



LEE ACADEMY

Lee, Maine USA

Official Curriculum

Lee Academy Senior (12th grade) English

Written and Designed by Matthew Rich

Course description

Senior English is a course focused on assuring the high level comprehension, presentation, and writing skills that a student will require to succeed in their post-secondary academic/career goals. Students will practice writing in a variety of written forms, with a special emphasis on expressing their opinion and reinforcing their statements with detail and reference. ; first reading and analyzing them to see samples of styles or techniques and then attempting to synthesize the skills they have learned into their own work. Students will learn to be aware of media influence and basic journalistic concepts and forms. Students will work to connect creative fiction to their world. Students will also focus in on the skill of research, prerequisite to many activities in life. They will choose a subject of interest and perform an in depth inquiry based project. Throughout the year students will also have many opportunities to practice oral presentation and means of multi-media design, often as a way of enhancing their presentations. Students will have an opportunity to write and view many of the more complex texts that they might likely encounter in a “real world” setting with the purpose of preparing them for their post graduation lives.

Suggested Essay Anthologies and Readers

Models for Writers

Subjects/Strategies

50 Essays

Best College Admissions Essays

Seagull Reader

Recommended Graphic Novels

Macbeth – Shakespeare/Sexton, Grant ,Chow

Watchmen – Moore, Gibbons, Higgins

Blankets – Craig Thompson

Maus – Art Spiegelman

Recommended Novels

Catcher in the Rye – J.D. Salinger

One Flew Over the Cuckoo's Nest – Ken Kesey

Blue Highway -William Least Heat Moon

Black Like Me – John Howard Griffin

Ishmael – Daniel Quinn

The Stranger – Albert Camus

******As the Final Project for the course is portfolio based, students should maintain a folder in which copies of all relevant work is kept. They will need to eventually select and revise their best work.**

1. A portfolio is a collection of your best works. Students will create one at the end of each the year.
2. Students will write many single draft papers (creative pieces and essays), and will have to consciously choose the best and revise them to be entered into the portfolio.
3. Students will keep journals that contain responses to prompts, and personal thoughts and reactions. Many of these may be used to help create longer works, or simply to practice things done in class.

Ongoing Units – The following units are taught throughout the year and overlap the skills in Units 1-9

<p>Unit A</p> <p>Independent Reading- Literature and Life</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>A1f. Demonstrate comprehension by evaluating texts using established criteria.</p> <p>A2 Students demonstrate comprehension of grade level text and present analysis of LITERARY TEXTS using excerpts from the text to defend their assertions.</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</p>	<p>Students will select at least two high interest novels and read them independently throughout the year.</p> <p>Students will compare the statements and ideas expressed by their books to other texts.</p> <p>Students will read and understand a novel and discuss the social/ personal relationships in the book.</p> <p>Students will compare and contrast a text with their world... discussing how it connects to their culture or how characters actions exhibit aspects of human nature.</p>	<p>How can literary fiction help us understand or reflect on ourselves?</p> <p>How does our reaction to a characters choices increase our involvement in the story?</p> <p>How are lessons learned in literature similar to those learned in our own lives?</p>	<p>Students will maintain a journal where they note particularly strong lines and images and discuss the implications of these events.</p> <p>Students will write an expository essay about the book that discusses its social, political, cultural, philosophical, or personal implications using quotes to strengthen the discussion.</p>
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information			
<p>Unit B Reaction and Response</p> <p>A1f. Demonstrate comprehension by evaluating texts using established criteria.</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.</p> <p>B3a. 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.</p>			
<p>Students respond to short pieces of writing, video presentations, and informal discussion topics.</p> <p>Students discuss a topic in a way that demonstrates comprehension of source material.</p> <p>Students provide reasons to elaborate on their opinions.</p>	<p>What does it mean to explain the reasons behind an idea?</p> <p>How can two perspectives be completely different? Can they still both have merit?</p> <p>How do you demonstrate understanding while responding to a text?</p> <p>What makes for a strong response?</p>	<p>Students write short reaction journals to varied subjects.</p> <p>Students share and discuss their reactions and comment on other perspectives.</p>	
<p>Unit C Speech and Presentation</p> <p>E1. Students adjust listening strategies for formal and informal discussion, debates or presentations, and then evaluate the information.</p> <p>E2. Students determine speaking strategies for formal and informal discussions, debates, or presentations appropriate to the audience and purpose.</p> <p>b. Apply conventions of <i>Standard American English</i> to suit audience and purpose.</p> <p>c. Analyze feedback and revise delivery</p>			
<p>Students recognize strengths from watching professional presenters.</p> <p>Students practice using tone of voice to present information more powerfully.</p> <p>Students recognize and use eye contact and posture to strengthen presentation.</p> <p>Students use examples and narrative to enhance presentations.</p> <p>Students evaluate the presentation of peers.</p>	<p>What makes a presentation interesting?</p> <p>How can a story enhance a presentation.</p> <p>What posture, movements, and mannerisms are helpful or harmful in presentations?</p> <p>How can tone of voice help or hurt presentation?</p>	<p>Students select presentation topics from a class generated bank and quickly (with one period or less) prepare short speeches on the topics.</p> <p>Students evaluate and provide feedback on peers.</p> <p>Students write short reflections for their own presentations.</p>	

