

ENGLISH DEPARTMENT

ENGLISH III CP: COURSE #133

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 and continues to undergo review and revision.

Core Topics/Concepts/Skills

The reading program focuses on an understanding of the development of British literature through seven major literary periods. Students see literature in relation to the background of its time and explore the defining characteristics, both in values and style, of each period. At the same time they see such timeless themes as evil, heroism, and social conformity. Students continue to develop close reading skills, as well as skills of application, analysis, and synthesis.

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, kenning, epithet, caesura, alliteration, scop

Medieval

- Concepts: chivalry, courtly love, power of the church, role of women, class structure
- Romance, fabliau

Elizabethan/Renaissance

- Concepts: humanism, kingship, fate and free will, ambition, guilt, tragedy
- Soliloquy, monologue, foreshadowing, paradox

Eighteenth Century

- Concepts: social criticism, class structure
- Satire

Romantic

- Concepts: nature, the individual, corruption by society, emotion, imagination, innocence/maturation
- Lyric poetry

Victorian

- Concepts: social criticism, class structure, industrialization, division of self, Victorian sensibilities

Modern

- Concepts: civilization, alienation, loss of values, effects of war, human nature, conflict of good vs. evil, identity
- Symbolism

Also important in this course is the further development and refinement of language skills emphasized in previous grades: close critical reading, process-oriented writing, critical and creative thinking, articulate speaking and attentive listening, and further development of vocabulary.

Course-End Learning Objectives

| <u>Learning objectives</u> | <u>Corresponding State Standards, where applicable</u> |
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| <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>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.</p> | |
| <p>1] Understanding of plot, characters, and setting</p> | <p>Lit. #9,12</p> |
| <p>2] Literal interpretations of events</p> | <p>Lit. #9</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 structure</p> | <p>Lit. #12, 13, 14, 17</p> |
| <p>6] Observation of connections and patterns</p> | <p>Lit. #12</p> |
| <p>7] Observation of recurring character traits</p> | <p>Lit. #12</p> |
| <p>8] Observation of similarities and differences among characters</p> | <p>Lit. #12</p> |
| <p>9] Making of inferences about plot events, character, and theme</p> | <p>Lit. #12, 17</p> |

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| <p>10] Interpretation of character 11] Observation and understanding of cultural values 12] Interpretation of symbolic events 13] Analysis of concepts and patterns</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 College Preparatory level, the student will:</p> <ol style="list-style-type: none"> 1] Edit own and others' work to see that the paper meets criteria of the assignment. 2] Make meaningful revision based on peer and teacher feedback. 3] Write with purpose, focus, and unity. 4] Choose own topic and narrow into a controlling idea statement. 5] Form a thesis statement in response to teacher-directed prompt. 6] Use well-written topic sentences that maintain the unity and coherence of the paper. 7] Write well-organized, developed paragraphs to support a controlling idea/thesis. 8] Choose appropriate textual evidence to support an argument. 9] Write conclusions that bring closure to the paper. 10] Write with grammatical correctness. <p>Students will also study usage, grammar and style conventions tested on the PSAT/ SAT I/ 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> <ol style="list-style-type: none"> 1] Observation and recall of information 2] Understanding and translation of knowledge into new contexts 3] Identification of components and patterns 4] Drawing conclusions and making generalizations <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 a dramatic reading or interpretation 5] Incorporating attention to voice, mannerisms, attitude and body language when presenting; | <p>Lit. #12 Lit. #9, 16 Lit. #12 Lit. #17</p> <p>Comp. #22 Comp. #21, 22 Comp. #19 Comp. #19 Comp. #19 Comp. #23 Comp. #23 Comp. #19 Comp. #23 Comp. #22</p> <p>Lit. #18 Lang. #1, 2 Lang. #3 Lit. #18</p> |
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| <p>6] Interpreting a selection; 7] Listening for understanding and meaning; 8] Listening to appreciate literature.</p> <p><i>Vocabulary skills</i> will be developed through formal vocabulary study and analysis of vocabulary in context.</p> | <p>Lang. #4, Lit. #8</p> |
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Types of Unit and Unit-End (with Assessment Rubric) Assessments

- Open response questions
- Essay test/quiz
- Analytical paper
- Personal response paper
- Objective reading quiz
- Checked homework
- Reading log
- Oral work (e.g., class participation, presentation, recitation)
- Group presentation
- Group writing assignment
- Special project

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> |
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| <p>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.</p> | |

Materials and Resources

England in Literature, Scott Foresman

Anglo-Saxon

- Core – *Beowulf*

Medieval

- Core – *The Canterbury Tales* (“The General Prologue,” “The Miller’s Tale,” “The Pardoner’s” and “Wife of Bath’s Tale”)
- Supplemental – Other tales

Elizabethan/Renaissance

- Core – *Macbeth*

Eighteenth Century/Enlightenment

- Core – “A Modest Proposal”

Romantic Period

- Core – “The World Is Too Much With Us,” “Tintern Abbey,” “Ozymandias,” “When I Have Fears,” “To Autumn,” “Ode on a Grecian Urn”

Victorian Period

- Core – *The Strange Case of Dr. Jekyll and Mr. Hyde*

Modern Period

- Core – *Lord of the Flies*