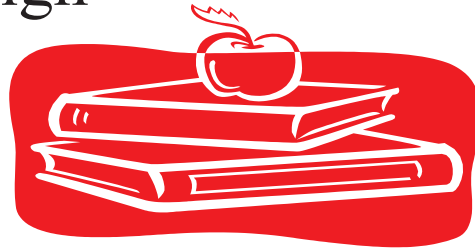


# Mackay Junior/Senior High School



## **COURSE:**

Date: August 16, 2011

Teacher with contact information: **Jack McKelvey**

**Room: 106**

**Phone Number: 588-2262 ext. 27**

**Email: jackmcke@mackayschools.org**

## **COURSE DESCRIPTION**

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The course will primarily be writing and grammar & usage. Some British literature will be covered along with vocabulary. An overview of the writing process will be reviewed. Different writings will be covered such as descriptive, narrative, expository, and persuasive. Research papers will also be assigned each semester.

A grammar and usage review will also be taught. Emphasis will be on subject-verb agreement, pronoun usage, and correct use of verbs. Also vocabulary will be covered from the 504 most useful words list.

Literature will primarily be British Literature. The different eras covered will be The Anglo-Saxon, The Renaissance, The Restoration, The Romantic, The Victorian, and The Modern World. Other genres will be read and discussed throughout each semester also.

## **COMMON CORE / STATE CONTENT STANDARDS/VOCABULARY OBJECTIVES**

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly
- Determine two or more themes or central ideas of a text and analyze their development
- Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama
- Determine the meaning of words and phrases as they are used in the text
- Analyze how an author's choices concerning how to structure specific parts of a text
- Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant
- Analyze multiple interpretations of a story, drama, or poem
- Demonstrate knowledge of eighteenth, nineteenth, and early twentieth century foundational works of American literature
- Read and comprehend literature, including stories, dramas, and poems

- Write arguments to support claims in analysis of substantive topics or texts
- Write informative/explanatory texts to examine and convey complex ideas and concepts
- Write narratives to develop real or imagined experiences or events using effective techniques
- Produce clear and coherent writing
- Develop and strengthen writing as needed by planning, revising, editing, and rewriting
- Use technology to produce, publish, and update writing products
- Conduct short as well as more sustained research projects to answer a question or solve a problem
- Gather relevant information from multiple authoritative print and digital sources
- Draw evidence from literary or informational texts to support analysis, reflection, and research
- Demonstrate command of the conventions of standard English Grammar and usage
  - a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested
  - b. Resolve issues of complex or contested usage
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
  - a. Observe hyphenation conventions
  - b. Spell correctly
- Apply knowledge of language to understand how language functions in different contexts
  - a. Vary Syntax for effect, consulting references for guidance as needed
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases
  - a. Use context as a clue to the meaning of a word or phrase
  - b. Identify and correctly use patterns of word changes that indicate different meanings of parts of speech
  - c. Consult general and specialized reference materials
  - d. Verify the preliminary determination of the meaning of a word or phrase
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

Acquire and use accurately general academic and domain-specific words and phrases

## INSTRUCTIONAL MATERIALS

*GLENCOE WRITER'S CHOICE: GRAMMAR AND COMPOSITION; HOLT ELEMENTS OF LITERATURE*

## UNITS WITH INSTRUCTIONAL DATES

**12<sup>th</sup> ENGLISH**

**COURSE OUTLINE**

**1<sup>ST</sup> SEMESTER AUG. 22-DEC. 20**

- **WEEK ONE:** 10.1-3 PARTS OF SPEECH—NOUN, PRONOUNS, VERBS, REVIEW
- **WEEK TWO:** 10.4-8 PARTS OF SPEECH—ADJECTIVES, ADVERBS, PREPOSITIONS, CONJ, INTERJ, REVIEW
- **WEEK THREE:** 11.1 PARTS OF SENTENCE—SIMPLE SUBJECTS AND PREDICATES
- **WEEK FOUR:** 11.2 PARTS OF SENTENCE—COMPLETE SUBJECTS, COMPLETE PREDICATES

