



# LEE ACADEMY

Lee, Maine USA

*Official Curriculum*

## **11<sup>th</sup> Grade (Junior) English— Voices of American Literature**

Revised Summer 2011

### Course description:

American Literature is a junior-level English course that acquaints students with the predominant literary influences on contemporary cultural perspectives. American Literature focuses on the reading and analyzing of adult-level novels and expository texts. A major requirement for student success in this course is the completion of an independent research project on a teacher-approved topic. Students also participate in small group interactions and individual public presentations designed to promote effective oral communication skills.

### Primary text(s) and other major resources:

- ✓ Maine Speaks,
- ✓ Edgar Allan Poe Short Stories/Poems,
- ✓ Adventures of Huckleberry Finn – *Twain*,
- ✓ Selected Regional Novels

~Unit length & MLRs	Objectives	Essential Questions	Assessment
<p><b>Unit 1</b> <b>8 Weeks</b> <b>Regionalism/Writers from Maine</b></p> <p><b>B2a:</b> Students use diction, syntax, imagery, and tone to create a distinctive voice. <b>B2b:</b> Students organize and transition ideas in a logical sequence. <b>D2:</b> Students demonstrate the use of the structures and conventions of Standard English. <b>A2c:</b> Students analyze the use of sophisticated literary and rhetorical devices in fiction. <b>C1c:</b> Students synthesize the content from several sources by a single author...</p>	<ul style="list-style-type: none"> <li>✓ Students will begin yearlong, individualized writing portfolios including: analytical, persuasive, and expository essays.</li> <li>✓ Students will read Maine short stories to comprehend, identify, and evaluate rhetorical devices in fiction (e.g. tone, style, symbolism, colloquialisms)</li> <li>✓ Students will read a nonfiction novel of choice by a Maine author using the DEJ format of analysis.</li> </ul>	<ul style="list-style-type: none"> <li>✓ How does an understanding of our heritage enhance our self-knowledge?</li> <li>✓ How can our culture influence who we are?</li> <li>✓ Why is it important to document/record our changing perspectives and styles?</li> <li>✓ How can the words we choose and our tone affect others' thoughts and beliefs about us?</li> <li>✓ How does a journaling format aid in reading <b>comprehension</b> and analysis?</li> </ul>	<ul style="list-style-type: none"> <li>✓ B2a, B2b, D2: Individualized student writing portfolio (3 essays)</li> <li>✓ A2c: Short writing prompts identifying key examples of "Maine-isms" in short stories (e.g. tone, culture, and colloquialisms)</li> <li>✓ A2c: Short answer questions (Maine humor)</li> <li>✓ C1c: Compare and contrast essay</li> <li>✓ A2c and B2b: Students create a multi-entry (4 – 6) journal discussing sophisticated literary devices including cultural context, symbolism, and other linguistic representations.</li> </ul>
<p><b>Unit 2</b> <b>8 weeks</b> <b>Early American Roots</b></p> <p><b>B1a:</b> Students synthesize information from primary and secondary sources. <b>C1a, C1b:</b> Students present findings that</p>	<ul style="list-style-type: none"> <li>✓ Students will write a research report that asks specific questions and identifies important information.</li> <li>✓ Students deliver oral presentations to explain key research information.</li> </ul>	<ul style="list-style-type: none"> <li>✓ What do you need to know to independently access knowledge and information?</li> <li>✓ What are the required stages of a research project?</li> <li>✓ Why are oral communication skills important in our daily interactions?</li> <li>✓ What is plagiarism, and how do we avoid it?</li> </ul>	<ul style="list-style-type: none"> <li>✓ B1a, C1a, C1b, C1e, and D2: Research report: Early American literary figures.</li> <li>✓ E2a: Oral presentation of research report, in an attempt to teach others necessary information.</li> </ul>

<p>follow a prescribed format using citation conventions.</p> <p><b>C1e:</b> Students integrate paraphrases, quotations, and citations into a written text.</p> <p><b>C1e:</b> Students access and use information ethically and legally.</p> <p><b>D2:</b> Students demonstrate the use of the structures and conventions of Standard English.</p> <p><b>E2a:</b> Students choose and present appropriate information logically and ethically.</p>			
<p><b>Unit 3</b> <b>5 weeks</b> <b>Transcendentalism: The New England Renaissance</b></p> <p><b>B2a:</b> Students use diction, syntax, imagery, and tone to create a distinctive voice.</p> <p><b>B2b:</b> Students organize and transition ideas in a logical sequence.</p> <p><b>A2c:</b> Students analyze the use of sophisticated literary and rhetorical devices.</p> <p><b>B3a:</b> Students select the best examples from texts to explain and evaluate</p>	<ul style="list-style-type: none"> <li>✓ Students will keep a two-week journal revolving around the themes of Human Nature and Self-Reliance and modeling the styles of Thoreau and Emerson.</li> <li>✓ Students will demonstrate an understanding of the defining features of a specific literary period.</li> </ul>	<ul style="list-style-type: none"> <li>✓ How can a journal be a lifelong tool for mental exploration of society and ourselves?</li> <li>✓ How do time and place influence artistic movements?</li> </ul>	<ul style="list-style-type: none"> <li>✓ B2a and B2b: Journal writing (Narrative) in the style of Thoreau and Emerson.</li> <li>✓ A2c and B3a: Short writing prompts analyzing common themes in Transcendentalism.</li> </ul>