to improve effectiveness of communication.	Students recognize and improve weak areas in presentation.		
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~Unit length & revised MLRs-- Standard(s) and indicator(s)	Objectives	Essential Questions	Assessment
<p>U1- 3 weeks Thesis and Expository writing Essay view and review</p> <p>A1f. Demonstrate comprehension by evaluating texts using established criteria.</p> <p>A3 c. Evaluate the effect(s) of rhetorical devices on the interpretation of information.</p> <p>a Students organize and transition ideas in a logical sequence.</p> <p>B2 Students use a <i>writing process</i> to develop an appropriate <i>genre</i>, exhibiting an explicit <i>organizational structure</i>, perspective, and <i>style</i> to communicate with target audiences for specific purposes.</p> <p>B3c Students analyze main ideas, consider alternatives and evaluate the effects of significant details</p>	<p>Students will write and revise thesis statements.</p> <p>Students will demonstrate understandings of unity and transitioning.</p> <p>Students will write and explain concepts in a clear and organized manner.</p> <p>Students will revise and improve language and mechanics</p>	<p>What things get in the way of clear, clean communication?</p> <p>What do you need to do to communicate clearly?</p> <p>Why do some points resonate strongly with certain people but not with others?</p> <p>Why does an argument or discussion need a short focused thesis? What are other things in life that need the same thing?</p> <p>What are the basic elements of any essay, and when can they be ignored, broken, or expanded upon?</p>	<p>Students participate in class discussions on sample essays.</p> <p>Students create posters that explain how to create and edit thesis statements</p> <p>Students write short in class essays. They will focus on different structural elements as they write.</p> <p>Students complete activities where they add transitions into pre-generated texts.</p> <p>Students write an expository (process analysis) essay demonstrating understanding of transitions, unity, thesis, and proper mechanics.</p> <p>Students conference and revise drafts of essay.</p>
<p>U2- 3 weeks</p> <p>Communicating for an Audience College Essay/Civic Communication</p> <p>Students write personal</p>	<p>Students will read various forms of civic or lifestyle communication to consider how the author relates to the audience</p> <p>Students will recognize a link between the aspects they want to show about</p>	<p>What is the difference between telling someone something and describing it in the context of an action (showing it)?</p> <p>Why is it useful to be able to</p>	<p>Students will answer questions about the how the tone of a piece is created by its structure and style.</p> <p>Students will explain what skills they wish to exhibit, the</p>

