

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.
 - ~ The Struggle for Acceptance and Equality in American Society
 - ~ Individualism in American Society
 - ~ Corruption and Materialism in American Society
 - ~ Americans search for Happiness in this world or the next
- Explores literature in relation to these themes.
- 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

<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</p>	<p>Lit. #9,12</p>
<p>2] Literal interpretations of events</p>	<p>Lit. #8</p>
<p>3] Understanding of theme</p>	<p>Lit. #11</p>
<p>4] Understanding of characteristics of different genres</p>	<p>Lit. #10</p>
<p>5] Understanding of audience</p>	<p>Lit. #18</p>
<p>6] Observation of connections and patterns</p>	<p>Lit. #12</p>
<p>7] Observation of similarities and differences among characters</p>	<p>Lit. #12</p>
<p>8] Making of inferences about plot events, character, and theme</p>	<p>Lit. #12, 17</p>
<p>9] Interpretation of character</p>	<p>Lit. #12</p>
<p>10] Observation and understanding of cultural values</p>	<p>Lit. #9, 16</p>
<p>11] Awareness of and understanding of use of literary devices</p>	<p>Lit. #12</p>
<p>12] Application of concepts and patterns</p>	<p>Lit. #12</p>
<p>The <i>writing skills</i> listed below recognize that writing is a cumulative skill, with each level assuming the skills of the previous level. At the Individualized/Standard Prep level, the student will:</p>	

<p>1] Share work for peer response.</p> <p>2] Distinguish between editing changes and writing revision.</p> <p>3] Make meaningful revision based on feedback.</p> <p>4] Write using complete and varied sentences with grammatical correctness and spelling conventions.</p> <p>5] Narrow a topic into a controlling idea.</p> <p>6] Develop logical and cohesive support for a single focused position.</p> <p>7] Use well-written topic sentences that maintain the unity and coherence of the paper.</p> <p>8] Develop paragraphs with details and examples.</p> <p>9] Write conclusions that bring closure to the paper.</p> <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 <i>thinking skills</i> in this course will further develop the ability to apply the following to literature.</p> <p>1] Identification and recall of information</p> <p>2] Application of prior knowledge into new context</p> <p>3] Identification of particulars and patterns</p> <p>4] Drawing conclusions and making generalizations</p> <p>5] Marshalling and evaluating evidence</p> <p><i>Speaking and listening skills</i> at this level provide opportunities for students to further develop and refine the following communication skills.</p> <p>1] Reading aloud with understanding</p> <p>2] Participating in whole class and small group discussions</p> <p>3] Participating in a dramatic readings or recitation</p> <p>4] Listening for understanding and meaning</p> <p>5] Listening to appreciate literature</p> <p><i>Vocabulary skills</i> will be developed through formal vocabulary study, analyzing vocabulary in context, and the generation of personal vocabulary lists.</p>	<p>Comp. #22, 23</p> <p>Comp. #21, 22</p> <p>Comp. #21, 22</p> <p>Comp. #19</p> <p>Comp. #23</p> <p>Comp. #23</p> <p>Lit. #18</p> <p>Lang. #1, 2</p> <p>Lit. #18</p> <p>Lang. #2</p>
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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.)

<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.	

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: Struggle for acceptance and equality in American Society

- Core – “The Story of an Hour,” *The Adventures of Huckleberry Finn* (abridged), “An Indian Education,” “Harrison Bergeron,” “Hunchback Girl”
- Supplemental – “Woman Work,” “Alabanza,” “Expect Nothing,” “Mutterings Over the Crib of a Deaf Child”

Unit: The role of the individual in American Society: What can one person do? How is individualism affected in a democratic society?)

- Core – *The Crucible* (film and excerpts), *Civil Disobedience* (excerpt), “Self Reliance” (excerpt), *Star Girl* (independent reading)
- Supplemental – “The Arrival of the Bee Box,” “A Visitor,” “For Poets,” “Choices,” Inaugural Address of JFK, “Letters from a Birmingham Jail,” *The Night Thoreau Spent in Jail*

Unit: Corruption in American Society: How are we affected by materialism and greed? What impact does this corruption have on the natural world?

- Core – “Verses Upon the Burning of My House,” *The Glass Castle*, *The Constant Gardener* (film), “A Fable for Tomorrow” (from *Silent Spring*)
- Supplemental – “Triangle Fire,” “The Harbor,” “A Question of Class,” *Travels with Charlie*, *Inexcusable*

Unit: Americans search for happiness in this world or the next.

- Core – “Sinners in the Hands of an Angry God” (excerpt), “The Raven,” *The Catcher in the Rye*, *Life as We Knew It*, “Mending Wall,” *A Walk in the Woods* (excerpt)
- Supplemental – “Tide Rises; Tide Falls,” “Nature,” A selection of Native American texts, Choice Book: *The Lovely Bones*, Stephen King selection etc.