



Academia Santa Rosa
Bayamón, Puerto Rico
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British Literature Syllabus 2023-2024 Twelfth Grade

Supplementary Reading Texts:
Gulliver's Travels and The Picture of Dorian Gray

Course Title:	British Literature
Course Schedule:	Five Lecture hours per week 1 credit
Required Text:	<u>Edu System E-text</u>
Office hours:	By previous appointment only, please contact the office for teacher's availability

Justification

Oral and written communications are a fundamental and a compelling tool to develop and enhance in a student for the future. The students will use these tools to help and enable their ability in applying language skills in an integrated form, also to solve problems for a personal fulfillment and to work towards making changes in our society in a responsible way; lastly, in being critical thinkers, communicators, and respecting different point of views and diversity.

I. COURSE DESCRIPTION

British Literature for **twelfth grade** develops students' competency in the reading skills. The literature class will explore specific literary, social, or historical themes through selected reading genres. This course will help the student to interact with people of other cultures when sharing experiences about their culture, language and values. It provides the students with the necessary tools and skills to express themselves orally as well as in written form with a less degree of difficulty. Textbooks have been substituted by a digitalized, dynamic, and updated technological system. The course will offer a variety of interactive lessons in which both teachers and students will create, explore, and evaluate each lesson.

II. COURSE OBJECTIVES

A. General

To develop critical and creative thinkers capable of communicating effectively to deal with the high expectations and demands of society

B. Specific

The student will:

- ✚ Use technology to have interactive lessons
- ✚ Build content knowledge by reading a range of complex texts-literary and informational
- ✚ Provide written and oral responses to prompts that require students to cite evidence from the texts-literary and informational
- ✚ Respects other students' point of view
- ✚ Shows tolerance toward another person
- ✚ Appreciate the British literature class as an enhancement tool in their studies
- ✚ Realizes the importance of the English language as an important acquisition for their daily usage and self-expression
- ✚ Develops self-confidence in the oral and written communication skills
- ✚ Responds to open discussion questions
- ✚ Generates questions based on what is read
- ✚ Identifies issues and/ or problems then investigates for possible answers and solutions
- ✚ Evaluate the worth of a literary text
- ✚ Encounter complex texts and analyze and internalize the texts' academic language and vocabulary
- ✚ Participate in classroom discussions and give class presentations on different subjects and themes
- ✚ Give oral presentations
- ✚ Use technology to improve skills
- ✚ Listen, take notes, and comprehend a variety of reading material such as stories, poems, novels, and media presentations
- ✚ Acquire vocabulary needed to obtain and process information for different genres
- ✚ Connect to life
- ✚ Analyze stories, to recognize and appreciate various forms of British literature, with the ability to reflect on themes
- ✚ Produce written work according to styles and academic purposes
- ✚ Develop skills for writing paragraphs, stories, written projects, including practicing and following all steps of the writing process
- ✚ Learn to incorporate increasingly sophisticated grammatical structures into their writing
- ✚ Analyze the structure of a variety of material
- ✚ Identify implied truths, premises and conclusions in inductive and deductive arguments

+ Apply Critical Thinking to:

- Identifying important and relevant details
- Retrieve and summarize information
- Identify facts that support a conclusion
- Identify information that supports their opinion
- Use reflective judgment
- Exploring questions about existing knowledge of issues which are not clearly defined
- Reasoning
- Evaluating: judging the worth, value, credibility or strength of accounts

This course enhances and expands the student's abilities and skills in these areas:

- + Speaking
- + Listening
- + Reading
- + Writing

****PHYSICALLY CHALLENGED STUDENTS**

All the reasonable accommodation for the particular needs of these students will be made in accordance with the Americans with Disability Act (ADA).

****Resources needed in class - A MUST!!** Per school policy, personal computers must be fully charged and brought to every class period. Students will not ask to charge school devices in the classroom and are not entitled to make up assignments missed because of dead batteries. Failure to charge devices constitutes a disruption to class procedures and may result in disciplinary action.

