

This document outlines the academic goals, the activities and materials used in the English III class in order to achieve high academic success. There is a great deal of overlap in the standards within the activities and within the core areas, thus, standards addressed repeatedly throughout the year.

Time period	Standard	Resources (unit in textbook, learning center, recurring activity, other)	Internet/Media/ other resource
Week ____ to ____	(1) Reading/Vocabulary Development.		
7-12; 19-24	(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	Textbook Unit Two: Growing Nation <i>Page 450</i> Textbook Unit Four: Modern Age <i>Page 954</i>	*Possible PHLitOnline.com with access code?? Sadlier-Oxford Vocabulary Workbook Level C
13-18	(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;	Textbook Unit Three: Civil War Lit. <i>Page 678</i>	Sadlier-Oxford Vocabulary Workbook Level C
25-30	(C) infer word meaning through the identification and analysis of analogies and other word relationships;	Textbook Unit Five: Postwar Era <i>Page 1266</i>	Sadlier-Oxford Vocabulary Workbook Level C
31-36	(D) recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; and	Textbook Unit Six: New Frontiers <i>Page 1458</i>	Sadlier-Oxford Vocabulary Workbook Level C
1-6	(E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed.	Textbook Unit One: Gathering of Voices <i>Page 198</i>	Sadlier-Oxford Vocabulary Workbook Level C
Week ____ to ____	(2) Reading/Comprehension of Literary Text/Theme and Genre.		
1-6; 19-24	(A) analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition;	Textbook Unit One: Gathering of Voices <i>Sinner's in the Hands. . .</i> Textbook Unit Four: Modern Age <i>Grapes of Wrath</i>	
1-6 [Type text]	(B) relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels	Textbook Unit One: Gathering of Voices *Native American Literature—translate to play structure activity	Handout

	plays, or films; and		
1-6	(C) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.	Textbook Unit One: Gathering of Voices	
Weeks ___ to ___	(3) Reading/Comprehension of Literary Text/Poetry.		
7-12	A) understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.	Textbook Unit Two: Growing Nation *Emily Dickinson *Walt Whitman	
7-12; 19-24	B) analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry.	Textbook Unit Two: Growing Nation *Emily Dickinson *Walt Whitman Textbook Unit Four: Modern Age *Carl Sandburg *Robert Frost *Langston Hughes	
Week ___ to ___	(4) Reading/Comprehension of Literary Text/Drama.		
25-30	A) understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.	Textbook Unit Five: Postwar Era * <i>The Crucible</i>	
25-30	B) analyze the themes and characteristics in different periods of modern American drama.	Textbook Unit Five: Postwar Era * <i>The Crucible & Good Night, Good Luck</i>	
Week ___ to ___	(5) Reading/Comprehension of Literary Text/Fiction.		
7-12	(A) evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction;	Textbook Unit Two: Growing Nation *"Devil & Tom Walker" *"Minister's Black Veil" *Poe Unit	Poe handouts
25-30	(B) analyze the internal and external development of characters through a range of	Textbook Unit Four: Modern Age *Fitzgerald: "Winter Dreams" Textbook Unit Five: Postwar Era * <i>The Crucible</i>	

	literary devices;		
19-24	(C) analyze the impact of narration when the narrator's point of view shifts from one character to another; and	Textbook Unit Four: Modern Age *Hemingway *Faulkner <i>Great Gatsby</i>	
1-36	(D) demonstrate familiarity with works by authors in American fiction from each major literary period.	Entire Textbook	
Week ___ to ___	(6) Reading/Comprehension of Literary Text/Literary Nonfiction.		
1-6	A) understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.	Textbook Unit One: Gathering of Voices *Speeches by Henry, Jefferson, & Franklin	
1-6	B) analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning.	Textbook Unit One: Gathering of Voices *Speeches by Henry, Jefferson, & Franklin	http://www.teachertube.com/viewVideo.php?video_id=41007
Weeks ___ to ___	(7) Reading/Comprehension of Literary Text/Sensory Language.		
7-12	A) understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.	Textbook Unit Two: Growing Nation *Poe stories	Poe worksheets
25-30	B) analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works.	Textbook Unit Five: Postwar Era * <i>The Crucible</i>	Allusion handout
Weeks	(8) Reading/Comprehension		

