

## **ENGLISH DEPARTMENT**

## **ENGLISH II AE: COURSE #122**

### **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 II ACCELERATED/ENRICHED: COURSE #122**

**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. It was through a major revision in the summer of 1997 that the sophomore curriculum, based on American literature, became more structured to include readings in an American literature anthology, as well as other core readings. 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 five major movements of American literature.
  - ~ Puritanism
  - ~ Romanticism/Transcendentalism
  - ~ Realism
  - ~ Modernism
  - ~ Contemporary
- Explores literature in relation to its time period.
- 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 and chronological development 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**

#### **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 relevant 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 characteristics of different genres
- 4] Understanding of theme
- 5] Understanding of audience
- 6] Understanding of structure

#### **Corresponding State Standards, where applicable**

Lit. #9, 12  
Lit. #8  
Lit. #10  
Lit. #11  
Lit. #18  
Lit. #12, 13, 14, 17

<p>7] Observation of connections and patterns  8] Observation of recurring character traits  9] Observation of similarities and differences among characters  10] Making of inferences about plot events, character, and theme  11] Interpretation of character  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  16] Analysis of patterns in themes and style in different works  17] Analysis of varying critical interpretations or analytic techniques</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 AE level, the student will:</p> <p>1] Edit own and others' work for language conventions and organization of ideas.  2] Distinguish between editing changes and writing revision.  3] Make meaningful revision based on peer and teacher feedback.  4] Choose own topic and narrow into a thesis statement.  5] Use well-written topic sentences that maintain the unity and coherence of the paper.  6] Develop a logical and cohesive argument from a thesis statement.  7] Choose appropriate textual quotes to support an argument.  8] Write conclusions that demonstrate emphasis and/or writer conviction.  9] Write with grammatical correctness.  10] Exhibit a maturing style.</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 to literature the following:</p> <p>1] Observation and recall of information  2] Understanding and translation of knowledge into new context  3] Identification of components and patterns</p>	<p>Lit. #12  Lit. #12  Lit. #12  Lit. #12, 17  Lit. #12  Lit. #9, 16  Lit. #12, 13, 14  Lit. #12  Lit. #15</p> <p>Comp. #22, 23  Comp. #21, 22  Comp. #21, 22  Comp. #19, 23  Comp. #23  Comp. #19  Comp. #19  Comp. #23  Lang. #5  Comp. #20, 21</p>
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<p>4] Drawing conclusions and making generalizations  5] Evaluating information and making choices based on reasoned argument</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  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] Listening for understanding and meaning  7] Listening to appreciate literature</p>	<p>Lit. #18  Lang. #1, 2  Lang. #3  Lit. #18  Lang. #3  Lang. #2</p>
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**Types of Unit and Unit-End (with Assessment Rubric) Assessments**

- Multiple choice/short answer tests
- Combination evaluation (e.g., short answer/passages and/essay etc.)
- Checked/graded homework
- Reading log
- Oral work (e.g., class participation, presentation, speech recitation)
- Essay
- Passage analysis
- Analysis of literary characteristics and application to other works
- Analytical/thesis paper
- Personal/experiential/creative paper
- Interpretation of a written work in a different medium or genre
- Dramatization
- Role-play
- MCAS-style assignments
- Research/special project
- Group/individual teaching assignment

**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>
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**

*Literature* (American Literature), McDougal, Littell

**Unit #1: Early Experiences – Puritanism and Age of Reason (to 1800)**

Focus Area: *Religion and Reason*

Required

- *The Crucible* by Arthur Miller
- “Upon the Burning of Our House,” by Anne Bradstreet
- Excerpt from “Sinners in the Hands of an Angry God,” by Jonathan Edwards

Supplemental

- Excerpts from *The New England Primer*
- Excerpts from *The Autobiography*, by Benjamin Franklin
- Film – *Good Night and Good Luck*

## **Unit #2: Romanticism (1800-1865)**

Focus Area: *Nature and Emotion*

### Required

*Brooding Romantics:*

- “Dr. Heidegger’s Experiment,” by Nathaniel Hawthorne
- “The Raven,” by Edgar Allan Poe

*Fireside Poets:*

- “Inscription for the Entrance to a Wood,” by William Cullen Bryant

*Transcendentalists:*

- *The Night Thoreau Spent in Jail*, by Jerome Lawrence and Robert E. Lee

### Supplemental

*Brooding Romantics:*

- “The Masque of the Red Death,” by Edgar Allan Poe

*Fireside Poets:*

- “Thanatopsis,” by William Cullen Bryant
- “The Chambered Nautilus,” by Oliver Wendell Holmes
- “The Arsenal at Springfield,” by Henry Wadsworth Longfellow

*Transcendentalists:*

- Excerpts from “Civil Disobedience,” by Henry David Thoreau
- Excerpts from *Walden*, by Henry David Thoreau
- Excerpts from “Self-Reliance,” by Ralph Waldo Emerson
- *Into the Wild*, by Jon Krakauer
- Film – *Dead Poets Society*

### **Unit #3: Realism (1865-1910)**

Focus Area: *Questioning Self and Society*

#### **Required**

- *Adventures of Huckleberry Finn*, by Mark Twain
- *Ethan Frome*, by Edith Wharton, or *The Awakening*, by Kate Chopin
- “The Story of an Hour,” by Kate Chopin
- excerpts from *Narrative of the Life*, by Frederick Douglass
- “The Yellow Wallpaper,” by Charlotte Perkins Gilman

#### **Supplemental**

- “Song of Myself” and “A Noiseless, Patient Spider,” by Walt Whitman
- “Solitude of Self,” by Elizabeth Cady Stanton
- “I had been hungry all the years” and additional poems by Emily Dickinson

### **Unit #4: Modernism (1910-1945)**

Focus Area: *Isolation and Independence*

#### **Required**

- *Catcher in the Rye*, by JD Salinger
- “The Road Not Taken” and “Mending Wall,” by Robert Frost

#### **Supplemental**

- “A&P,” by John Updike
- “A Clean Well-Lighted Place,” by Ernest Hemingway
- “The Life You Save May Be Your Own,” by Flannery O’Connor

**Unit #5: Contemporary (1945-present)**

Focus Area: *Heritage and Consumerism*

Required

- *The Glass Castle*, by Jeannette Walls
- Excerpts from *Indian Education*, by Sherman Alexie

Supplemental

- “Two Kinds,” by Amy Tan
- “Hunchback Girl: She Thinks of Heaven,” by Gwendolyn Brooks
- poems by Yosef Komunyakaa, Mary Oliver, Maya Angelou, and Martin Espada