



LEE ACADEMY

Lee, Maine USA

Official Curriculum

College English

Written Summer 2008

Course description:

Course description College English is a course designed to prepare college bound students for success on the SAT, the ACT, the TOEFL and other standardized college entrance exams in addition to reviewing and extending those students the skills they will need in order to function at a high level in humanities courses as college freshmen. The course is comprised of regular grammar and vocabulary study, critical reading of both fiction and nonfiction through a survey of American authors. Students also get regular practice in the writing process while using various rhetorical responses to complete timed writes, double entry journals and fully developed essays.

Primary text(s) and other major resources:

Sadlier Oxford Vocabulary Workshop, Level F

(Various Literature and popular essays-- noted within document)

Unit length & MLRs	Objectives	Essential Questions	Assessment
<p>30 weeks (ongoing) Grammar lessons and how they reflect revision. Mini lessons spread throughout the year (Sadlier Oxford Vocabulary Workshop Level F)</p> <p>D1 Students apply rhetorical skills when reading, writing, and speaking through their understanding of Standard American English</p> <p>a. Use appropriate diction, syntax, and figurative language to suit purpose, context, and audience</p> <p>b. Use handbooks, style guides or other writing sources to confirm accuracy of Standard American English</p> <p>Also ongoing-- 30 weeks:</p>	<p>Students will recognize and apply correct sentence structure as they master comma usage, active/passive voice, fused sentences, fragments and agreement</p>	<p>How does correct grammar make a difference in our every day communication?</p> <p>How does correct grammar influence the way in which we are viewed by others?</p>	<p>Students will peer edit class written work for targeted grammar. Students will practice areas of standardized tests which measure grammar proficiency.</p>

<p>Students use diction, syntax, imagery, and tone to create a distinctive voice.</p> <p>Students analyze the use of sophisticated literary and rhetorical devices.</p> <p>Students apply knowledge of roots and affixes to draw inferences about the meaning of content area vocabulary.</p> <p>Students determine the meaning of unknown words by analyzing context.</p>			
<p>U1 2 weeks</p> <p>Parts of Essays--- 1 structural elements</p> <p>B1 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>a. Locate, summarize, and synthesize information</p>	<p>Students will:</p> <ul style="list-style-type: none"> • read essays (demonstrating understanding) and discuss focus areas such as thesis statements and topic statements to evaluate their effectiveness and method. • read essays and discuss the methods and effectiveness of transitions, beginnings and endings, unity and organization. • attempt to organize ideas, write thesis, and demonstrate other selected rhetorical abilities. • keep a journal in which they discuss problem vocabulary, how to define it in context, and other difficulties or thoughts while reading. 	<ul style="list-style-type: none"> • What are the things in the world that require short purpose statements? What type of statements or reasons might there be for this need? • What happens to someone reading or listening when something is out of order or doesn't belong? How do you know when something is out of order? • Why is it important to be able to find clues in the text as to a word's meaning? What are some clues in a text as to a word's meaning? 	<p>Students:</p> <ul style="list-style-type: none"> • answer short-answer questions about main ideas, details, and structural rhetorical devices. • practice creating thesis statements and organizing main points based on a sample thesis. • choose an essay to write a 1-2 page discussion of the thesis, topic sentences, organization, and unity; successfully explain how it is structured and why that structure creates a useful essay (what it does). • keep a journal where they note difficulties or strengths and discuss unfamiliar words, their definitions and how they came