****Cell Phone Policy** - Students may not use cell phones during class unless explicitly approved on a specific day for instructional purposes by the teacher. Upon entering the classroom, all students must place their cell phone in their assigned area of the classroom or other specified assigned location at the front of the room by teacher. Once placed in the cell phone area /holder, students may not access during class time, unless that have an early departure from school premises.

****Plagiarism-** Plagiarism is presenting another's words or ideas as though they are entirely one's own. Plagiarism is an Honor Code Violation. Acts of plagiarism can include, but are not limited to: **1.** Using words or ideas from a published source or the internet without proper permission; **2.** Using the work of another student (e.g., copying another student's homework, composition, or project in entirety or in part; **3.** By using excessive editing suggestions of another student, teacher, parent, tutor, or paid author.

III. CONTENT OUTLINE

Unit	Theme	Skills	Evaluations
	<p>Historical Background</p> <p><u>Resources:</u> <u>Movie Elizabeth I with Cate Blanchett</u></p> <p><u>Miniseries Elizabeth I with Helen Mirren</u></p> <p><u>The Other Boleyn Girl with Natalie Portman</u></p> <p><u>Shakespeare as a Renaissance Man</u></p>	<ul style="list-style-type: none"> ✚ Read and analyze introduction to the course ✚ Identify elements of different literary genres ✚ Analyze characters, structure, and theme ✚ Develop insight ✚ Analyze text ✚ Compare point of view ✚ Make inferences ✚ Analyze cause and effect ✚ Make predictions ✚ Use an online dictionary to define new concepts ✚ Acquire and apply new vocabulary ✚ Respond to text through a group discussion, debate, or class discussion ✚ Analyze autobiographical narrative ✚ Evaluate persuasive speech ✚ Connect to life ✚ Use a visual to analyze point of view ✚ Identify and analyze rhetorical elements in the writers of the period particularly Beede ✚ Create a cartoon using a real life situation ✚ Synthesize the story ✚ Identify the meeting of cultures: the Puritan influence in British Literature ✚ Historical background ✚ Write a letter following specific instructions ✚ Think critically ✚ Introduction on the themes of British Literature: the British Experience, exploration of nature including oral literature. ✚ Instruction and definition of captivity narrative, stereotyping, prejudice and discrimination. ✚ Objective: Gain knowledge about two mayor European movements, Renaissance and Reformation 	<p>80-100 points each test</p> <p>50-65 points assessment</p>

	<p><u>The Tudors, and Mary Queen of Scots</u></p>	<ul style="list-style-type: none"> ✚ Use details to analyze literary works ✚ Demonstrate understanding of the connections between literature and history, culture and language. 	
<p>Unit 2</p> <p>Drama</p> <p>Lesson 1 – 4</p>	<p><u>Activity</u> Read and interact with The Picture of Dorian Gray</p> <p>History Channel</p> <p>Movie: The Portrait of Dorian Gray</p> <p>Charles Dickens’ A Christmas Carol</p> <p>Mary Shelley’s Frankenstein</p>	<ul style="list-style-type: none"> ✚ Understand and appreciate a drama story ✚ Identify elements in a drama story ✚ Connect a story to prior knowledge and experiences ✚ Read aloud narrative text ✚ Read independently ✚ Identify qualities of characters ✚ Integrate and evaluate information ✚ Use charts to determine the key concepts and ideas ✚ Understand the sequence of events ✚ Read to be informed ✚ Make an outline ✚ Learn to paraphrase ✚ Research information ✚ Connect to life ✚ Analyze literary and historical background of Drama ✚ Work with peers to promote civil, democratic discussions and decision-making ✚ Analyze diagrams and journals ✚ Think critically 	<p>80-100 points test</p> <p>50 points assessment</p>
<p>Unit 3</p> <p>Lessons 1 - 6</p>	<p>Speech</p>	<ul style="list-style-type: none"> ✚ Literary and Historical background ✚ Compare and contrast a factual historical event with its interpretation in narrative poetry. ✚ Review the four modes of discourse: description, persuasion, exposition, and narration. ✚ Identify the elements of essays, articles, and speeches ✚ Analyze the development, organization, and communication of ideas ✚ Write a paragraph comparing knowledge and understanding ✚ Demonstrate understanding of the rhetorical elements in a speech ✚ Understand the arguments presented in a speech ✚ Analyze author's point of view 	<p>80-100 points each test</p> <p>50 points assessment</p> <p>100 points special project (rubric)</p>

