



LEE ACADEMY

Lee, Maine USA

Official Curriculum

10th Grade (Sophomore) English

Rev. Summer 2011

Written and Designed by Matthew Rich

Course description:

Sophomore English is primarily a course based on learning basic elements of analysis and expository writing. Students should exit the course with an understanding of how theme, characterization, and other basic literary techniques work, as well as some reasons they are used. Students should also leave with an understanding of how to write and revise a three part essay that presents and defends a thesis. Students should have an understanding of some grammatical, structural, and rhetorical features involved in the revision process. By the end of this class a student should be able to read a lengthy text, perform a basic analysis of it (to determine both how and what it is communicating), and write an essay which explains a self determined opinion on the texts purpose or method. With these skills they will have a solid background through which to enter into the more advanced studies required in the English III or AP Courses.

Sample texts and recommended resources:

The following are some suggested works. They are meant to highlight some of the style and breadth that is recommended for use with this curricula. Many are popularly anthologized and are often included in American Textbooks, such as the Prentice Hall or Macmillan Literature series.

<p>Short stories-</p> <ul style="list-style-type: none">“By the Waters of Babylon” -Stephen Benet“The Open Window” -Saki“The Cask of Amontillado” -Edgar Allen Poe“Occurrence at Owl Creek Bridge” -Ambrose Bierce“Luck” -Mark Twain“Through the Tunnel” -Doris Lessing“Hearts and Hands” -O'Henry“Before the Law” -Franz Kafka“There Will Come Soft Rains” -Ray Bradbury	<p>Poetry</p> <ul style="list-style-type: none">“Tell the Truth but Tell it Slant” -Emily Dickinson“Those Who Left the Land” - Anna Akhmatova“After Apple Picking” -Robert Frost“The Weary Blues” -Langston Hughes“In Flanders Field” -John McCrae“Meeting at Night” -Robert Browning“Fear” -Gabriela Mistral“Spring and All” -William Carlos Willi
<p>Nonfiction</p> <ul style="list-style-type: none">“Flood” -Annie Dillard“A Storm in the Mountains” -Alexander Solzhenitsyn“The Final Assault” Edmund Hillary“Salvation” Langston Hughes“The Dare” Robert Hoffman	<p>Novels</p> <ul style="list-style-type: none"><u>Of Mice and Men</u> -John Steinbeck<u>Lord of the Flies</u> -William Golding<u>Flowers for Algernon</u> -Daniel Keys<u>Slam</u> -Walter Dean Myers<u>Brave New World</u> -Aldous Huxley<u>Fahrenheit 451</u> -Ray Bradbury
<p>Grammar Reference Text</p> <ul style="list-style-type: none">Elements of Style -Strunk and WhiteEasy Writer -Andrea Lunsfor	<p>SAT Vocabulary Prep</p> <ul style="list-style-type: none">Vocabulary Workshop Level E

Ongoing Units— The skills and content of Units A, B, and C are taught throughout the year and overlap the skills in Units 1-8.

~Unit length & revised MLR's-- Standard(s) and indicator(s)	Objectives	Essential Questions	Assessment
<p>Unit A</p> <p>Independent Reading and Comprehension Strategies</p> <p>A1 a. Use a flexible range of before, during, and after <i>reading strategies</i> to deepen understanding of the author's message.</p> <p>c. Determine the meaning of unknown words by analyzing the <i>context</i> in which they are used, using reference sources, and applying knowledge of <i>word parts</i> and their meanings.</p> <p>f. Demonstrate comprehension by evaluating texts using established criteria.</p> <p>A2 c. Determine the effects of common <i>literary devices</i> on the <i>style</i> and <i>tone</i> of a text.</p> <p>A3 c. Evaluate the effect(s) of rhetorical devices on the interpretation of information</p> <p>Students demonstrate the use of the structures and conventions of <i>Standard American English</i> in their communication.</p> <p>B1 b. Apply aspects of various <i>genres</i> for rhetorical effect, strong diction, and distinctive voice.</p> <p>D1 a. Use appropriate <i>diction</i>, <i>syntax</i>, and <i>figurative language</i> to suit purpose, context, and audience.</p>	<p>Students will select at least two high interest novels and read them independently throughout the year.</p> <p>Students will survey comprehension strategies to assist in understanding and processing a text of grade level complexity.</p> <p>Students will summarize pertinent events from books.</p> <p>Students will make connections between texts, life, and the world.</p> <p>Students will make predictions based on evaluating information.</p> <p>Students will combine reading strategies to help understand and evaluate a novel length text – especially questioning and predicting.</p> <p>Students will write a book report style expository essay that discusses their predictions and questions developed during reading.</p>	<p>How can comparing books to things you know make it easier to picture them?</p> <p>Why is it important to summarize and check your understanding?</p> <p>What makes a good question to aid in investigating texts?</p> <p>What in a book do you use to make a prediction about later events?</p> <p>What details are important to include in a summary, what is irrelevant?</p>	<p>Students will maintain a journal and use reading groups while reading a novel length text.</p> <p>Students will conference with the teacher twice during the reading of the text, answering questions about events.</p> <p>Students will write an expository essay about the book- considering their questions and predictions about the book.</p>

