

## **Grace Academy**

### **Course Syllabus**

#### **Course**

English 12

#### **Synopsis**

Students read and experiment with novels, poetry, and drama, focusing on elements of analysis such as satire, allegory, and imagery. Students engage in persuasive, analytical, and research-based writing assignments. Students practice good writing skills such as maintaining proper pronoun use.

#### **General Objectives**

##### **1. Writing Skills and Composition**

Students will continue to develop and refine writing skills. Students will demonstrate their abilities to use the writing process in the following areas:

1. analysis
2. analogy
3. persuasion
4. narrative
5. research

Students will show their mastery in the following writing practices:

1. sentence variety
2. tense consistency
3. word choice
4. transitions
5. correct pronoun reference

##### **2. Analysis and Interpretation**

Students will read, analyze, and interpret various forms of literature, including the following:

1. drama
2. novels
3. poetry

Areas in the study may include but not be limited to the following:

1. allegory
2. characterization
3. humor
4. irony
5. romanticism
6. satire
7. simile
8. symbolism
9. tragedy

Students will be asked to apply learning to their own life and their culture and evaluate concepts on the basis of biblical principles.

### **3. Mechanics and Usage**

Students will apply knowledge of language mechanics and usage both in formal study and in their written work. The following areas will be covered

1. double comparisons
2. fragments
3. irony
4. misplaced modifiers
5. novel of manners
6. pronoun case
7. pronoun consistency
8. pronoun reference
9. run-on sentences
10. subject-verb agreement

### **4. Research and Synthesis**

Students will locate, document, and synthesize information using source materials.

### **Specific Objectives**

**Objective 1:** LA.HS.12.1 - Students will continue to develop and refine writing skills.

**Spiritual Principle:** Students may choose to write about spiritually related topics, either personal or general in nature, such as analyzing current issues from a

biblical perspective, writing apologetics, and/or comparing spiritual principles to concrete items.

**Suggested Activities and Experiences:** Students will be guided through the writing process and will submit their work to Criterion Online Writing System for further help in the revision process. Some of the assignments may require research, using sources available from the internet. Students will be required to use SIRS Knowledge Source on at least one of the assignments. Students will analyze samples of and be asked to write the following types of compositions.

1. analysis
2. analogy
3. persuasion
4. narrative
5. research

**Evaluation Procedures:** The written assignments will be evaluated based on rubrics created for each type of composition.

**Resources:** Criterion Online Writing System, SIRS Knowledge Source

**Sample of Text Resource:** *MLA Writer's Manual*, Seventh Edition

**Objective 2:** LA.HS.12.2 - Students will read, analyze, and interpret various forms of literature.

**Spiritual Principle:** Students will identify and analyze the spiritual and moral aspects of various works of literature, including novels, poetry, and drama. Students will be asked to evaluate these aspects on the basis of biblical principles.

**Suggested Activities and Experiences:** Students will be introduced to various pieces of literature and guided in their reading. Students will be asked to take part in class discussions; write answers to questions that require analysis, synthesis, or evaluation; and demonstrate an in-depth understanding of at least one major aspect of the literary piece through written work. Literary concepts will be introduced and demonstrated to the students during the readings.

**Evaluation Procedures:** Students will be given reading quizzes, evaluated on their class discussion, and write to demonstrate their thinking and understanding of the texts and concepts discussed in the class.

**Resources:** Criterion Online Writing System

**Sample of Text Resource:**

Novels:

1. *The Lord of the Flies*
2. *Pride and Prejudice*

Drama:

*Macbeth*

Poetry:

1. "To a Louse"
2. "Out, Out –"
3. "The Village Blacksmith"
4. "The Tiger"

**Objective 3:** LA.HS.12.3 - Students will apply knowledge of language mechanics and usage both in formal study and in their written work.

**Spiritual Principle:** Students will be asked to identify the logic and structure of language and to correlate that to the orderliness and precision of God's creation. Students will be encouraged to improve their language skills because God has chosen to use language to communicate to His human creatures.