- **WEEK FIVE:** 11.3 PARTS OF SENTENCE—COMPOUND SUBJECTS, COMPOUND PREDICATES
- **WEEK SIX:** 11.4 THE SENTENCE AND ITS PARTS—ORDER OF SUBJECT AND PREDICATE
- **WEEK SEVEN:** 11.5 COMPLEMENTS—DIRECT OBJECTS, INDIRECT OBJECTS
- **WEEK EIGHT:** 2.1-2.5 WRITING PROCESS—OVERVIEW, TOPIC, PURPOSE AND AUDIENCE, UNITY;
- **WEEK NINE:** 2.6-10 WRITING PROCESS—CHECKING CONTENT, STRUCTURE, EDITING, TONE;
- **WEEK TEN:** 3.1-3 DESCRIPTIVE WRITING—ORGANIZING, UNITY AND COHERENCE USING FIGURATIVE LANGUAGE
- **WEEK ELEVEN:** 3.4-5 DESCRIPTIVE WRITING—USING ANAOLGIES, ANALYZING IMAGERY;
- **WEEK TWELVE:** 4.1-3 NARRATIVE WRITING—SETTING THE LANDSCAPE, ORDERING TIME, SUSPENSE
- **WEEK THIRTEEN:** 4.4-6 NARRATIVE WRITING—POINT OF VIEW, SHORT STORY, ANALYZING
- **WEEK FOURTEEN:** 5.1-3 EXPOSITORY WRITING—ESSAY, INSTRUCTIONS, RELATIONSHIPS
- **WEEK FIFTEEN:** 5.4-9 EXPOSITORY WRITING—USING ANALOGY, VISUALS, PROBLEMS AND SOLUTIONS
- **WEEK SIXTEEN:** 6.1-4 PERSUASIVE WRITING—WRITING AN ESSAY, ANALYZING AND USING EVIDENCE, INDUCTIVE/DEDUCTIVE REASONING
- **WEEK SEVENTEEN:** 6.5-7 PERSUASIVE WRITING—SATARICAL ESSAY, CRITICAL REVIEW
- **WEEK EIGHTEEN:** 8.1 WRITING STYLE THROUGH SENTENCE COMBINING—VARYING SENTENCE LENGTH AND STRUCTURE, USING PARALLELISM; REVIEW AND SEMESTER FINAL

## **2<sup>ND</sup> SEMESTER JANUARY 3-MAY 24**

- **WEEK ONE:** 12.1-2 PHRASES—PREPOSITIONAL PHRASES, APPOSITIVE PHRASES
- **WEEK TWO:** 12.3-4 PHRASES—VERBAL PHRASES, ABSOLUTE PHRASES.
- **WEEK THREE:** 16.1-4 SUBJECT-VERB AGREEMENT—INTERVENING PHRASES, LINKING VERBS, INVERTED SENTENCES, SPECIAL SUBJECTS
- **WEEK FOUR:** 16.5-8 SUBJECT-VERB AGREEMENT—COMPOUND SUBJECTS, INDEFINITE PRONOUNS
- **WEEK FIVE:** 13.1-13.2 CLAUSES—MAIN AND SUBORDINATE CLAUSES
- **WEEK SIX:** 13.3-13.5 CLAUSES— SENTENCE STRUCTURES, SIMPLE AND COMPOUND, COMPLEX, COMPOUND-COMPLEX
- **WEEK SEVEN:** 13.6-10 ADJECTIVE, ADVERB, NOUN CLAUSES, FRAGMENTS, RUN-ONS
- **WEEK EIGHT:** 15.1-15.4 VERB TENSES—PRINCIPAL PARTS, REGULAR AND IRREGULAR VERBS, TENSES
- **WEEK NINE:** 15.5-8 VERB VOICE AND MOOD—COMPATABILITY OF TENSES
- **WEEK TEN:** 17.1-17.4 PRONOUN USAGE—CASE OF PERSONAL PRONOUNS, WITH APPOSITIVES
- **WEEK ELEVEN:** 17.5-17.7 PRONOUN USAGE—*WHO/WHOM*, PRONOUN-ANTECEDENT AGREEMENT
- **WEEK TWELVE:** 7.1-2 RESEARCH PAPER—PLANNING AND RESEARCHING, OUTLINE;
- **WEEK THIRTEEN:** 7.3-4 RESEARCH PAPER—DRAFTING, CITING SOURCES;
- **WEEK FOURTEEN:** 7.5-6 RESEARCH PAPER—REVISING, EDITING, PRESENTING;
- **WEEK FIFTEEN:** 9.1-4 WRITING/GRAMMAR REVIEW—FRAGMENTS, RUN-ONS, LACK OF SUBJECT-VERB AGREEMENT
- **WEEK SIXTEEN:** 9.5-8 WRITING/GRAMMAR REVIEW—LACK OF CLEAR PRONOUN REFERENCE, SHIFT IN PRONOUN, SHIFT IN VERB TENSE, INCORRECT VERB TENSE
- **WEEK SEVENTEEN:** 9.9-12 WRITING/GRAMMAR REVIEW—MISPLACED OR DANGLING MODIFIERS, MISSING POSSESSIVE APOSTROPHE, MISSING COMMAS WITH NONESSENTIAL ELEMENT AND IN A SERIES
- **WEEK EIGHTEEN:** SEMESTER REVIEW AND FINAL EXAM

\*\*COURSE OUTLINE IS SUBJECT TO CHANGE AS NEEDED DURING SCHOOL YEAR

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**ASSESSMENTS / TESTS**

SECTION QUIZZES; UNIT EXAMS; FINAL EXAM

**GRADING PROCEDURES**

**ALL ASSIGNMENTS GRADED:** 25-50 POINTS

**QUIZZES:** 50-100 POINTS

**EXAMS:** 100-200 POINTS

**CLASS RULES**

**MISCELLANEOUS**

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**CLASS RULES**

**MISCELLANEOUS**