<p>Unit B</p> <p>Grammar and revision Mini-lessons spread through the first 3 months.</p> <p>B1 d. Edit for correct grammar, usage, and mechanics.</p> <p>6-8 D Students manipulate the parts of speech effectively and employ all variety of sentence structures to communicate.</p> <p>Students demonstrate knowledge of how to improve language use through knowledge of abstract and concrete nouns, active vs. passive verbs, redundant modifiers, varied sentence structures, etc.</p> <p>6-8 D2 Students apply the rules of capitalization, punctuation, and spelling to communicate effectively.</p> <p>b. Correctly spell frequently misspelled words and common homophones.</p>	<p>Students will understand the correct use and usefulness of sentence structures, commas, active vs. passive verbs, complex vs. abstract nouns, adjectives etc.</p> <p>Students will write with adequate sentence variety.</p> <p>Students will recognize commonly misspelled or misused words.</p> <p>Students will edit work for correct grammar and mechanics.</p>	<p>How does correct grammar make a difference in our everyday communication?</p> <p>How does correct grammar make a difference in the way we are viewed?</p>	<p>Students are tested on knowledge of conventions and revision use.</p> <p>Students do free-writes and edit them for targeted grammar and mechanics (e.g. abstract to more concrete nouns).</p>
<p>Unit C</p> <p>Vocabulary units and word roots...</p> <p>A1 b. Demonstrate ownership of appropriate vocabulary effectively using a word in different contexts and for different purposes.</p> <p>c. Determine the meaning of unknown words by analyzing the <i>context</i> in which they are used, using reference sources, and applying knowledge of <i>word parts</i> and their</p>	<p>Students will progress through the Vocabulary Workshop E-Level series.</p> <p>Students will recognize similar word parts (roots, prefixes, suffixes).</p> <p>Students will understand how different words have different connotations.</p> <p>Students will learn to use</p>	<p>Why is it important to have increased vocabulary?</p> <p>How can you define words without a dictionary?</p> <p>How do different dictionary definitions work together to create the meaning of a word?</p> <p>How can word roots, prefixes, and suffixes help you predict</p>	<p>Students will keep a KWL list as a class of the words in the Vocabulary Workshop E-Level book .</p> <p>Students will choose some words to represent in artistic or written form.</p> <p>Students will choose some words to determine the word roots and etymology of the words and create visual representations to be posted around the room.</p>