<p>from <i>primary</i> and <i>secondary sources</i>, as necessary.</p> <p>b. Apply aspects of various <i>genres</i> for rhetorical effect, strong diction, and distinctive voice.</p> <p>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>to that conclusion, based on evidence in the text.</p>
<p>U2 2 weeks Process Analysis</p> <p>B1 (modified) Students select 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>Students understand and explain information from technical manuals.</p> <p>Students write multi-step directions, incorporating graphics if necessary, for</p>	<p>Students will:</p> <ul style="list-style-type: none"> • read sample college essays and other narration/description essays and discuss the structural and language based rhetorical techniques, tone, and target audience for the piece. • outline a series of events and their organization with an eye to their purpose and the effect they will create. • select either a descriptive or narrative essay form and will use targeted language while writing the essay with the purpose of appealing to a college admissions representative. • edit their essays to demonstrate understanding of the usage of punctuation, sentences, paragraphs, and overall English 	<ul style="list-style-type: none"> • What is the difference between telling someone something and describing it in the context of an action (showing it)? • What do college admissions people want to know? How are they different from other audiences, such as parents, peers, or bosses? • 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>Students will:</p> <ul style="list-style-type: none"> • answer questions about how the tone of a piece is created by its structure and style • explain what skills they wish to exhibit, the events they will use to show it, and a rough organization of these events in a pre-writing (outline/flowchart) form. • produce an edited, drafted essay that exhibits an understanding of targeting tone and events for a specific audience. • produce a short discussion of their organizational pattern, tone, examples, and how these affect the audience.

<p>completing a task.</p>	<p>conventions.</p>		
<p>U3 2 weeks Compare and Contrast</p> <p>B1 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>a. Locate, summarize, and synthesize information from <i>primary</i> and <i>secondary sources</i>, as necessary.</p> <p>b. Apply aspects of various <i>genres</i> for rhetorical effect, strong diction, and distinctive voice.</p> <p>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</p>	<p>Students will:</p> <ul style="list-style-type: none"> edit their essays to demonstrate understanding of the usage of punctuation, sentences, paragraphs, and overall English conventions. 	<ul style="list-style-type: none"> Everybody has problems that they must deal with in life. Why is it important to look at both sides of a problem before striving to solve it? How would it be helpful to compare and contrast qualities of items you might be about to purchase, such as different types of mini-vans or pickup trucks? How does looking at two different styles of writing or two cultures in an analytical fashion help us to understand both? 	<p>Students will:</p> <ul style="list-style-type: none"> use the writing process to develop, draft and revise a college-level essay of at least eight hundred words in length.

<p>audience and purpose.</p> <p>d. Edit for correct grammar, usage, and mechanics.</p> <p>e. Create <i>legible</i> final drafts.</p>			
<p>U4 3-4 weeks Argument</p> <p>B3 Students write <i>academic essays</i> that structure ideas and arguments in a sustained and logical fashion.</p> <p>a. Explain and evaluate information from reading, listening, or viewing.</p> <p>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>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</p>	<p>Students will:</p> <ul style="list-style-type: none"> • discuss how arguments are formed and will understand ways that arguments may be flawed or misleading-- a focus on methods of persuasion. • choose a subject and develop an argument on it, complete with a thesis, evidence, and a call to action. • use techniques of persuasion to convince readers of their argument. • anticipate and refute potential counter-arguments. 	<ul style="list-style-type: none"> • How can you persuade someone? • What are ways to anticipate counter arguments? • What makes a good thesis? • What makes for good, convincing arguments and support? 	<p>Students will:</p> <ul style="list-style-type: none"> • evaluate selected arguments explaining why they feel some information is or is not valid or true. • write an argument on a chosen subject. This will include a thesis, evidence, call to action, and refutation of counter-arguments. (portions may be requested in individual forms as the argument is being created.)