		<ul style="list-style-type: none"> # Analyze author's perspective # Write an argumentative essay # Define new concepts and apply new vocabulary words # Research for a hard situation from life and write a newspaper article # Identify the main idea # Apply grammar-adjectives and adverbs, capitalization # Apply the writing process: drafting, developing, revising, proofreading, and publishing # Connect to life # Determine theme or central idea of a text # Think critically # Complete a Venn Diagram # Apply grammar rules when writing an essay # Demonstrate understanding of the structure and persuasive techniques # Demonstrate understanding of the historical and cultural connection # Determine the historical content and value of the Reign of Queen Elizabeth I # Make personal connections # Write an expository essay of analysis 	
	<p>Supplementary Reading</p> <ul style="list-style-type: none"> # <u>Gulliver's Travels</u> # <u>The Picture of Dorian Gray</u> 	<ul style="list-style-type: none"> # Read the selection # Analyze the story # Identify the story elements # Complete written exercises # Relate to past experiences # Identify important details # Have a group discussion # Use graphic organizers # Identify vocabulary in context # Think critically # Research and discuss the biography of the author # Answer reading comprehension questions # Describe characters # Analyze historical background # Sequence of events # Make predictions # Cause and effect # Write a personal essay # Answer comprehensive questions 	<p>80-100 points test</p> <p>Power Point Presentation</p>

✚ Web Pages	✚ Graphic Organizers
✚ Teacher's Guide	✚ Supplementary Reading

<u>V. TEACHING STRATEGIES</u>	✚ ECA- to explore, conceptualize, and apply each theme on a daily basis
✚ Audiovisual material	✚ Special projects
✚ Cooperative group projects	✚ Use technology such as Power Point
✚ Supervised debates and class discussions with guiding questions and active participation of the student	✚ Power Point presentations to present new themes
✚ Watch videos	✚ Movies
✚ Games	✚ Graphic Organizers
✚ On-line Activities	✚ Homework
✚ Journal	✚ Oral Presentations
	✚ Vocabulary Notebook

VI. EVALUATION CRITERIA AND METHODS

Each student's grade will be determined by:

- ✚ scores earned for his/her effort and participation in daily classroom activities
- ✚ completion of homework exercises, assignments and projects
- ✚ Demonstrate achievement of course objectives through performance on quizzes and tests.

The point value of each score depends on the complexity, importance, and quantity of the assignment, project, or test. Scores are shown as fractions, which reflect actual points achieved compared to total potential points for the particular assignment, project, or test. These evaluations are divided into assessment and formal evaluations; they could be summative or formative as shown here:

<u>FORMAL EVALUATION: Summative</u>	✚ Daily Work
✚ Quizzes	✚ Tests
✚ Rubric	✚ Special projects
<u>ASSESSMENT: Summative</u>	
A. Summative:	

✚ Special projects	✚ Homework
✚ Notebook	✚ Rubric

B. Formative:	
✚ Written exercises	✚ Computer Lab
✚ Field trips	✚ Classroom activities
✚ Notebook	✚ Movies
✚ Debates	✚ Graphic organizers
✚ Handouts	✚ Games
✚ PowerPoint Presentation	✚ Videos
✚ Web Pages	✚ Oral Presentations
✚ Book Reports	✚ Research

MARKING GRADING CRITERIA

At the end of each marking period, the total points achieved will be calculated. That cumulative total will be divided by the total potential points for all assignment, projects, and tests in the marking period. The resulting percentage is reflected by the percentage grade average according to the grading scale.