<p>meanings.</p> <p>d. Pronounce and recognize foreign words, <i>tier 3 words</i> across all content areas, and specific literary terms to enhance comprehension of complex texts.</p>	<p>dictionaries and reference materials to look up words.</p> <p>Students will learn to understand words by the context in which they are used.</p>	<p>the meaning of words?</p>	<p>Students participate in short games or writing activities using their word lists (both on-line and in class).</p> <p>Students will participate in bi-weekly (online) word tests.</p>
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<p>Unit 1 Narrative / Description Analysis and Creation 4 weeks</p> <p>A3 c. Evaluate the effect(s) of rhetorical devices on the interpretation of information.</p> <p>A3 d. Evaluate the effective use, purposes, and intended audiences of various types of informational texts.</p> <p>A2 c. Determine the effects of common <i>literary devices</i> on the <i>style</i> and <i>tone</i> of a text.</p> <p>B2a Students use DICTION, SYNTAX, and IMAGERY, TONE to create a distinctive VOICE.</p> <p>B2b <i>Students organize and transition ideas in a logical sequence.</i></p> <p>B1 c. Revise drafts to improve synthesis of information from sources, ensuring that the <i>organizational structure</i>, perspective, and <i>style</i> are effective for the targeted audience and purpose.</p> <p>d. Edit for correct grammar, usage, and mechanics.</p> <p>e. Create <i>legible</i> final drafts.</p>	<p>Students analyze how different authors use varied methods (detail, language) to demonstrate their personality.</p> <p>Students will read texts rich in description and discuss the ways concepts are described and the effect of these descriptions on the text/audience. They will work to understand that the image presented affects both the tone of the piece as well as the readers opinion on what is occurring.</p> <p>Students discuss steps of revision and recognize that there is a sensible order to revise starting with content and ending with grammar.</p> <p>Students will show their personality through the style or type of language used as they write a descriptive or narrative essay. They will seek to use strong language</p>	<p>How do the way different people speak or write affect how they are viewed?</p> <p>Why is it important to revise a paper?</p> <p>How can you tell someone's mood or opinion through the way they speak/write?</p> <p>How is your own style of communicating different from others?</p>	<p>Students will answer short answer/multiple choice questions about a speaker's attitude and the effects of certain language choices.</p> <p>Students use a Double Entry Journal to cite three examples of how devices (e.g. syntax, diction, imagery) create a narrators personality, what personality is created, and reasons why.</p> <p>Students write and revise a personal narrative. Drafts will be due at determined intervals.</p>
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<p>D1 Students apply rhetorical skills when reading, writing, and speaking through their understanding of <i>Standard American English</i>.</p>	<p>techniques (as we have seen and discussed) to make their narratives strong.</p> <p>Students will attempt to edit and draft their paper.</p>		
<p>U2 Characters and Plot 5 weeks</p> <p>A1 a. Use a flexible range of before, during, and after <i>reading strategies</i> to deepen understanding of the author's message.</p> <p>A2 Students read text, within a grade appropriate span of text complexity, and present analyses of <i>fiction, nonfiction, drama, and poetry</i>, using excerpts from the text to defend their assertions.</p> <p>a. Analyze the characters' external and internal <i>conflicts</i>.</p> <p>b. Analyze the difference between <i>first-person and third-person narration</i> and the effect of <i>point of view</i> on a reader's interpretation of a text.</p>	<p>Students will read a text as a class that features complex character motivations.</p> <p>Students will practice using strategies such as restatement, annotation, peer/group discussion, and use of graphic organizers to assist comprehension.</p> <p>Students will understand, analyze, and discuss the ways that characters and conflicts affect the events of the story.</p> <p>Students will understand that the point of view of a story effects the interpretation.</p> <p>Students will learn that some statements or scenes are more important than others... that they are KEY... to understanding a work.</p>	<p>What can we learn about people around us through understanding characters in literature?</p> <p>What life choices or problem solving situations require us to see things from a certain perspective or point of view?</p> <p>Why is it important to be able to rationalize the definitions of words without a dictionary?</p>	<p>Students complete Reading quizzes on the book.</p> <p>Students journal, answer questions, and discuss elements of the story (esp characters, conflicts, and plot)</p> <p>Jury trial- Students break into three groups... the purpose of the trial is to determine the guilt or innocence of a questionable character. (For example, in <i>Of Mice and Men</i> was George's motivation for killing Lennie innocent or selfish and malicious.)</p> <p>Before the trial students select a character and write a series of questions that they would ask that character in an attempt to demonstrate the characters perspective and knowledge with regard to the defendant character's guilt or innocence. This is accompanied by a short discussion of the reasons they asked what they did.</p>
<p>U3 Argument, Persuasion, and Debate 3 Weeks</p> <p>A4 Students determine the validity, truthfulness</p>	<p>Students will find information on a topic of choice and use it to support a position.</p> <p>Students will create an</p>	<p>When do you have to defend a position in life, when do you have to take a stand?</p> <p>How do you convince people?</p>	<p>Students will evaluate arguments presented in class through answering questions and writing short reactions.</p>