<p>assertions (non-essay format).</p>			
<p><b>Unit 4</b> <b>3 weeks</b> <b>Author Profile: Edgar Allan Poe</b></p> <p><b>A2c:</b> Students analyze the use of sophisticated literary and rhetorical devices. <b>A2f:</b> Students analyze the use of imagery, personification...in poetry to convey ideas. <b>A2d:</b> Students evaluate theme in a literary text. <b>A1c:</b> Students determine the meaning of unknown words by analyzing context.</p>	<ul style="list-style-type: none"> <li>✓ Students will read short stories to comprehend, identify, and evaluate symbolism, theme, and author point of view.</li> <li>✓ Students will create a movie poster illustrating theme and symbolism in a short story.</li> <li>✓ Students will analyze and interpret poetry utilizing devices such as imagery, rhyme, and syntax.</li> </ul>	<ul style="list-style-type: none"> <li>✓ What literary techniques are unique to a chosen genre?</li> <li>✓ Why does poetry matter?</li> <li>✓ How do we determine the meanings of words based upon their structure and location within text?</li> </ul>	<ul style="list-style-type: none"> <li>✓ A2f: Short Writing Prompts analyzing key elements in poetry and fiction.</li> <li>✓ A2c and A2d: Compare and Contrast Essay: Common themes in literary fiction.</li> <li>✓ A1c: Maintain a journal that records unfamiliar vocabulary and meanings based upon roots and context.</li> </ul>
<p><b>Unit 5</b> <b>3 weeks</b> <b>Public Documents Critique</b></p> <p><b>A4a:</b> Students evaluate the logic of persuasive texts, noting instances of unsupported inferences and fallacious reasoning. <b>D2:</b> Students edit for correct grammar, usage, and mechanics... message. <b>B3b:</b> Students write essays that build logical</p>	<ul style="list-style-type: none"> <li>✓ Students will select and read an editorial on a topic of interest to them.</li> <li>✓ Students will draft a grammatically correct critique of a public document that focuses on the identification and evaluation of persuasive devices.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Is the media's use of persuasive devices effective? How so? Why so?</li> <li>✓ Are we, as public consumers, vulnerable to such persuasion?</li> <li>✓ What is an editorial and what is its purpose in our society?</li> </ul>	<ul style="list-style-type: none"> <li>✓ A4a, B3b, and D2: Critical Essay focusing on persuasive devices and identifying facts versus opinions in a selected editorial.</li> <li>✓ A4c and A4d: Facts versus Opinions Chart.</li> </ul>

<p>arguments and support assertions.  <b>A4c:</b> Students identify and describe the effect of figurative language and rhetorical devices.  <b>A4d:</b> Students analyze the purpose of a persuasive text.</p>			
<p><b>Unit 6</b>  <b>9 weeks</b>  <b>Novel Unit – <u>Adventures of Huckleberry Finn</u></b></p> <p><b>A2d:</b> Students will evaluate theme in a literary text.  <b>A2c:</b> Students will determine the effects of common literary devices on style and tone of a text.  <b>B3b:</b> Students write thesis- driven essays.  <b>B3a:</b> Students explain and evaluate information.  <b>E2a:</b> Students choose and present information logically and ethically.</p>	<ul style="list-style-type: none"> <li>✓ Students will read an Adult level novel and identify and analyze key literary devices (e.g. tone, theme, and satire).</li> <li>✓ Students will individually conference with teacher.</li> <li>✓ Students will write a persuasive essay that addresses textually motivated issues.</li> <li>✓ Students will create a representational project and presentation.</li> </ul>	<ul style="list-style-type: none"> <li>✓ How can we better understand our own culture's use of satire and humor by examining examples from various texts?</li> <li>✓ Why is the ability to articulate and defend a position important?</li> <li>✓ How can we express our ideas creatively beyond the written word?</li> </ul>	<ul style="list-style-type: none"> <li>✓ B3a, E2a: Teacher-directed conference (Rubric)</li> <li>✓ A2d, A2c and B3b: Persuasive essay that addresses theme.</li> <li>✓ B3a and E2a: Oral presentation and representational novel project.</li> </ul>