

ENGLISH DEPARTMENT

ENGLISH III SP: COURSE #134

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 II or an approved equivalent

Background to the Curriculum

The curriculum for this course was developed over the summer of 2001, in conjunction with that of the English IV SP course, and aligned with other courses at the Standard Prep level. The creators were teachers of the courses, with input from a special educator and the department leader. The course will continue to evolve as it is taught.

Core Topics/Concepts/Skills

Like other English III courses, the Standard Prep course is based on an overview of English Literature from *Beowulf* to *Lord of the Flies*. Unlike the other levels, English III SP is more focused. The emphasis is both on historical context and contemporary relevance; e.g., to what extent is the warrior's code, as exemplified by Beowulf, relevant to today's world? Through the study of this literature, students will gain an appreciation and understanding of the following works, contexts and concepts.

Beowulf and Old English

- Anglo-Saxon culture
- Development of the English language
- Epic hero

Canterbury Tales and Middle English

- Medieval England and the Church
- Development of English
- Chaucer and the picaresque

Shakespeare and Elizabethan England

- *Macbeth*, *12th Night*, *Taming of the Shrew*
- Shakespeare's life and times
- Elizabethan Theater

Lord of the Flies

- Nature and evil: inherent or external
- Symbolism
- Childhood

The focus of this course is the development of language skills that students will need in order to succeed in school and in life. To this end, English III at the SP level will build on and strengthen the 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.

In addition, the course will give opportunities for students to demonstrate understanding of literary connections and terms using representative works from a variety of genres.

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>Reading skills are listed by increasing level of difficulty, moving from the concrete skills of observing and recalling to the more abstract skill of interpreting. In general, academic level determines the starting point on the skills sequence. It is the goal of the English Department to move each student toward mastery of advanced skills.</p>	
1] Understanding of characteristics of different genres	Lit. #10
2] Understanding of plot, characters, and setting	Lit. #9, 12
3] Literal interpretations of events	Lit. #8
4] Understanding of theme	Lit. #11
5] Understanding of the structure of a piece	Lit. #12, 13, 14, 17
6] Recognition of connections and patterns	Lit. #12
7] Recognition of recurring character traits	Lit. #12
8] Recognition of similarities and differences among characters	Lit. #12
9] Making of inferences about plot events, character, and theme	Lit. #12, 17

<p>10] Interpretation of character 11] Awareness and understanding of literary devices</p> <p>The writing skills at the Standard Prep level focus on writing as a means of communication. To become a more effective writer, the student will:</p> <ol style="list-style-type: none"> 1] Edit own and others' work to see that it meets the criteria of the assignment. 2] Revise based on feedback. 3] Write with purpose, focus and unity. 4] Form a controlling idea statement in response to teacher-directed prompt. 5] Write well-organized, fully developed paragraphs to support a controlling idea. 6] Write conclusions that bring closure to the paper. 7] Write using complete and varied sentences with grammatical correctness and spelling corrections. 8] Distinguish between editing changes and writing revisions. <p>The thinking skills at the Standard Prep level will develop in students an understanding of and an ability to apply the following to literature and real life experiences.</p> <ol style="list-style-type: none"> 1] Identification and recall of information 2] Application of prior knowledge into new context 3] Identification of particulars and patterns 4] Drawing conclusions and making generalizations 5] Evaluating information and making choices based on reasoned argument <p>Vocabulary skills will be developed through the use of context clues to arrive at definitions through the generation of personal vocabulary lists.</p> <p>Speaking and listening skills at the Standard Prep level will provide opportunities for students to develop and practice 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] Presenting a dramatic reading or interpretation 4] Paying attention to voice, mannerisms, attitude and body language when presenting 5] Listening for understanding and meaning 6] Listening to appreciate literature 	<p>Lit. #12</p> <p>Comp. #22 Comp. #21, 22 Comp. #19 Comp. #19 Comp. #19 Comp. #23 Lang. #5</p> <p>Lang. #4, Lit. #8</p> <p>Lit. #18 Lang. #1, 2 Lit. #18 Lang. #3 Lang. #2</p>
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In addition to the above-named skills, this course will serve to develop in students an understanding of and an ability to apply literary terms to their reading.	Lit. #12
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Types of Assessment, Including Unit-end Assessments (In many instances, grading rubrics or Focus Correction Areas accompany assessments to provide students a clear outline of expectations.)

- Objective quiz/test
- Checked homework
- Essay quiz/test
- Literature-based paper
- Personal/creative writing
- Paired writing assignment
- Oral work (e.g., class participation, presentation, speech, recitation)
- 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>
<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. 	

Materials and Resources

- Collection of short stories
- *Macbeth* – *12th Night*, *Taming of the Shrew*
- Excerpts from *Beowulf*
- Excerpts from *Canterbury Tales*
- *Lord of the Flies*
- Selected short readings

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.