<p>and usefulness of ideas and arguments presented in informational and persuasive texts noting how the STRUCTURAL FEATURES and RHETORICAL DEVICES affect the information and/or arguments presented.</p> <p>B4a. Employ a variety of persuasive techniques including anticipating, addressing, and refuting potential counterclaims in a thesis-driven logical argument to influence the opinions, beliefs, or positions of others.</p> <p>C1 a. Select and apply research methods that are appropriate for the purpose of the inquiry.</p> <p>c. Synthesize information from varied sources and/or data gathered from fieldwork and interviews.</p> <p>E2 Students determine speaking strategies for formal and informal discussions, debates, or presentations appropriate to the audience and purpose.</p>	<p>argument and support it with details.</p> <p>Students will defend their position verbally and in writing by citing evidence.</p> <p>Students will use persuasive techniques to convince their peers of their argument.</p>	<p>How do you predict what people will say in opposition and what can you do to counteract that?</p>	<p>Students will debate a partner on a subject. This will include a research period, creation of arguments and rebuttals, practice debates, and a formal debate. Students will create a bank of topics and then do a “yankee swap” to select their subject.</p>
<p>U4 Key Ideas / Universal themes 5 weeks</p> <p>A1 Students read and evaluate texts within a grade appropriate span of text complexity, by applying their knowledge and strategies of comprehension, vocabulary, alphabectics, and fluency.</p> <p>A2 Students read text, within a grade appropriate span of text complexity, and present analyses of <i>fiction</i>, <i>nonfiction</i>, <i>drama</i>, and <i>poetry</i>, using excerpts from the text to defend their assertions.</p>	<p>Students will understand that all works of literature have a meaning or message and they will be able to use key scenes or details from the book to identify that meaning of message.</p> <p>Students will identify a theme presented in a literary work.</p> <p>Students will recognize how themes in one text reoccur in other texts (either written or video/audio)</p>	<p>What are some of the themes that people throughout history have returned to?</p> <p>How/ when can a character's actions or narrator's discussions have a purpose beyond what is literally happening?</p> <p>What are the purposes of literature?</p>	<p>Students maintain a journal identifying important scenes and analyzing how the literal actions, etc, create figurative meaning.</p> <p>Students Identify three or more key ideas and write a short summary of each. Targeting what the thematic subject of the scene might be.</p> <p>Students write a 2-5 page expository essay explaining an</p>

<p>d. Evaluate the <i>theme</i> or <i>themes</i>, whether explicitly stated or implied, in a literary text.</p> <p>e. Identify, compare, and analyze recurring themes across works.</p> <p>h. Evaluate the effective use of a genre of literature related to its intended purpose and audience.</p> <p>B3 b. Write thesis-driven essays that build a logical argument and support assertions with examples and evidence that are accurate, credible, and relevant.</p> <p>D2 Students demonstrate the use of the structures and conventions of standard English in their communication.</p>	<p>Students will learn how to articulate their own opinions and assertions in a well worded thesis.</p> <p>Students will use examples from source texts and from their own experiences to explain and support their thesis.</p>		<p>overlaying theme displayed in two or more texts, with examples.</p>
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<p>U5 Poetry Analysis 3 Weeks</p> <p>A2b Students distinguish between the DENOTATIVE and CONNOTATIVE meanings of words to interpret their CONNOTATIVE effect.</p> <p>A2 c. Determine the effects of common <i>literary devices</i> on the <i>style</i> and <i>tone</i> of a text.</p> <p>d. Evaluate the <i>theme</i> or <i>themes</i>, whether explicitly stated or implied, in a literary text.</p> <p>e. Identify, compare, and analyze recurring themes across works.</p> <p>f. Analyze how meaning is conveyed in <i>poetry</i> through <i>diction</i>, <i>figurative language</i>, repetition, and <i>rhyme</i>.</p> <p>g. Compare types of <i>poetry</i>.</p> <p>h. Evaluate the effective use of a genre of literature related to its intended purpose and</p>	<p>Students will learn what figurative language is and what the difference is between denotation and connotation and try to use this knowledge in determining what the subtext of a poem is.</p> <p>Students will learn the definitions and some possible effects of major poetic devices.</p> <p>Students will synthesize their knowledge of language and poetic devices to determine the theme of a poem.</p> <p>Students will explain their conclusions on what poem is</p>	<p>What are the possible purposes of “camouflaging” language with figurative phrases? Why is poetry not literal?</p> <p>How can you explain an abstract idea to someone in an understandable way?</p> <p>What are some well known images phrases that are symbolic in our world... what are some things that hold deeper meaning?</p> <p>What makes an example a good one to use to express an idea?</p>	<p>Students Identify and discuss key poetic devices</p> <p>Students write short responses that discuss how an identified poetic device influences the overall meaning of a poem.</p> <p>Students choose a poem, analyze it, and create an annotated poster-sized presentation that identifies poetic devices, imagery, and language choices that influences the Theme (overall meaning) of the poem. They will include short explanations of how or why it influences the theme.</p>
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<p>audience.</p> <p>B3a Explain and evaluate information from reading, listening, or viewing.</p> <p>B3c Students analyze main ideas, consider alternatives and evaluate the effects of significant details.</p> <p>B3d Students select the best examples from texts to support assertions.</p> <p>B3e Students draw conclusions based on evidence.</p>	<p>saying and defend it through an in depth discussion of the language and devices.</p>		
<p>U6 Visual Analysis and Propaganda- 3 Weeks</p> <p>Students analyze the effectiveness of auditory, visual, and written information used to communicate in different forms of media.</p> <p>a. Explain how visual and sound effects influence messages in various media.</p> <p>b. Explain the similarities and differences between the messages conveyed by <i>print and non-print sources</i>.</p> <p>c. Compare the role of <i>print and non-print sources</i>, including advertising, in shaping public opinion and noting instances of unsupported inferences, or <i>fallacious reasoning</i>.</p> <p>A4 a. Evaluate the logic of persuasive texts, noting instances of unsupported inferences and <i>fallacious reasoning</i>.</p> <p>b. Recognize and explain the use and misuse of forms of nuance such as ambiguity, contradiction, irony, and over-or-</p>	<p>Students will recognize some common visual iconographic or rhetorical techniques.</p> <p>Students will discuss the effects of visual presentations, noting how visual presentations effect understandings.</p> <p>Students will analyze the effects of the visual presentation of an idea and explain what/how visual elements change that presentation.</p>	<p>What are some common images, symbols, or methods of visually presenting something?</p> <p>How can these things affect our opinion of information presented alongside it?</p> <p>How can color or size change the way we vies a scene?</p> <p>How does a piece of art communicate to an audience?</p>	<p>Students will answer questions and write reactions to movie clips and posters viewed as a class.</p> <p>Students will select a WWII poster from an assortment offered online and will write an essay discussing how these posters visually present, persuade, or propagandize.</p> <p>http://www.readwritethink.org/lessons/lesson_view.asp?id=829</p>

