

## **ENGLISH DEPARTMENT**

## **ENGLISH III H: COURSE #131**

### **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.

## **ENGLISH III, HONORS: COURSE #131**

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

**Credits Offered:** Five

**Prerequisites:** Successful completion of English I and II, or their 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 this major revision in the late 1980s that the previous curriculum, a junior/senior elective program of semester courses, became the current yearlong British literature course. The back-to-basics movement and an ongoing commitment to the writing process informed the revised curriculum.

### **Core Topics/Concepts/Skills**

#### The reading program

- Covers seven major literary periods of British literature.
  - ~ Anglo-Saxon
  - ~ Medieval
  - ~ Elizabethan/Renaissance
  - ~ Eighteenth Century/Enlightenment
  - ~ Romantic Period
  - ~ Victorian Period
  - ~ Modern Period
- Explores literature in relation to its time period.
- Explores the defining characteristics, both in values and style, of each period.
- Traces recurring themes of evil, heroism, reason vs. passion, the individual and society.
- Develops close reading skills, including application, analysis, synthesis, and evaluation.

#### The writing program

- Develops objective standards of effective writing.
- Develops skills of self-evaluation and peer evaluation.
- Emphasizes literary analysis and mastery of the arguable thesis essay.
- Includes personal/creative writing, SAT II practice writings, and a term paper.

### The language program

- Addresses grammar, usage, and style conventions.
- Includes vocabulary development and SAT II preparation.

### Additional emphasis is placed on the following skills.

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

Through their study, students will see how the political and social climate of the age affects its literature. In addition, they will understand specific philosophies, values, and stylistic techniques associated with each literary period.

### Anglo Saxon

- Concepts: a hero, a good king, religion, wyrd, comitatus, fame, wergild
- Epic verse, litotes, kenning, epithet, caesura, alliteration, scop, foreshadowing

### Medieval

- Concepts: chivalry, courtly love, power of the church, role of women, class structure
- Romance, fabliau, exemplum, beast fable, verse forms

### Elizabethan/Renaissance

- Concepts: humanism, fate and free will, tragedy, Cavalier, Puritan, metaphysical, attitudes toward love
- Dramatic techniques: soliloquy, aside, paradox, dramatic personae, blank verse
- Sonnet, iambic pentameter, meter, verse, scansion, octave, sextet, quatrain, couplet, enjambment, turn, English/Shakespearean sonnet, Italian/Petrarchan sonnet

### Eighteenth Century/Enlightenment

- Concepts: social criticism, satire, class structure
- Satire, mock epic, persona, the novel, reason, wit, humor, heroic couplet, misanthropy, empiricism, neo-classicism

Romantic

- Concepts: nature, the individual, the common man, corruption by society, emotion, imagination, childhood, the supernatural, the outcast, the rebel
- Ode, narrative, lyric, apostrophe, figurative language

Victorian

- Concepts: social criticism, class structure, religious uncertainty, repression, division of the psyche, industrialization, celebration and fear of science, Darwin
- The novel form, gothic, dramatic monologue, detective stories

Modern

- Concepts: alienation, loss of values, effects of war, identity, modernity, symbolism, political repression
- Stylistic innovations in prose and poetry

**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 appropriate 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 theme
- 4] Understanding of audience
- 5] Understanding of structure
- 6] Observation of connections and patterns
- 7] Observation of recurring character traits
- 8] Observation of similarities and differences among characters
- 9] Making of inferences about plot events, character, and theme

**Corresponding State Standards, where applicable**

- Lit. #9, 12
- Lit. #8
- Lit. #11
- Lit. #18
- Lit. #12, 13, 14, 17
- Lit. #12
- Lit. #12
- Lit. #12
- Lit. #12, 17

