

# **HAMILTON English 12**

**Course Description:** English IV includes a survey of British literature from the Anglo Saxon period through Modern Literature, composition of researched and constructed response, a history of the English language, ACT language and reading practice, and independent reading with both fiction and nonfiction works. All students will write a research paper on a contemporary topic.

## **Eng 12 1st/2nd Quarter Syllabus**

- 1. Comprehensive ACT English skills**
- 2. Comprehensive ACT Reading skill**
- 3. Intro to the history of Eng./  
Anglo Saxon Period  
“What Makes a Hero?”**
- 4. *Beowulf***
- 5. “The New Psychology of Leadership”/  
“Accidental Leader”/  
“Defending Non-Violent Protestors”**
- 6. Historical Perspectives/Medieval Period**
- 7. Canterbury Tales/Canterbury Tales  
Remix**
- 8. Benjamin Zephaniah (Interview/Poetry)**
- 9. Historical Perspectives/Renaissance**
- 10. Shakespearean Drama/ *MacBeth***

**\*\*\*Vocabulary will be pulled out to complement the literature.  
\*\*\*Within each unit we will focus on nonfiction informational texts to  
bolster research, writing, and speaking skills.**

**Assessments/Grades are based on the value point system meaning the score  
the student can earn is based on the value or depth of the skill assessment.**

**SUPPLIES: PEN/OR PENCIL, BINDER WITH LOOSELEAF PAPER**

## **ENGLISH 12 3rd/4th Quarter Hamilton**

- 1. *Fast Food Nation* Excerpt**
- 2. MLA RESEARCH PAPER—  
Contemporary Issue  
(Introduction to APA)**
- 3. Jonathon Swift's Gulliver's Travel-  
Satire**
- 4. George Orwell's Animal Farm**
- 5. In the Time of the Butterflies excerpt  
by Julia Alvarez**
- 6. "Back to my Own Country an Essay"**
- 7. "Home Thoughts from Abroad"**
- 8. Informative Text: Essay/Media  
Presentation**
- 9. Woven throughout the semester we  
will work on complex grammar skills  
as part of our writing**

**\*\*\*Vocabulary will be conducted through the literature.**

**Skills include but are not limited to: Expository Writing process, Framework story, Punctuation, Grammar Usage, Irony, Allusion, Satire, Allegory, Propaganda, Figurative Lang., Fact/Opinion, Drama, Mood, Tone, Inference, Draw Conclusion, Summarize, Paraphrase, History's/Culture's impact on literature, Theme, Point of View, Informational texts as related to larger pieces of literature**

**Assessments/Grades are based on the value point system meaning the score the student can earn is based on the value or depth of the skill assessment. For example, a daily skill practice or mid unit quiz will have a lower point potential than a more complex assessment that requires greater skill performance such a research paper, unit test or constructed response.**

**SUPPLIES: PEN/OR PENCIL, BINDER WITH LOOSELEAF PAPER**