understatement in persuasive texts.			
<p>Supplementary Unit</p> <p>U7 Exposition- News Articles and Bias 3 Weeks</p> <p>A3 Students evaluate the validity, truthfulness, and usefulness of ideas presented in <i>informational texts</i>, within a grade appropriate span of text complexity, noting how the <i>text features</i> and <i>text structures</i> affect the information presented. a. Evaluate the extent to which the author's conclusions can be logically drawn from the provided evidence.</p> <p>A4 a. Evaluate the logic of persuasive texts, noting instances of unsupported inferences and <i>fallacious reasoning</i>.</p> <p>B3 a. Explain and evaluate information from reading, listening, or viewing.</p> <p>E1 Students adjust listening strategies for formal and informal discussion, debates or presentations, and then evaluate the information. a. Formulate clarifying questions.</p> <p>b. Examine and critique information presented. c. Expand on ideas presented by others.</p>	<p>Students will read and view current news stories and recognize when the information is fair and when it is biased. They will discuss what evidence is provided, what statements are provable, and what language seems unfair.</p> <p>Students will recognize the difference between a news article (expository) and an editorial.</p> <p>Students will find information on a selected topic in current events and write an editorial on this topic.</p> <p>Students will include quotes, facts, or details from information found.</p>	<p>Why is it important to know when something being presented is news or when it is opinion?</p> <p>What is the effect of sensationalizing news stories... of presenting editorials as if they are news?</p> <p>How much proof should an editorial have before it makes a claim?</p> <p>How can you tell when an author or presenter is being truthful?</p>	<p>Students will answer questions and write short analysis/reactions about editorial/news presentation viewed in class and what extent they present information factually or fallaciously.</p> <p>Students will select a short news segment and present/write a critique of it, discussing what information is factual or opinion based and how the presentation of information effects the overall impression left on the viewer.</p>
<p>Supplementary Unit</p> <p>U8 Storytelling 3 Weeks</p>	<p>Students will select a well known story or fairy tale and create a performance based on that story.</p> <p>Students will, in writing,</p>	<p>What are some visual or auditory means of communication around us, and what meanings do they hold?</p> <p>What are techniques you can</p>	<p>Students analyze examples of oral (performance) and write short responses about how techniques used create different impressions.</p>

<p>B1b (modified) Students combine (or otherwise manipulate) aspects of various genres while drafting and revising for rhetorical effect, strong diction and distinctive voice. Students adapt a conventional format for intended effect.</p> <p>F1a (modified) Students explain how visual and sound techniques or design such as special effects, camera angles, and music carry or influence messages in various media.</p> <p>E2b (modified) Students make oral presentations that employ eye contact, speaking rate, volume, enunciation, inflection and gestures to communicate ideas effectively.</p> <p>D1a <i>Students use appropriate diction, syntax and figurative language to suit purpose, context, and audience. (if published)</i></p>	<p>explain the visual and auditory techniques they used and the intended effect.</p>	<p>use, while visually presenting something, that will create a desired effect on others... what is the effect?</p> <p>What are some ways a story can be presented and why might you choose them?</p>	<p>Students present a story to the class, using both voice and body language to bring the story to life.</p> <p>Each student writes a one page reflective piece explaining what some of the best aspects of their performance was and what they think the result was.</p>
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