6. Twenty entrance or exit quizzes X 10 points = 200 points
7. Eight partners/group work X 25 points = 200 points
8. Mid-quarter on demand test X 150 points = 150 points
9. Notebook X 100 points = 100 points

Total Points per Quarter = 2000 Points

**For the whole year**

Sub-Total Points per year = 4 X 2000 or 8000 Points

Final Exam X 1000 Points = 1000 Points

Total Year Points = 9000 Points

\*\* During Quarter 2 or 3, students will write a research paper in place of the three formal critical essays for the same number of points (450)

* Grade 11: 6-8 typewritten pages citing 7-10 sources

**Have a wonderful year.**

**Dr. Edward G. Doucette**