**Suggested Activities and Experiences:** Students will be introduced to areas of language mechanics that often prove troublesome to writers. The students will receive an explanation of the logic of each construction and rule and asked to practice the new concept both on exercises and in their class writing.

**Evaluation Procedures:** The students will be tested on each area of language mechanics by being asked to identify mistakes, choose the best construction, or provide an accurate word or punctuation. In addition, student writing will be evaluated specifically in the language mechanics areas that the students have learned.

**Resources:** Criterion Online Writing System

**Sample of Text Resource:** *MLA Writer's Manual*, Seventh Edition

**Objective 4:** LA.HS.12.4 - Students will locate, document, and synthesize information using source materials.

**Spiritual Principle:** Students may choose to write about spiritually related topics, either personal or general in nature, such as analyzing current moral issues from a biblical perspective or investigating historical or literary issues from the basis of scripture.

**Suggested Activities and Experiences:** Students will be guided through the research process and will submit their work to Criterion Online Writing System for further help in the revision process. The assignment requires research, using sources available from the internet and other locations. Students will be required to use SIRS Knowledge Source. Students will be asked to write a research paper including the following components:

1. An introduction that includes background information and provides a thesis.
2. A body that synthesizes pertinent information from various sources.
3. A conclusion that provides the writer's evaluation of the topic from a biblical perspective.

**Evaluation Procedures:** The written assignment will be evaluated based on a rubric created for the research paper.

**Resources:** Criterion Online Writing System, SIRS Knowledge Source

**Sample of Text Resource:** *MLA Writer's Manual*, Seventh Edition

### Topical Outline and Schedule

Week	Composition	Literature	Grammar
1	Narrative Models/Prewriting	<i>Lord of the Flies</i> Pages 7-47	Sentence Patterns Predicate nouns and adjectives
2	Narrative Drafting	<i>Lord of the Flies</i> Pages 48-75	Sentence Patterns Direct and indirect objects
3	Narrative Revision/Final Draft	<i>Lord of the Flies</i> Pages 76-108	Sentence Patterns Objective complements and adverbials
4	Research Paper Topic/Sources	<i>Lord of the Flies</i> Pages 109-144	Clauses Independent and dependent
5	Research Paper Research	<i>Lord of the Flies</i> Pages 145-182	Clauses Fragments
6	Research Paper Outline/Rough Draft	<i>Lord of the Flies</i> Pages 183-202	Clauses Comma splices and fused sentences
7	Research Paper Revisions	Poetry	Clauses Punctuation
8	Research Paper	<i>Macbeth</i>	Agreement

	Final Draft	Acts 1 and 2	Subject-verb Subject identification
9	Persuasive Models/Prewriting	<i>Macbeth</i> Acts 3 and 4	Agreement Subject-verb Problem nouns and compound subjects
10	Persuasive Drafting	<i>Macbeth</i> Act 5	Agreement Pronoun-antecedent
11	Persuasive Revision/Final Draft	<i>Pride and Prejudice</i> Volume 1, Chapters 1-11	Pronoun Use Appositives/comparisons
12	Analogy Models/ Prewriting	<i>Pride and Prejudice</i> Volume 1, Chapters 12-20	Pronoun Use Shift in person/number
13	Analogy Drafting	<i>Pride and Prejudice</i> Volume 1, Chapters 21-23 and Volume 2, Chapters 1-8	Pronoun Reference Clear reference
14	Analogy Revision/Final Draft	<i>Pride and Prejudice</i> Volume 2, Chapters 9-19	Pronoun Reference Unclear reference
15	Analysis Models/Prewriting	<i>Pride and Prejudice</i> Volume 3, Chapters 1-7	Pronoun Reference Indefinite reference
16	Analysis Drafting	<i>Pride and Prejudice</i> Volume 3, Chapters 8-15	Adjective/Adverb Problem modifiers
17	Analysis Revision/Final Draft	<i>Pride and Prejudice</i> Volume 3, Chapters 16-19	Adjective/Adverb Placement of modifiers