The grading scale used is:

- ✚ 50% to 75% summative evaluation
- ✚ 25% to 50% formative evaluation

These evaluations are subject to change depending on the students' needs and learning skills and levels.

VII. COURSE REQUIREMENTS

- ✚ To understand the evaluation criteria and grading process to be used for the final grade. The student will be responsible of keeping a record of the grades per trimester.
- ✚ To maintain the uniform neat, complete, and in accordance with the Student Manual.
- ✚ The Student Manual, part IX, states that: boys cannot use accessories such as earrings, sunglasses, necklace, caps, hats, headbands, or any other thing on the head. Girls cannot use makeup, nail polish, head accessories (except black and white), acrylic nails, necklace, bracelets.
- ✚ To attend and be punctual, except with reasonable excuse.
- ✚ To remain in the Academia Santa Rosa during school hours.
- ✚ To bring warnings and documents properly signed by the parents and/or person in charge (cannot forge the signature).
- ✚ Use proper and respectful vocabulary.
- ✚ Bring written excuse when absent. It must be clear and it has to include the student's name, group, reason, date, and signed by the parent or person in charge.
- ✚ To bring all the assigned materials, computers, and books **every single day**.

- ✦ If for any reason, a parent brings any material to the student, he or she must leave the material at the office, and the student will be called to pick it up during recess or lunch hour. The student must wait to be called.
- ✦ The student will be responsible to complete every activity, homework, or project alone.
- ✦ If the student is absent, he or she will be responsible to complete any activity, homework, class work, or material given in class. If the student was absent for a test, must be ready to take it when he or she returns to school. **The student must bring an excuse to be able to take the test, if not the evaluation will be 0%.**

For satisfactory performance, students will

- ✦ Complete assigned homework and reading assignments by the due dates and pass quizzes and tests on the content. Care about your work.
- ✦ Listen to, question, and discuss the material in class. Ask relevant questions during class, pay attention and listen to the teacher. Do not interrupt when other people are talking.
- ✦ Behave with courtesy toward other students and the teacher.
- ✦ Raise your hand for questions. No heads down on desks and no feet on tables or chairs.
- ✦ Return classroom materials, desks, tables, and chairs to their proper place after use, and at the end of each class period. Ask permission before opening windows, using a computer, and other materials.
- ✦ Be gentle with classroom equipment, including computers.
- ✦ Take objects to the trash can and throw them away (no basketball practice please) and take care of the classroom.

Teacher References

- ❖ Edu System teacher’s guide
- ❖ British Literature Curriculum
- ❖ Additional English Literature enhancement activities
- ❖ Grammar, Usage , And Mechanics Handbook
- ❖ College Writing 4 by Li Lee Tunceren
- ❖ Creating Awareness of World Issues- sequenced approach to writing by Noemi Rosario and Maritza Sostre
- ❖ Handouts
- ❖ Supplementary Reading Guided Analysis

Note to parents:

The majority of these topics will be covered throughout the academic year, integrating additional material to enhance learning productivity in the students.

Prepared by Ms. Nancy Colón -Kee ©
June 2018

Revised June 2019, 2023 by Ms. Kee

***This syllabus is subject to change according to the student’s needs, given the learning experiences, and other factors that may arise.**



CONFIRMATION SHEET

I hereby confirm that I received my son's/daughter's Syllabus for British Literature 12th Grade for the school year of 2023-2024

Student's name: _____ Group: 12th _____ on
August _____, 2023.

Student's Signature

Parent's Signature

Teacher's name

***This document must be handed to the teacher on the first week of August.**