<p>communication and pieces related to educational development, career issues, and civic participation.</p> <p>A3 c. Evaluate the effect(s) of rhetorical devices on the interpretation of information</p> <p>B2 Students apply narrative writing skills when appropriate to audience and purpose.</p> <p>b Students modify the STYLE and TONE of their writing to suit purpose and audience.</p> <p>A3d. Evaluate the effective use, purposes, and intended audiences of various types of informational texts.</p> <p>D1 Students establish rhetorical skills when reading, writing and speaking through their understanding of standard English.</p> <p>D2 Students demonstrate the use of the structures and conventions of standard English in their communication.</p>	<p>themselves and the examples they select</p> <p>Students will select a type of real life/civic communication and will use targeted language while writing the essay with the purpose of appealing to a their chosen audience</p> <p>Students will edit their essays to demonstrate understanding of the usage of punctuation, sentences, paragraphs, and overall English Conventions</p>	<p>stir emotions with language when communicating. What images, comparisons, or concepts create a strong impact on people when you are explaining something or trying to prove a point?</p> <p>What do college admissions people want to know? How are they different from other audiences, such as parents, peers, or bosses?</p> <p>How can one change or alter their voice or tone in writing? How do you know what voice or tone someone is using? How can you describe someone's voice or tone?</p>	<p>events they will use to show it, and a rough organization of these events in a pre-writing (outline/flowchart) form.</p> <p>Students will produce an edited drafted essay that exhibits an understanding of targeting tone and events for a specific audience.</p> <p>Students will produce a short discussion of their organizational pattern, tone, examples, and how these affect the audience.</p>
<p>U3- Levels of Literature Literary Interpretation</p> <p>A1a. Use a flexible range of before, during, and after <i>reading strategies</i> to deepen understanding of the author's message.</p> <p>A1f. Demonstrate comprehension by evaluating texts using established criteria.</p> <p>Students read text, within a grade appropriate span of text complexity, and present analyses of <i>fiction</i>,</p>	<p>Students will read and understand a novel with strong conceptual or cultural implications. Students will recognize social/cultural commentary in literature.</p> <p>Students will analyze a text at multiple conceptual levels</p> <p>Students will evaluate the validity of ideas presented in literature.</p> <p>Students will discuss how specific scenes or details (golden lines)in a book suggest greater themes.</p>	<p>What strategies best assist in understanding a novel as it is told?</p> <p>What are aspects of our culture... what are some positive or negative parts of culture?</p> <p>How do we compare fiction to real life... what parts of our world can we compare...what similarities are you seeing between the book(s) and the world?</p>	<p>Students will reply to quotes through golden lines activities, attempting to interpret information in varied ways.</p> <p>Students will perform an analysis of a text on the literal, implied, and cognitive levels. This information may be presented through any means.</p> <p>Students will participate in class discussions centered around the concepts of the</p>

<p><i>nonfiction, drama, and poetry</i>, using excerpts from the text to defend their assertions.</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>d. Evaluate the <i>theme or themes</i>, whether explicitly stated or implied, in a literary text</p>			<p>text and their validity.</p>
<p>U4—3-4 weeks</p> <p>Media Awareness F1 Students analyze the effectiveness of auditory, visual, and written information used to communicate in different forms of 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>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>c Synthesize information from varied sources and/or data gathered from fieldwork and interviews.</p> <p>d. Utilize media relevant to audience</p>	<p>Students will recognize and understand the persuasive (rhetorical) techniques used in television, newsprint, and political realms.</p> <p>Students will recognize the subtle ways that media (news and entertainment based) is able to shape public opinion.</p> <p>Students will recognize and explain visual or auditory techniques in media and how they provide ideas or change perceptions.</p> <p>Students will analyze a variety of persuasive techniques used at the same time.</p>	<p>How is our understanding of our culture or world influenced by the media?</p> <p>Is propaganda necessarily bad? Where might it be useful?</p> <p>How do visual (nonverbal) techniques (especially those used by television) strengthen or suggest ideas or feelings?</p> <p>How do media sources work with or against each other? What competing messages are sent... when do media messages reinforce each other?</p>	<p>Students will identify and describe some common propaganda techniques.</p> <p>Students will analyze the propaganda techniques used in an advertisement and lead a discussion on it.</p> <p>Students will explain the visual communication of video or print material</p> <p>Students will create an analysis of how one individually chosen piece of media influences public opinion (through visual and rhetorical techniques).</p> <p><i>The New Mexico Media Project's "Bad Ad" Essay is highly recommended as a contest based variation on the final project.</i></p>

<p>and purpose that extend and support oral, written, and visual communication.</p>			
<p>U5- 4-5 weeks</p> <p>Persuasion and Speech</p> <p>E1 Students adjust listening strategies for formal and informal discussion, debates or presentations, and then evaluate the information.</p> <p>b. Examine and critique information presented.</p> <p>c. Expand on ideas presented by others.</p> <p>E2 Students determine speaking strategies for formal and informal discussions, debates, or presentations appropriate to the audience and purpose.</p> <p>A5 Students determine the validity, truthfulness 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>B4 Students write <i>persuasive essays</i> exhibiting logical reasoning and rhetorical techniques.</p> <p>a. 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 other</p>	<p>Students will read/view and discuss a series of essays and speeches focussing on how these essays persuade the reader and whether they are or are not successful.</p> <p>Students will understand how persuasive argument works and what elements (thesis, evidence, call to action, etc) it includes.</p> <p>Students will demonstrate understandings of techniques of persuasion by using them to convince readers of an argument.</p> <p>Students will use both persuasion and speech skills during compellingly.</p>	<p>How can you persuade someone?</p> <p>When is emotion helpful and when is it harmful?</p> <p>What are ways to anticipate counter arguments?</p> <p>How can you tell a good source from a bad one? What source or quotes are most likely to convince someone?</p> <p>What makes for good, convincing arguments and support?</p> <p>What do people do in speeches to stir up a crowd?</p>	<p>Students will read and discuss a series of persuasive arguments.</p> <p>Students will gather information on a chosen subject.</p> <p>Students will prepare and outline a persuasive argument on a chosen subject. This will include a thesis, evidence, call to action, and persuasive techniques.</p> <p>Students will present their arguments to the class in a formal speech</p> <p>Students will write an evaluation of peer presentations.</p>
<p>U5- 4 weeks</p>	<p>Students will read/view and discuss a series of essays focussing on how</p>	<p>How can you persuade someone?</p>	<p>Students will read and discuss a series of</p>