___ to ___ of Informational Text/Culture and History.			
25-30; 1-6	A) analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	Textbook Unit Five: Postwar Era * <i>The Crucible</i> Textbook Unit One: Gathering of Voices *Speeches by Henry, Jefferson, & Franklin Textbook Unit Three: Civil War *Dunbar	
7-12	B) analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance.	Textbook Unit Two: Growing Nation *Poe stories	
Week ___ to ___ (9) Reading/Comprehension of Informational Text/Expository Text.			
1-6	(A) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;	Textbook Unit One: Gathering of Voices * <i>Narrative of the Life of Equiano</i>	
	(B) distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported;	Don't know!	
7-12	(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and	Textbook Unit Two: Growing Nation * <i>Minister's Black Veil</i> "	
31-36	(D) synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.	Textbook Unit Six: Contemporary Period *Espada, Nye	
Week ___ to ___ (10) Reading/Comprehension of Informational			

Text/Persuasive Text.			
	(A) evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts; and	Textbook Unit Two: Growing Nation *Jefferson; Lewis	
1-6; 13-18	(B) analyze historical and contemporary political debates for such logical fallacies as non-sequiturs, circular logic, and hasty generalizations.	Textbook Unit One: Gathering of Voices *Speeches by Henry, Jefferson, & Franklin Textbook Unit Three: Civil War *Lincoln	
Week ___ to ___	(11) Reading/Comprehension of Informational Text/Procedural Texts.		
19-24	(A) evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts); and	Textbook Unit Four: Modern Age *Porter	
19-24	(B) translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	Textbook Unit Four: Modern Age *Analyze non-print advertisement - p. 952	
(12) Reading/Media Literacy.			
25-30	(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;	Textbook Unit Five: Post-war Era *Analyze & Evaluate Entertainment Media - p. 1264	
25-30	(B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;	Textbook Unit Five: Post-war Era *Analyze & Evaluate Entertainment Media - p. 1264	
31-36	(C) evaluate the objectivity of coverage of the same event in various types of media; and	Textbook Unit Six: Contemporary Period *Analyze Media Coverage of Same Event - p. 1456	

31-36	(D) evaluate changes in formality and tone across various media for different audiences and purposes.	Textbook Unit Six: Contemporary Period *Analyze Media Coverage of Same Event – p. 1456	
Week — to —	(13) Writing/Writing Process.		
7-12	(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	Textbook Unit 2: A Growing Nation *Emerson & Thoreau quote analysis	Paper handout
1-36	(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning;	All essays and writing assignments	
1-36	(C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;	All essays and writing assignments	

1-36	(D) edit drafts for grammar, mechanics, and spelling; and	All essays and writing assignments	
1-36	(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	All essays and writing assignments	
Weeks __ to __	(14) Writing/Literary Texts.		
31-36	(A) write an engaging story with a well-developed conflict and resolution, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;	Textbook Unit 6: New Voices *Writing workshop: Short Story	
7-12	(B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and	Textbook Unit 2: A Growing Nation *Emily Dickenson	Emulating Emily handout
1-6	(C) write a script with an explicit or implicit theme, using a variety of literary techniques.	Textbook Unit 1: Gathering of Voices *Create script from Origin Myths	Handout
Week __ to __	(15) Writing/Expository and Procedural Texts.		
31-36	(A) write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (ii) rhetorical devices, and transitions between paragraphs; (iii) a clear thesis statement or controlling idea; (iv) a clear organizational schema for conveying ideas;	Great Gatsby analysis paper *Marxist or Feminist analysis	Handout

	<p>(v) relevant and substantial evidence and well-chosen details; and</p> <p>(vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources;</p>		
13-18	<p>(B) write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include:</p> <p>(i) a clearly stated purpose combined with a well-supported viewpoint on the topic;</p> <p>(ii) appropriate formatting structures (e.g., headings, graphics, white space);</p> <p>(iii) relevant questions that engage readers and consider their needs;</p> <p>(iv) accurate technical information in accessible language; and</p> <p>(v) appropriate organizational structures supported by facts and details (documented if appropriate);</p>	Work on college applications & résumés.	
25-30	<p>(C) write an interpretation of an expository or a literary text that:</p> <p>(i) advances a clear thesis statement;</p> <p>(ii) addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text;</p> <p>(iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;</p> <p>(iv) identifies and analyzes the ambiguities, nuances, and complexities within the text;</p>	Textbook Unit 5: Prosperity & Protest *The Crucible	