<p>counterclaims in a thesis-driven logical argument to influence the opinions, beliefs, or positions of others.</p>			
<p>U5 2 weeks Classification and Division</p> <p>B1 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>a. Locate, summarize, and synthesize information from <i>primary</i> and <i>secondary sources</i>, as necessary.</p> <p>b. Apply aspects of various <i>genres</i> for rhetorical effect, strong diction, and distinctive voice.</p> <p>c. Revise drafts to improve synthesis of information from sources, ensuring that the <i>organizational structure</i>,</p>	<p>Students will:</p> <ul style="list-style-type: none"> • apply the principles of classification and division to their writing and thinking both about literature and about everyday life in general. 	<ul style="list-style-type: none"> • If you were looking for your dream house, what would be some of the things you might want to include? • What are the things you look for in a perfect friend? • What are three qualities that make Lee Academy special to you? 	<p>Students will write well-written essays of 800-1000 words and will display a mastery of organizing either a division essay or a classification essay.</p>

<p>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>U6 2 weeks Causal Analysis</p> <p>B1 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>a. Locate, summarize, and synthesize information from <i>primary</i> and <i>secondary sources</i>, as necessary.</p> <p>b. Apply aspects of various <i>genres</i> for rhetorical effect, strong diction, and distinctive voice.</p> <p>c. Revise drafts to improve synthesis</p>	<p>Students will:</p> <ul style="list-style-type: none"> define causality, causal chains and use them to explain effect to cause or cause to effect relationships. 	<ul style="list-style-type: none"> What is the best way to explain the cause of your accident to the insurance company? How will your actions affect others? 	<p>Students will write essays of 800-1000 words which display a mastery of organizing of cause to effect and effect to cause</p>

<p>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>U7 3 weeks African-American Authors <i>(Langston Hughes, Richard Wright, Grant Moors, Sojourner Truth, Frederick Douglass)</i></p> <p>Students distinguish between the denotative and connotative meanings of words to interpret their connotative effect.</p> <p>Students analyze the use of imagery, personification, figurative language, syntax, line length, punctuation, rhythm, and rhyme schemes in poetry to convey ideas.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • read and understand an advanced-level novel. • understand and discuss the cultural-philosophical ideas expressed in the novel. • understand the concepts of culture and human nature and will discuss how they function. • compare and contrast a text with their world...discussing how it connects to their culture or how characters actions exhibit aspects of human nature. This will be in both essay and visual form. 	<ul style="list-style-type: none"> • How can literary fiction help us understand or reflect on our world? • What are aspects of our culture? What are some positive and negative parts of our culture? • What things are parts of human nature? • How do we compare fiction to real life? What similarities are you seeing between the book(s) and the world. 	<p>Students will:</p> <ul style="list-style-type: none"> • write short (half to one-page) discussions of events in the book (<i>not summaries of what is happening, but discussions about how and/or why things are occurring, opinions about events, and possibly meanings or reasons for events.</i>) • answer questions about human nature and culture. • write an essay comparing and contrasting the world and their book, with an eye toward cultural commentary and aspects of human nature.

<p>Students synthesize information from more than one source such as discussions, presentations, conferences, print, and non-print media.</p> <p>Students analyze main ideas, consider alternatives and evaluate the effects of significant details.</p> <p>Students select the best examples from texts to support assertions.</p> <p>Students draw conclusions based on evidence.</p>			
<p>U8 2 weeks John Steinbeck <i>("Flight", "The Leader of the People", "Johnny Bear", <u>The Red Pony</u>)</i></p> <p>A2 a. Analyze the characters' external and internal <i>conflicts</i>. b. Analyze the difference between <i>first-person</i> and <i>third-person narration</i> and the effect of <i>point of view</i> on a reader's interpretation of a text. c. Determine the effects</p>	<p>Students will:</p> <ul style="list-style-type: none"> • 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 or message. • recognize that different artists or authors may have variations of the same theme within their works. • learn how to articulate their own opinions and assertions in a well-worded thesis. • write a paper which uses examples from source texts and from their own experiences to explain and support their thesis. 	<ul style="list-style-type: none"> • What are some of the themes that people throughout history have returned to ? • What are some situations where it is not enough just to tell people something, knowing they won't believe you? Why is it important to prove what you are saying? • What is the purpose of literature? 	<p>Students will:</p> <ul style="list-style-type: none"> • maintain a journal identifying important scenes and analyzing how the literal actions, etc. create a figurative meaning. • identify three or more key ideas and write a short summary of each. • write a 2-5 page expository essay explaining an overlaying theme displayed in two or more books, as examples.