<p>Persuasion and Speeches</p> <p>E1 Students adjust listening strategies for formal and informal discussion, debates or presentations, and then evaluate the information.</p> <p>b. Examine and critique information presented.</p> <p>c. Expand on ideas presented by others.</p> <p>E2 Students determine speaking strategies for formal and informal discussions, debates, or presentations appropriate to the audience and purpose.</p> <p>A5 Students determine the validity, truthfulness 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>B4 Students write <i>persuasive essays</i> exhibiting logical reasoning and rhetorical techniques.</p> <p>a. 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>these essays persuade the reader and whether they are or are not successful.</p> <p>Students will choose a subject and develop an persuasive argument on it complete with a thesis, evidence, and a call to action.</p> <p>Students will use techniques of persuasion to convince readers of their argument.</p> <p>Students will present their persuasive arguments in a short speech.</p>	<p>When is emotion helpful and when is it harmful?</p> <p>What are ways to anticipate counter arguments?</p> <p>How can you tell a good source from a bad one? What source or quotes are most likely to convince someone?</p> <p>What makes for good, convincing arguments and support?</p> <p>What do people do in speeches to stir up a crowd?</p>	<p>persuasive arguments.</p> <p>Students will gather information on a chosen subject.</p> <p>Students will write a persuasive argument on a chosen subject. This will include a thesis, evidence, call to action, and persuasive techniques.</p> <p>Students will present their arguments to the class.</p> <p>Students will write an evaluation of at least one peer presentation.</p>
<p>U6 – 4 weeks</p> <p>The Graphic Novel</p> <p>A1a. Analyze the characters' external and internal <i>conflicts</i>.</p> <p>f. Demonstrate comprehension by</p>	<p>Students analyze how graphics effect the point of view and tone of a text.</p> <p>Students discuss the intended meanings and themes of a graphic text and compare its literary qualities to other genres.</p>	<p>Are graphic novels as viable as classic books? What do they lose or gain?</p> <p>How does the visual aspect add meaning to a text?</p> <p>What can we learn about</p>	<p>Students will read and discus a graphic novel.</p> <p>Students work in small groups to create a short annotated comic strip for a known story.</p>

<p>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>h. Evaluate the effective use of a genre of literature related to its intended purpose and audience.</p> <p>B1b. Apply aspects of various <i>genres</i> for rhetorical effect, strong diction, and distinctive voice.</p> <p>Fa. Explain how visual and sound effects influence messages in various media.</p>	<p>Students will evaluate the themes of a graphic text and compare them to a traditional one.</p> <p>Students will discuss the presentation of the character and how they are developed including thoughts of how the presentation influenced or changed their understandings.</p>	<p>characters feelings through their graphic presentation?</p>	<p>Students will answer short answer and multiple choice questions focused on evaluating different sections of the novel.</p> <p>Students will either write an analysis of one section of the novel.</p>
<p>U7—5 weeks</p> <p>Research</p> <p>Students develop research questions and modify them as necessary to elicit, present, and critique evidence from a variety of primary and secondary sources following the conventions of documentation.</p> <p>a. Select and apply research methods that are appropriate for the purpose of the inquiry.</p> <p>b. Make judgments about conflicting findings from different sources, incorporating findings from sources that are valid and refuting others.</p> <p>c. Synthesize information from varied sources and/or data gathered from fieldwork and interviews.</p>	<p>Students will select a research subject and develop questions to direct their exploration of the subject.</p> <p>Students will choose many different types of sources including primary and in depth sources and will attempt to combine information from varied sources together.</p> <p>Students will manage information collection and organization (including a list of sources).</p> <p>Students will evaluate sources and explain why some are more or less reliable.</p> <p>Students will create a written and oral presentation that explains the results of their research.</p> <p>Students will reflect on their research project and determine what worked,</p>	<p>What is the difference between primary and secondary sources?</p> <p>What are places you can go to find information?</p> <p>How can you tell a good source from a bad one?</p> <p>What/how can you legally and ethically use a source?</p> <p>Why is it important to find information on your own?</p> <p>Why is it important to keep information organized? What are some different strategies to organize info?</p>	<p>Students will create research questions about a chosen subject. These should be both open ended/interpretive questions and factual questions- these will be turned in as a research proposal sheet.</p> <p>Students maintain an organized collection of notes, information, quotes, and sources. (these are assessed through a conference)</p> <p>Students will evaluate sources... discussing why they are or are not reliable. (at least one source evaluation should be done and assessed during the</p>