	and (v) anticipates and responds to readers' questions or contradictory information;		
19-24	(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.	Textbook Unit 4: Modern Age *Multimedia Presentation (p. 944)	
Week __ to __	(16) Writing/Persuasive Texts.		
25-30	(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs;	Textbook Unit 5: Prosperity & Protest *Writing Workshop: Persuasive Essay	
25-30	(B) accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);	Textbook Unit 5: Prosperity & Protest *Writing Workshop: Persuasive Essay	
25-30	(C) an organizing structure appropriate to the purpose, audience, and context;	Textbook Unit 5: Prosperity & Protest *Writing Workshop: Persuasive Essay All writing assignments and essays	
25-30	(D) information on the complete range of relevant perspectives;	Textbook Unit 5: Prosperity & Protest *Writing Workshop: Persuasive Essay	
25-30	(E) demonstrated consideration of the validity and reliability of all primary and secondary sources used; and	Textbook Unit 5: Prosperity & Protest *Writing Workshop: Persuasive Essay	
25-30	(F) language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up	Textbook Unit 5: Prosperity & Protest *Writing Workshop: Persuasive Essay	

	assertions (e.g., appeals to logic, emotions, ethical beliefs).		
Week ___ to ___	(17) Oral and Written Conventions/Conventions.		
1-36	(A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and	Various grammar assignments	Sadlier-Oxford Vocabulary Workbook Level C Bedford Handbook
1-36	(B) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).	All writing assignments	
Week ___ to ___	(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.		
1-36	A) write legibly and use appropriate capitalization and punctuation conventions in their compositions.	Daily activities	
Weeks ___ to ___	(19) Oral and Written Conventions/Spelling.		
1-36	A) spell correctly, including using various resources to determine and check correct spellings.	Daily activities	Sadlier-Oxford Vocabulary Workbook Level C
Weeks ___ to ___	(20) Research/Research Plan.		
13-18	(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	Textbook Unit 3: Civil War Lit. *Research Historical Investigation	
13-18	(B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.	Textbook Unit 3: Civil War Lit. *Research Historical Investigation	
Weeks ___ to ___	(21) Research/Gathering Sources.		
13-18; 19-24	(A) follow the research plan to gather evidence from experts on the topic and texts	Textbook Unit 3: Civil War Lit. *Research Historical Investigation Textbook Unit 4: Modern Age *Multimedia Presentation (p. 944)	

	written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;		
13-18; 19-24	(B) systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and	Textbook Unit 3: Civil War Lit. *Research Historical Investigation Textbook Unit 4: Modern Age *Multimedia Presentation (p. 944)	
13-18; 19-24	(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.	Textbook Unit 3: Civil War Lit. *Research Historical Investigation Textbook Unit 4: Modern Age *Multimedia Presentation (p. 944)	
Weeks __ to __	(22) Research/Synthesizing Information.		
13-18; 19-24	(A) modify the major research question as necessary to refocus the research plan;	Textbook Unit 3: Civil War Lit. *Research Historical Investigation Textbook Unit 4: Modern Age *Multimedia Presentation (p. 944)	
13-18; 19-24	(B) differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; and	Textbook Unit 3: Civil War Lit. *Research Historical Investigation Textbook Unit 4: Modern Age *Multimedia Presentation (p. 944)	
13-18; 19-24	(C) critique the research process at each step to implement changes as the need occurs and is identified.	Textbook Unit 3: Civil War Lit. *Research Historical Investigation Textbook Unit 4: Modern Age *Multimedia Presentation (p. 944)	
Weeks __ to __	(23) Research/Organizing and Presenting Ideas.		
7-12	(A) provides an analysis that supports and develops personal opinions, as opposed to simply restating	Textbook Unit 2: Growing Nation *Persuasive Speech	Persuasive Speech Assignment/Rubric

	existing information;		
7-12	(B) uses a variety of formats and rhetorical strategies to argue for the thesis;	Textbook Unit 2: Growing Nation *Persuasive Speech	
7-12	(C) develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments;	Textbook Unit 2: Growing Nation *Persuasive Speech	
1-36	(D) uses a style manual (e.g., <i>Modern Language Association</i> , <i>Chicago Manual of Style</i>) to document sources and format written materials; and	All writing assignments using sources	
1-36	(E) is of sufficient length and complexity to address the topic.	All writing assignments and essays	
Weeks ___ to ___	(24) Listening and Speaking/Listening.		
1-36	(A) listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions	Daily activities, group work, group presentations, class discussions	
7-12	(B) evaluate the clarity and coherence of a speaker's message and critique the impact of a speaker's diction and syntax on an audience.	Textbook Unit 2: Growing Nation *Persuasive Speech critique	
Weeks ___ to ___	(25) Listening and Speaking/Speaking.		
7-12	A) give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation,	Textbook Unit 2: Growing Nation *Persuasive Speech	Persuasive Speech Assignment/Rubric

	purposeful gestures, and conventions of language to communicate ideas effectively.		
Weeks — to —	(26) Listening and Speaking/Teamwork.		
1-36	A) participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.	Daily activities, group work, group presentations, class discussions	

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