

ENGLISH DEPARTMENT

ENGLISH II HONORS: COURSE #121

Contact Information

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The Department's Educational Philosophy

Proficiency in English is an essential component of education in the United States. An ability to understand and communicate in English is fundamental to the preservation of our democratic system and to the well being of its citizens.

Guiding Principles

An essential component of education and the learning process is the development of proficiency in the arts of language. The ability to articulate and respond to complex ideas is a requirement of participatory citizenship and ultimately allows each of us to be more fully human.

- Speak and write clear, idiomatic English.
- Engage in the writing process, from pre-writing to editing and peer feedback to revision.
- Develop voice and depth in both personal and literary papers.
- Develop confidence, independence and critical judgment relative to one's own work.
- Understand as fully as possible what is read.
- Increase understanding of self and others through literature.
- Develop standards of judgment and taste in literature.
- Find enduring pleasure and value in reading good books.

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Course Frequency: Full-year course, five times per week

Credits Offered: Five

Prerequisites: Successful completion of English I or its equivalent.

Background to the Curriculum

This course was developed by Acton-Boxborough teachers in a summer R & D and continues to undergo review and revision. It was through a major revision in the summer of 1997 that the sophomore American literature curriculum became more structured to include readings in an American literature anthology. Reading and writing exercises were also developed to more closely parallel the Massachusetts English Language Arts Curriculum Framework expectations for grade ten.

Core Topics/Concepts/Skills

The reading program

- Covers four major movements of American literature.
 - ~ Puritanism
 - ~ Romanticism/Transcendentalism
 - ~ Realism
 - ~ Modernism
 - ~ Contemporary
- Explores literature in relation to its time period.
- Traces patterns and connections among American themes: loneliness, rebellion, escape, individualism, cultural diversity, prejudice, and the American Dream.
- Explores the role of regional trends in content and style.
- Explores the historical context and chronological development of the works studied.
- Explores cultural influences.
- Explores writer's style and its effect on a work's message.
- Develops close reading skills, including application, analysis, synthesis, and evaluation.

The writing program

- Offers extensive work on writing as a process, with a focus on writing models.
- Develops objective standards of effective writing.
- Develops skills of self-evaluation and peer evaluation.
- Includes literary analysis, MCAS-style in-class writing, as well as personal/ creative writing.

The language program

- Addresses vocabulary, grammar, usage, and style conventions in the context of the literature and student writing.
- Includes the study and application of literary terms and devices across literary genres.

Additional emphasis is placed on the following skills.

- Critical and creative thinking
- Articulate class discussion
- Collaborative learning
- Effective peer editing

Course-End Learning Objectives

Learning objectives

The Massachusetts Curriculum Framework for English Language Arts is comprised of twenty-seven General Standards organized into four Strands: Language, Literature, Composition and Media. The Learning Objectives for this course are matched to the relevant Framework Strand and Standard.

Reading and critical thinking skills are listed by increasing level of difficulty, moving from the concrete skills of observing and recalling to the more abstract skills of interpreting, synthesizing, analyzing and evaluating. It is the goal of the English Department to move each student toward mastery of advanced skills.

- 1] Understanding of plot, characters, and setting
- 2] Literal interpretations of events
- 3] Understanding of characteristics of different genres
- 4] Understanding of theme
- 5] Understanding of audience

Corresponding state standards, where applicable

- Lit. #9, 12
- Lit. #8
- Lit. #10
- Lit. #11
- Lit. #18

<p>6] Understanding of structure 7] Observation of connections and patterns 8] Observation of recurring character traits 9] Observation of similarities and differences among characters 10] Making of inferences about plot events, character, and theme 11] Interpretation of character 12] Observation and understanding of cultural values 13] Interpretation of symbolic events 14] Synthesis of concepts and patterns 15] Analysis of the ways that style impacts theme and mood 16] Evaluation of patterns in themes and style in different works 17] Evaluation of varying critical interpretations or analytic techniques</p> <p>The writing skills listed below recognize that writing is a cumulative skill, with each level assuming the skills of the previous level. At the Honors level, the student will:</p> <p>1] Edit own and others' work for language conventions and organization of ideas. 2] Make meaningful revision based on peer and teacher feedback. 3] Choose own topic and narrow into a thesis statement. 4] Use well-written topic sentences that maintain the unity and coherence of the paper. 5] Develop a logical and cohesive argument from a thesis statement. 6] Choose appropriate textual quotes to support an argument. 7] Write conclusions that demonstrate emphasis and/or writer conviction. 8] Write with grammatical correctness. 9] Exhibit a maturing style. 10] Evaluate own and others' writing.</p> <p>In addition to the above writing skills, students will develop confidence and proficiency in preparing for the English section of the MCAS by writing at least two in-class essays on a given topic and then examining and evaluating sample essays based on those models. Students will also practice for the open response questions by writing shorter paragraph length answers in response to a prompt.</p> <p>The thinking skills in this course will further develop the ability to apply the following to literature.</p> <p>1] Observation and recall of information 2] Understanding and translation of knowledge into new context</p>	<p>Lit. #12, 13, 14, 17 Lit. #12 Lit. #12 Lit. #12 Lit. #12, 17 Lit. #12 Lit. #9, 16 Lit. #12 Lit. #12 Lit. #15</p> <p>Comp. #22, 23 Comp. #21, 22 Comp. #19, 23 Comp. #23 Comp. #19 Comp. #19 Comp. #23 Lang. #5 Comp. #20, 21 Comp. #25</p>
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<p>3] Identification of components and patterns 4] Drawing conclusions and making generalizations 5] Evaluating information and making choices based on reasoned argument</p> <p><i>Speaking and listening skills</i> at this level provide opportunities for students to further develop and refine the following communication skills.</p> <p>1] Reading aloud with understanding 2] Participating in whole-class and small-group discussions 3] Delivering presentations with attention to audience and purpose 4] Presenting dramatic readings or interpretations 5] Incorporating appropriate voice, mannerisms, attitude and body language during presentations 6] Listening for understanding and meaning 7] Listening to appreciate literature</p>	<p>Lit. #18 Lang. #1, 2 Lang. #3 Lit. #18 Lang. #3 Lang. #2</p>
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Types of Assessment, Including Unit-End Assessments