<p>1d. Utilize media relevant to audience and purpose that extend and support oral, written, and visual communication.</p> <p>2e. Create and present a coherent set of findings that integrates paraphrasing, quotations, and proper citation. Access and present information ethically and legally.</p>	<p>what didn't and why.</p> <p>Students will create an accurate and correctly organized citations page.</p>	<p>What are some good rules of thumb or suggestions while presenting information?</p>	<p>research process)</p> <p>Students create a written essay that includes a citation page, quotes from sources, and their own understandings on the subject.</p> <p>Students create an oral presentation on the process of their research this should include a reflective discussion on what worked or did not during the research project and why.</p>
<p>U8 – 3 Weeks</p> <p>Revision Portfolio Creation</p> <p>B1a Locate, summarize, and synthesize information from <i>primary</i> and <i>secondary sources</i>, as necessary.</p> <p>c Revise drafts to improve synthesis of information from sources, ensuring that the <i>organizational structure</i>, <i>perspective</i>, 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>B2b Organize ideas in a logical sequence with effective transitions.</p> <p>B3b. Write thesis-driven essays that build a logical argument and support assertions with examples and evidence that are accurate, credible, and relevant.</p>	<p>Students will select their best works and will draft and improve them.</p> <p>Students will create a bibliography and cite sources correctly.</p> <p>Students will use peers and adults to help determine needed revisions</p> <p>Students will work to improve both structure and organization (including thesis and transitions) in essay forms.</p> <p>Students will work to improve language and wording.</p>	<p>What makes an idea un-unified? How do you determine what to delete in an essay?</p> <p>Why/how do you provide citations. What does it add to an essay to have quotes and sources?</p> <p>When should you not take the advice of an editor?</p> <p>Where can you look to help locate grammar and mechanical errors in your writing?</p>	<p>Students will create a portfolio of their best work.</p> <p>Students will revise both a creative and analytical Text.</p> <p>Students will create a bibliography for the analytical essay.</p> <p>Students will complete reviews, commentaries , and recommendations for edits on a peer paper.</p> <p>Students will compile exemplary Journal/Reaction Texts.</p>

<p>C1d Create and present a coherent set of findings that integrates paraphrasing, quotations, and proper citation. Access and present information ethically and legally.</p> <p>D1b. Use handbooks, style guides or other writing sources to confirm accuracy of <i>Standard American English</i>.</p>			
<p>Supplemental Unit</p> <p>U9—2-3 weeks</p> <p>Resume/ Capstone</p> <p>B5 Students write personal communication and pieces related to educational development, career issues, and civic participation.</p> <p>a. Complete college, job, licensing, and/or scholarship applications.</p> <p>D1a Students apply rhetorical skills when reading, writing, and speaking through their understanding of <i>Standard American English</i>.</p> <p>a. Use appropriate <i>diction</i>, <i>syntax</i>, and <i>figurative language</i> to suit purpose, context, and audience.</p> <p>D2 Students demonstrate the use of the structures and conventions of standard English in their communication.</p>	<p>Students will research and review a known form, creating a list of standard techniques.</p> <p>Students will follow the created list of expectations for a given genre.</p> <p>Students will select an audience and analyze what will effect that audience.</p> <p>Students will create a project that encapsulates something learned through high school and passes on that information to a selected audience.</p>	<p>How do you find out the conventions or expectations for a given form?</p> <p>How do you determine different ways of presenting to different audiences.</p> <p>What needs to be on a resume... what are some different ways to structure one?</p>	<p>Students will create a written project that follows the conventions of a given form and is targeted to an expressed audience. This project should share some aspect of what they have gained (either in class or out) from their high school experience.</p>