<p>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>h. Evaluate the effective use of a genre of literature related to its intended purpose and audience.</p>			
<p>U9 2 weeks Ernest Hemingway <i>("A Clean, Well-Lighted Place", "In Another Country", "Soldier's Home", "The Faithful Bull", "The Snows of Kilimanjaro", "The Killers")</i></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>a. Analyze the characters' external and internal <i>conflicts</i>.</p>	<p>Students will:</p> <ul style="list-style-type: none"> 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 or message. recognize that different artists or authors may have variations of the same theme within their works. learn how to articulate their own opinions and assertions in a well-worded thesis. write a paper which uses examples from source texts and from their own experiences to explain and support their thesis. 	<ul style="list-style-type: none"> What are some of the themes that people throughout history have returned to ? What are some situations where it is not enough just to tell people something, knowing they won't believe you? Why is it important to prove what you are saying? What is the purpose of literature? 	<p>Students will:</p> <ul style="list-style-type: none"> maintain a journal identifying important scenes and analyzing how the literal actions, etc. create a figurative meaning. identify three or more key ideas and write a short summary of each. write a 2-5 page expository essay explaining an overlaying theme displayed in two or more books, as examples.

<p>b. Analyze the difference between <i>first-person</i> and <i>third-person narration</i> and the effect of <i>point of view</i> on a reader's interpretation of a text.</p> <p>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>h. Evaluate the effective use of a genre of literature related to its intended purpose and audience.</p>			
<p>U10 2 weeks William Faulkner <i>("A Rose For Emily", "The Bear", "Barn Burning")</i></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</p>	<p>Students will:</p> <ul style="list-style-type: none"> • 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 or message. • recognize that different artists or authors may have variations of the same theme within their works. • learn how to articulate their own opinions and assertions in a well-worded thesis. • write a paper which uses 	<ul style="list-style-type: none"> • How does Faulkner's writing show that the area one is born and grows up in can have a strong influence on one's writing, thinking, and speaking? • Nature has been a source of inspiration for many writers, including Faulkner. Why do you think that is? 	<p>Students will:</p> <ul style="list-style-type: none"> • maintain a journal identifying important scenes and analyzing how the literal actions, etc. create a figurative meaning. • identify three or more key ideas and write a short summary of each. • write a 2-5 page expository essay explaining an overlaying theme displayed in two or more books, as examples.

<p>their assertions.</p> <p>a. Analyze the characters' external and internal <i>conflicts</i>.</p> <p>b. Analyze the difference between <i>first-person</i> and <i>third-person narration</i> and the effect of <i>point of view</i> on a reader's interpretation of a text.</p> <p>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>h. Evaluate the effective use of a genre of literature related to its intended purpose and audience.</p>	<p>examples from source texts and from their own experiences to explain and support their thesis.</p>		
<p>U11 2 weeks John Updike <i>("Outage", "A + P", "Varieties of Religious Experience", "A Lucid Eye in the Silver Town", "Kid Bids Hub Fans</i></p>	<p>Students will:</p> <ul style="list-style-type: none"> 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 or message. recognize that different artists or 	<ul style="list-style-type: none"> Which do you think is easier to write, fiction or non-fiction? Why is a keen, observant eye so important in the writing of narratives? 	<p>Students will:</p> <ul style="list-style-type: none"> maintain a journal identifying important scenes and analyzing how the literal actions, etc. create a figurative meaning. identify three or more key ideas and write a short summary of each.

Adieu”, “*The Ex-Basketball Player*”)

A2 Students read text, within a grade appropriate span of text complexity, and present analyses of *fiction*, *nonfiction*, *drama*, and *poetry*, using excerpts from the text to defend their assertions.