(In many instances grading rubrics accompany assessments to provide students a clear outline of expectations.)

- Multiple choice/short answer tests
- Checked/graded homework
- Reading log
- Oral work (e.g., class participation, presentation, speech, recitation)
- Combination evaluation (e.g., identification and passage analysis and essay)
- Essay
- Passage analysis
- Analysis of literary characteristics and application to other works
- Analytical/thesis paper
- Personal/experiential/creative writing
- Interpretation of a written work in a different medium or genre
- Group/individual teaching assignment
- Dramatizations
- Research/special project
- MCAS-style assignments
- Role-playing

Technology Learning Objectives Addressed in This Course

(This section is for faculty and administrative reference; students and parents may disregard.)

<u>Course activity: skills and/or topics taught</u>	<u>Standard(s) addressed through this activity</u>
<ol style="list-style-type: none">1] Students will word process and properly format papers.2] Students will follow computer-use guidelines and the academic integrity policy stated in the Acton-Boxborough Regional High School Student Handbook.3] Students will see the value and the limitations of web sites offering literary assistance.4] Students will use and properly cite the internet for literary criticism.	

Materials and Resources

Literature (American Literature), McDougal, Littell.

Unit: The Early Tradition/Puritanism

- Core – *The Crucible* and *The Scarlet Letter*; at least one selection from each of the following authors: Bradstreet, Taylor, and Edwards
- Supplemental – Native American selections, Wheatley, Smith, Bradford, *Massachusetts Bay Psalm Book*, and *The New England Primer*

Unit: Romanticism

- Core – “The Pit and the Pendulum,” “The Raven,” “The Minister’s Black Veil,” “Inscription for the Entrance to a Wood,” excerpts from *Walden*, “Civil Disobedience,” “Self-Reliance”; at least one selection from each of the following authors: Longfellow, Whitman, Holmes, and Whittier
- Supplemental – Poe, Irving, Lowell, Melville, *The Night Thoreau Spent in Jail*

Unit: Realism

- Core – *Ethan Frome* and *The Awakening*, *The Adventures of Huckleberry Finn*; at least one selection from each of the following: Cather, Chopin, Douglass, Dickinson, and Whitman
- Supplemental – *O Pioneers*, *Sea Wolf*, *Ragged Dick*, *My Antonia*, *Maggie: A Girl of the Streets*, *The Red Badge of Courage*, *Pudd’n Head Wilson*, and *A Connecticut Yankee in King Arthur’s Court*

Unit: Modernism

- Core – *Catcher in the Rye*, *A Raisin in the Sun*, *I or Black Boy* and “A Worn Path”; at least one selection from each of the following authors: Fitzgerald, O’Connor, Brooks, Faulkner and Frost
- Supplemental – Baldwin, Angelou, Sandburg, e.e.cummings, Pound, Dunbar, Williams, Robinson, St. Vincent Millay, Hayden, Roethke, Plath, and other modern poets; *After the First Death*, *I Know Why the Caged Bird Sings*, *Cannery Row*, *Their Eyes Were Watching God*, *A Lesson Before Dying*, *One Flew Over the Cuckoo’s Nest*, *The Road*

Unit: Contemporary

- Core – *Glass Castle*, *Into the Wild*, a selection from Sherman Alexie
- Supplemental – “Two Kinds,” by Amy Tan; “Hunchback Girl: She Thinks of Heaven,” by Gwendolyn Brooks; poems by Yosef Komunyakaa, Mary Oliver, and Martin Espada