<p>10] Interpretation of character  11] Observation and understanding of cultural values  12] Interpretation of symbolic events  13] Synthesis of concepts and patterns  14] Analysis of the ways that style impacts theme and mood  15] Evaluation of patterns in themes and style in different works  16] Evaluation of varying critical interpretations or analytic techniques  17] Classification of unfamiliar works by style, content and period</p> <p>The <b>writing skills</b> 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] Exhibit a maturing style.  9] Develop confidence and proficiency in timed writings.  10] Evaluate own and others' writing.  11] Refine their usage of grammar and style conventions tested on SAT II (paragraph organization, diction, parallel structure, agreement, pronoun use, idioms).  12] Write a 5-7 page thesis paper on a British poet, incorporating both primary and secondary sources.</p> <p>The <b>thinking skills</b> that students will apply to literature include the following.</p> <p>1] Understanding and translation of knowledge into new context  2] Identification of components and patterns  3] Drawing conclusions and making generalizations  4] Evaluating information and making choices based on reasoned argument</p> <p><b>Vocabulary skills</b> will be developed through formal vocabulary study and analysis of vocabulary in context.</p>	<p>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  Comp. #20, 21</p> <p>Comp. #25</p> <p>Comp. #24</p> <p>Lang. #4, Lit. #8</p>
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<p><b>Speaking and listening skills</b> at this level provide opportunities for students to further develop and refine the following communication skills.</p> <ol style="list-style-type: none"> <li>1] Reading aloud with understanding</li> <li>2] Participating in whole-class and small-group discussions</li> <li>3] Delivering presentations with attention to audience and purpose</li> <li>4] Presenting dramatic readings or interpretations</li> <li>5] Incorporating appropriate voice, mannerisms, attitude and body language during presentations</li> <li>6] Listening for understanding and meaning</li> <li>7] Listening to respond to the aural dimensions of literature</li> </ol>	<p>Lit. #18  Lang. #1, 2  Lang. #3  Lit. #18  Lang. #3  Lang. #2  Lang. #2</p>
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**Types of Unit and Unit-End (with Assessment Rubric) Assessments**

- Objective reading quiz
- Checked homework
- Reading log
- Oral questioning
- Group presentation
- Essay test
- Passage analysis test
- Application of learned information
- Thesis paper
- Personal response paper
- Interpretation of a written work in a different medium or genre
- Dramatization
- Role play

### Technology 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"><li>1] Students will word process and properly format papers.</li><li>2] Students will follow computer-use guidelines and the academic integrity policy stated in the Acton-Boxborough Regional High School Student Handbook.</li><li>3] Students will see the value and the limitations of web sites offering literary assistance.</li><li>4] Students will use and properly cite the internet for literary criticism.</li></ol>	

### Materials and Resources

*England in Literature*, Scott Foresman

#### Anglo-Saxon

- Core – *Beowulf*
- Supplemental – “The Wife’s Lament,” “The Ruin,” “The Wanderer”

#### Medieval

- Core – *The Canterbury Tales*, *Sir Gawain and the Green Knight*
- Supplemental – *Le Morte d’Arthur*

#### Elizabethan/Renaissance

- Core – *Macbeth*, sonnets
- Supplemental – Other Shakespearean plays, *A Man for All Seasons*, Cavalier, Puritan and metaphysical poetry

#### Eighteenth Century/Enlightenment

- Core – “A Modest Proposal”
- Supplemental – *Gulliver’s Travels*, *She Stoops to Conquer*, “Rape of the Lock,” *Pride and Prejudice*

### Romantic Period

- Core – “The World is Too Much With Us,” “Ode to the West Wind,” “Ozymandias,” “When I Have Fears,” “Ode on a Grecian Urn”
- Supplemental – “Tintern Abbey” and other poems of Wordsworth; poems of Keats, Shelley, and Byron; “Rime of the Ancient Mariner” and the other poems of Coleridge; *Frankenstein*

### Victorian Period

- Core – *Doctor Jekyll and Mr. Hyde*; poetry of Browning, Tennyson, Arnold, Hopkins, Hardy
- Supplemental – *Jane Eyre*, *Wuthering Heights*, *Dracula*, *The Moonstone*, *Oliver Twist*, *The Elephant Man*, *Hard Times*, *Tess of the D'Urbervilles*

### Modern Period

- Core – *Lord of the Flies*, *1984*, *The Remains of the Day*
- Supplemental – *Brave New World*, *Grendel*, *The Prime of Miss Jean Brodie*, selected poems and short stories

In addition to the core and supplemental readings studied in class, students at this level will also be assigned outside reading.