

ENGLISH DEPARTMENT

ENGLISH II CP: COURSE #123

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 curriculum, based on American literature, became more structured to include readings in an American literature anthology, as well as other core readings. 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 the major time periods of American literature.
- Explores literature in relation to its time period.
- Traces patterns and connections among American themes
- 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

<u>Learning objectives</u>	<u>Corresponding State Standards, where applicable</u>
<p>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.</p>	
<p><i>Reading and critical thinking skills</i> 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.</p>	
<p>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 6] Understanding of structure</p>	<p>Lit. #9, 12 Lit. #8 Lit. #10 Lit. #11 Lit. #18 Lit. #12, 13, 14, 17</p>

<ul style="list-style-type: none"> 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 symbolism 14] Analysis of concepts and patterns 15] Analysis of the ways that style impacts theme and mood 16] Analysis of patterns in themes and style in different works. 	<ul style="list-style-type: none"> Lit. #12 Lit. #12 Lit. #12 Lit. #12, 17 Lit. #12 Lit. #9, 16 Lit. #12, 13, 14 Lit. #12 Lit. #15
<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 College Prep level, the student will:</p> <ul style="list-style-type: none"> 1] Edit own and others' work for language conventions and clarity of ideas. 2] Distinguish between editing changes and writing revision. 3] Make meaningful revision based on peer and teacher feedback. 4] Write using complete and varied sentences with grammatical correctness. 5] Write from a topic and narrow it appropriately. 6] Use well-written topic sentences that maintain the unity and coherence of the paper. 7] Develop logical and cohesive support for a single focused position. 8] Incorporate specific supporting evidence and appropriate textual quotes. 9] Write conclusions that bring closure to a paper. 10] Write with grammatical correctness. 	<ul style="list-style-type: none"> Comp. #22, 23 Comp.#21, 22 Comp. #21, 22 Comp. #23 Comp. #23 Lang. #5
<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 to literature the following.</p> <ul style="list-style-type: none"> 1] Observation and recall of information 2] Understanding and translation of knowledge into new context 3] Identification of components and patterns 4] Drawing conclusions and making generalizations 5] Analyzing information and making choices based on reasoned argument 	

<p><i>Speaking and listening skills</i> at this level provide opportunities for students to further develop and refine the following communication skills.</p> <ol style="list-style-type: none"> 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>Lit. #18 Lang. #1, 2 Lang. #3 Lit. #18 Lang. #3 Lang. #2</p>
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Types of Unit and Unit-End (with Assessment Rubric) Assessments

- Multiple choice/short answer tests
- Checked/graded homework
- Reading log
- Oral work (e.g., class participation, presentation, speech, recitation)
- Combination evaluation (e.g., identification, passage analysis and/or essay, etc.)
- Essay
- Passage analysis
- Analytical papers
- Thesis paper
- Personal/experiential/creative papers
- Interpretation of a written work in a different medium or genre
- Dramatization
- Role-play
- MCAS-style assignments
- Research/special projects
- Group/individual teaching assignments

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 Resource

Literature (American Literature), McDougal, Littell.

Teachers may opt to teach the following works chronologically or thematically.

Time Period: The Early Tradition/Puritanism

- Core – *The Crucible*; at least one selection from each of the following authors: Bradstreet, and Edwards
- Supplemental – Native American Selections, Taylor, Wheatley, Smith, Bradford, *Massachusetts Bay Psalm Book*, and *The New England Primer*, excerpt from People’s History of the United States, Ben Franklin’s “The Autobiography”

Time Period: Pre-Civil War/Romanticism

- Core – “The Pit and the Pendulum,” “The Raven,” “The Minister’s Black Veil,” “Inscription to the Entrance of a Wood,” “Civil Disobedience,” “Nature,” “The Tide Rises; The Tide Falls,” “Arsenal at Springfield,” “Self-Reliance”; at least one selection from each of the following authors: Longfellow and Whitman
- Supplemental – Irving, Whittier, Holmes, Thoreau, Emerson, Cady-Stanton, Lowell, Melville, “Annabel Lee,” “The Pit and the Pendulum,” *The Night Thoreau Spent in Jail*, and *Walden*

Time Period: Post Civil War

- Core – *Ethan Frome*; at least one selection from each of the following: Faulkner, Cather, Chopin, Douglass, Dickinson and Whitman
- Supplemental – *The Adventures of Huckleberry Finn*, *An Occurrence at Owl Creek Bridge*, “Solitude of Self”

Time Period: Modernism

- Core – *Catcher in the Rye*, at least one selection from each of the following authors: Hemingway and Frost
- Supplemental – Baldwin, Sandburg, Angelou, Sandburg, e.e.cummings, Pound, Frost, Dunbar, Williams, Robinson, St. Vincent Millay, Hayden, O’Connor, and other modern poets; *After the First Death*, *Cannery Row*, *The Moon Is Down*, *Nothing But the Truth*, *A Solitary Blue*, *The Witch of Blackbird Pond*, *A Lesson Before Dying*, *Pigs in Heaven*

Time Period: Contemporary

- Core – “An Indian Education,” A selection from Martin Espada
- *The Glass Castle*, *The Constant Gardener*, *Into the Wild*, “Alabanza,” “Triangle Fire,” “Harrison Bergeron,” A Walk in the Woods, “Letter from a Birmingham Jail,” “Woman Work,” “Expect Nothing,” “The A&P,” “A Visitor”