- a. Analyze the characters’ external and internal *conflicts*.
- b. Analyze the difference between *first-person* and *third-person narration* and the effect of *point of view* on a reader’s interpretation of a text.
- c. Determine the effects of common *literary devices* on the *style* and *tone* of a text.
- d. Evaluate the *theme* or *themes*, whether explicitly stated or implied, in a literary text.
- e. Identify, compare, and analyze recurring themes across works.

h. Evaluate the effective use of a genre of literature related to its intended purpose and

authors may have variations of the same theme within their works.

- learn how to articulate their own opinions and assertions in a well-worded thesis.
- write a paper which uses examples from source texts and from their own experiences to explain and support their thesis.

- write a 2-5 page expository essay explaining an overlaying theme displayed in two or more books, as examples.

audience.			
<p>U12 1 week Kurt Vonnegut <i>("Harrison Bergeron", "Should Wizard Hit Mommy?")</i></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>. 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. c. Determine the effects of common <i>literary devices</i> on the <i>style and tone</i> of a text. d. Evaluate the <i>theme</i> or <i>themes</i>, whether explicitly stated or implied, in a literary text. e. Identify, compare, and analyze recurring themes across works.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • 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 or message. • recognize that different artists or authors may have variations of the same theme within their works. • learn how to articulate their own opinions and assertions in a well-worded thesis. • write a paper which uses examples from source texts and from their own experiences to explain and support their thesis. 	<ul style="list-style-type: none"> • What would it be like to survive something as traumatic as the bombing of a city you were in or to be captured and held as a prisoner of war? How would it influence the way you looked at life? 	<p>Students will:</p> <ul style="list-style-type: none"> • maintain a journal identifying important scenes and analyzing how the literal actions, etc. create a figurative meaning. • identify three or more key ideas and write a short summary of each. • write a 2-5 page expository essay explaining an overlaying theme displayed in two or more books, as examples.

<p>h. Evaluate the effective use of a genre of literature related to its intended purpose and audience.</p>			
<p>U13 2 weeks Frank DeFord <i>("Yesterday's Party", "Awful Injustice", "The Rabbit Hunter", "A Player for the Ages", Alex: The Diary of a Child)</i></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>. 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. c. Determine the effects of common <i>literary</i></p>	<p>Students will:</p> <ul style="list-style-type: none"> • 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 or message. • recognize that different artists or authors may have variations of the same theme within their works. • learn how to articulate their own opinions and assertions in a well-worded thesis. • write a paper which uses examples from source texts and from their own experiences to explain and support their thesis. 	<ul style="list-style-type: none"> • What would it be like to narrate the death of your own child? 	<p>Students will:</p> <ul style="list-style-type: none"> • maintain a journal identifying important scenes and analyzing how the literal actions, etc. create a figurative meaning. • identify three or more key ideas and write a short summary of each. • write a 2-5 page expository essay explaining an overlaying theme displayed in two or more books, as examples.

<p><i>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>h. Evaluate the effective use of a genre of literature related to its intended purpose and audience.</p>			
<p>U14 2 weeks Rick Reilly <i>(excerpts from <u>Who's Your Caddy?</u> and <u>The Life of Reilly</u>)</i></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>a. Analyze the characters' external and internal <i>conflicts</i>.</p> <p>b. Analyze the difference between <i>first-person</i> and <i>third-person narration</i> and the effect</p>	<p>Students will:</p> <ul style="list-style-type: none"> • 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 or message. • recognize that different artists or authors may have variations of the same theme within their works. • learn how to articulate their own opinions and assertions in a well-worded thesis. • write a paper which uses examples from source texts and from their own experiences to explain and support their thesis. 		<p>Students will:</p> <ul style="list-style-type: none"> • maintain a journal identifying important scenes and analyzing how the literal actions, etc. create a figurative meaning. • identify three or more key ideas and write a short summary of each. • write a 2-5 page expository essay explaining an overlaying theme displayed in two or more books, as examples.

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