

ENGLISH DEPARTMENT

ENGLISH III AE: COURSE #132

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 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 research project.

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 influences and is reflected in 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
- Various verse and narrative forms

Elizabethan/Renaissance

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

Eighteenth Century

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

Romantic

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

Victorian

- Concepts: social criticism, class structure, religious uncertainty, repression, 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, symbolism, political repression

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 appropriate 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</p>	<p>Lit. #9, 12</p>
<p>2] Literal interpretations of events</p>	<p>Lit. #8</p>
<p>3] Understanding of characteristics of different genres</p>	<p>Lit. #10</p>
<p>4] Understanding of theme</p>	<p>Lit. #11</p>
<p>5] Understanding of audience</p>	<p>Lit. #18</p>
<p>6] Understanding of structure</p>	<p>Lit. #12, 13, 14, 17</p>
<p>7] Observation of connections and patterns</p>	<p>Lit. #12</p>
<p>8] Observation of recurring character traits</p>	<p>Lit. #12</p>
<p>9] Observation of similarities and differences among characters</p>	<p>Lit. #12</p>
<p>10] Making of inferences about plot events, character, and theme</p>	<p>Lit. #12, 17</p>
<p>11] Interpretation of character</p>	<p>Lit. #12</p>

<ul style="list-style-type: none"> 12] Observation and understanding of cultural values 13] Interpretation of symbolism 14] Synthesis of concepts and patterns 15] Analysis of the ways that style impacts theme and mood 	<p>Lit. #9, 16 Lit. #12, 13, 14 Lit. #12 Lit. #15</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 Accelerated/Enriched level, the student will:</p> <ul style="list-style-type: none"> 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. 	<p>Comp. #22, 23 Comp. #21, 22 Comp. #19, 23 Comp. #23 Comp. #19 Comp. #19 Comp. #23 Lang. #5 Comp. #20, 21</p>
<p>In addition to the above writing skills, students will develop confidence and proficiency in timed writings, evaluate their own and others' writing relative to an established rubric, become more aware of their own strengths and weaknesses in the writing process. Also included in this class is the expectation that students will understand those usage, grammar and style conventions tested on the English SAT II (paragraph organization, diction, parallel structure, agreement, pronoun use, idioms).</p>	
<p>The thinking skills in this course will further develop the ability to apply the following to literature.</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] Using old ideas to create new ones 6] Evaluating information and making choices based on reasoned argument 7] Gather and synthesize research into coherent presentation appropriate for an identified audience 	<p>Comp. #19, 20, 24</p>
<p>Vocabulary skills will be developed through formal vocabulary study and analysis of vocabulary in context.</p>	<p>Lang. #4, Lit. #8</p>

<p>Speaking and listening skills 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] Interpreting a selection 7] Listening for understanding and meaning 8] Listening to appreciate literature 	<p>Lit. #18 Lang. #1, 2 Lang. #3 Lit. #18 Lang. #3 Lang. #6 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 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 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

England in Literature, Scott Foresman

Anglo-Saxon

- Core – *Beowulf*
- Supplemental – "The Wife's Lament," "The Ruin," "The Wanderer"

Medieval

- Core – *The Canterbury Tales* (General Prologue and at least three selected 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*, *Tempest*, *Twelfth Night*, Cavalier, Puritan and metaphysical poetry

Eighteenth Century/Enlightenment

- Core – "A Modest Proposal"
- Supplemental – "Rape of the Lock," *Gulliver's Travels*, *Pride and Prejudice*, *She Stoops to Conquer*, *The Rivals*

Romantic Period

- Core – "The World is Too Much With Us," "Tintern Abbey," "Ode to the West Wind," "Ozymandias," "When I Have Fears," "Ode on a Grecian Urn"
- Supplemental – Other poems of Wordsworth, Keats, and Shelley; poems of Byron and Coleridge; *Frankenstein*, *Silas Marner*

Victorian Period

- Core – *The Strange Case of Doctor Jekyll and Mr. Hyde*
- Supplemental – *Jane Eyre*, *Wuthering Heights*, *Dracula*, *The Moonstone*, *David Copperfield*, *Oliver Twist*, *The Elephant Man*, *Tess of the D'Urbervilles*, *Silas Marner*, *Dorian Gray*; poetry of Browning, Tennyson, Arnold, Hopkins, Hardy

Modern Period

- Core – *Lord of the Flies*, selection of representative poems
- Supplemental – *1984*, *Angela's Ashes*, *Brave New World*, *Grendel*, *Prime of Miss Jean Brodie*, *Annie John*; World War I poets, additional poems and short stories