

## **ENGLISH DEPARTMENT**

## **ENGLISH II INDIVIDUALIZED: COURSE #126**

### **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. 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 themes within American literature.
  - ~ Family
  - ~ American Hero
  - ~ American Dream
  - ~ American Character (definition of self)
- Explores literature in relation to these themes.
- 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 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**

<b><u>Learning objectives</u></b>	<b><u>Corresponding State Standards, where applicable</u></b>
<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><b><i>Reading and critical thinking skills</i></b> 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>	
1] Understanding of plot, characters, and setting	Lit. #9,12
2] Literal interpretations of events	Lit. #8
3] Understanding of theme	Lit. #11
4] Understanding of characteristics of different genres	Lit. #10
5] Understanding of audience	Lit. #18
6] Observation of connections and patterns	Lit. #12
7] Observation of similarities and differences among characters	Lit. #12
8] Making of inferences about plot events, character, and theme	Lit. #12, 17
9] Interpretation of character	Lit. #12
10] Observation and understanding of cultural values	Lit. #9, 16
11] Awareness of and understanding of use of literary devices	Lit. #12
12] Application of concepts and patterns	Lit. #12



### **Types of Unit and Unit-End (with Assessment Rubric) Assessments**

- Multiple choice/short answer
- 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
- 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.)**

<b><u>Course activity: skills and/or topics taught</u></b>	<b><u>Standard(s) addressed through this activity</u></b>
<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>	

The following instructional methods are employed in this course.

Teacher-centered activities

- Instruction/transmission of information and board notes
- Webbing or mapping to gather and organize information
- Correction/discussion of writings
- Question and answer in full-class discussion
- Solution of teacher-posed problems as individual or small groups
- Completion of study sheets and homework questions

Student-centered activities

- Brainstorming
- Student generation of questions to consider
- Collaboration on solutions of problems
- Division of tasks by group; sharing of information
- Reflective or creative writings, shared with class
- Projects and oral presentations
- Individual investigation/research

Student mentors may assist the teacher in delivering curriculum through these activities.

**Materials and Resources**

Unit: American Family

- Core – *Early Autumn, A Raisin in the Sun, Secret Life of Bees*, choice book
- Supplemental – American short stories

Unit: American Hero

- Core – *Heroes, After the First Death*, choice book
- Supplemental – excerpts from *The Things They Carried*, “The Outcasts of Poker Flat,” “The Luck of Roaring Camp,” *The Outlaw Josey Wales* (film), *Fallen Angels*

Unit: American Dream

- Core – *Ragged Dick*, *A Raisin in the Sun*, choice book
- Supplemental – *Far and Away* (film), *Big Night* (film), excerpts from *Seabiscuit* (book or film), excerpts from *The Education of Little Tree*

Unit: American Character (definition of Self)

- Core – *The Crucible* (book or film), *Catcher in the Rye*, *Speak*
- Supplemental – *The Night Thoreau Spent in Jail*, excerpts from *Walden*, excerpts from the writings of Martin Luther King, *Secret Life of Bees*, *Holes*