

English 3 – Curriculum Planning Guide

*The pieces from the text are just suggestions. There are many that can be chosen and substituted for the ones mentioned in the planning guide.

Essential Question: What makes an American?

Subquestions: What is the relationship between literature and place? What makes American literature American?

How does literature shape or reflect society?

UNIT 1 (Weeks 1 - 4)				
Reading Selections		Writing	Communication	Language
Informational Texts	Literature			
<ul style="list-style-type: none"> • "Iroquois Constitution" p. 42-45 (RI.5.1, RI.10.1) 	<ul style="list-style-type: none"> • "Museum Indians by Susan Power" (Essay) 34-39 (W.3.1a) The Earth on the Turtle's Back, p. 20 (RL.4.1, RL.4.2, RL.5.1, RL.10.1) 	<ul style="list-style-type: none"> • Memoir or Personal Narrative (W.2.1a-l, W.3.1a-g, W.6.1, W.6.5) • Peer Review provides an opportunity to fulfill this standard for every writing assignment in which teachers require students to revise & edit (C.1.3) 	<ul style="list-style-type: none"> • Watch two clips of how Native Americans are portrayed – compare the glory days of the old Westerns (negative views) to something more modern (positive views), pp. 64-65 (C-2.1, C.4.2) 	<ul style="list-style-type: none"> • Spell correctly – This standard is covered throughout the unit. (W.5.2a-b) • Using hyphenated adjectives before a noun. (W.5.2a-b)
<ul style="list-style-type: none"> • Historical Narratives, pp. 70-107 (RI.4.1, RI.5.1, RI.8.1, RI.11.1, RI.11.2) • Choose from text selections (RI.12.1) 	<ul style="list-style-type: none"> • "To My Dear and Loving Husband" p. 76 • "Huswifery" pp. 82 (RL.4.1, RL.4.2, RL.5.1, RL.12.2) 	<ul style="list-style-type: none"> • Compare and Contrast the Historical Narratives -OR- • Write Argument paper of your choice (suggestions) (W.1.1a-l, W.2.1a-l, W.4.1a-e, W.6.1, W.6.5) (C.2.2) 	<ul style="list-style-type: none"> • Compare the pictures depicted in the textbook to the text (C.1.2, C.2.1) -OR- • Socratic Seminar discussion on who's the best leader (possible activity prior to writing) (C.1.1, C.1.2, C.1.3, C.1.5, C.1.6) (I.4.1, I.4.2, I.5.1, I.5.2) 	<ul style="list-style-type: none"> • Inverted Structure in Bradstreet poem -AND- • Etymology in "Huswifery" (W.4.1a-e)

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<ul style="list-style-type: none"> • “Sinners in the Hands of an Angry God” p. 120 • “The Speech in the Virginia Convention” p. 224 (RI.8.1, RI.12.2) (C.2.3) <p>“Declaration of Independence” p. 112</p>	<ul style="list-style-type: none"> • <i>The Scarlet Letter</i> (RL.4.1, RL.4.3) Novels: Honors-- <i>The Scarlet Letter</i> and <i>The Crucible</i> / CP <i>The Crucible</i> (may do <i>The Scarlet Letter</i>) <p>New Teacher Note: <i>The Crucible</i> may be taught with Unit 1 or Unit 5.</p>	<p>See also</p> <ul style="list-style-type: none"> • <i>The Scarlet Letter</i> Essay Activity (W.2.1a-l, W.4.1a-e, W.6.1, W.6.5) 	<ul style="list-style-type: none"> • Persuasive Techniques (C.1.5, C.1.6) • Impromptu Persuasive Speeches Activity (C.5.1) • Opening Graffiti Question Activity (C.1.2, C.1.4, C.1.5) <p>Ideas for Speaking and Listening pages 15-16. See pages 204-205 for Speaking and Listening for Analyzing theme, oral presentations, and panel discussion</p>	<ul style="list-style-type: none"> • Sentence Structure (C.1.3, C.1.6) (W.1f) • Tufte’s Artful Sentences Activity • Identify Troublesome Vocabulary <p>See also</p> <ul style="list-style-type: none"> • Scarlet Letter Vocabulary Anticipation Guide (RI.9.1) <p>-AND-</p> <ul style="list-style-type: none"> • Process Context Clues (RI.9.1)
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Essential Question: How does literature shape or reflect society?

Subquestions: Why do people break rules? Is anything worth dying for? Are we responsible for the whole world?

UNIT 2 (Weeks 5 - 9)				
Reading Selections		Writing	Communication	Language
Informational Texts	Literature			
<p>"The Demons of Salem, With Us Still with Us" http://www.nytimes.com/1996/09/08/movies/the-demons-of-salem-with-us-still.htm Theater Reviews of the <i>The Crucible</i>. pp. 1251-1254 (RI.6.1, RI.7.1, RI.8.1) (I.2.1)</p>	<ul style="list-style-type: none"> <i>The Crucible</i>, pp. 1126-1237 (RL.4.1, RL.4.2, RL.5.1, RL.6.1, RL.8.1, RL.11.1, RL.12.1, RL.12.2, RL.12.2) "from good night, and good luck" (RL.7.1, RL.7.2) <p>See also</p> <ul style="list-style-type: none"> Crucible Unit (This is based on former textbook, but it still has many good ideas and day to day plans.) (C.2.4) 	<p>Argumentative Essay p. 1256 (I.1.1, I.3.2, I.3.3, I.3.4) (W.1.1a-l, W.2.1a-l, W.3.1a-h, W.6.1, W.6.5) (C.2.2)</p> <p>Activities Metaphor Comparison Essay Activity</p> <p>1020 Word Essay Activity (W.6.1)</p>	<ul style="list-style-type: none"> Socratic Seminar – Consider topics such as McCarthyism, Mass Hysteria, Mob Mentality, and/or Separation of Church and State (C.1.1, C.1.3, C.1.5, C.1.6, C.5.2, C.5.3) (I.4.1, I.4.2, I.5.2) <p>-AND-</p> <ul style="list-style-type: none"> Compare Play to the movie/play (C.1.2, C.3.1) 	<p>Idioms and Idiomatic Expressions (RI.8.1, RI.8.2, RI.9.1) (W.4.1a)</p>
<p>"Commission of MERIWETHER LEWIS"and "Crossing the GREAT DIVIDE" pp. 245-253 (RI.7.1, RI.11.2)</p>	<p>"The Devil and Tom Walker" pp. 228-241 Poetry pp. 257-268 (RL.5.1, RL.6.1, RL.12.2)</p>	<p>Research Project using primary sources pp. 242-255 (I.3.1, I.3.3) (C.2.3)</p>	<p>Assign students to groups by poem in the unit. The group chooses a song (appropriate for school) that represents the same theme of the assigned poem. The group will play the song for the class and explain how it represents the assigned poem. (C.1.6, C.3.2, C.4.3, C.5.2, C.5.3)</p>	<p>Antonyms (RI.8.1, RI.8.2)</p>

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<p>"From Nature" pp. 366-368 "Self-Reliance" pp. 369-371 "from Walden" pp. 378-387 "Civil Disobedience" pp. 388-391 (RI.5.1, RI.8.1)</p>	<p><i>Huckleberry Finn</i> or another novel that fits with Realism or Romanticism "The Fall of the House Usher" pp. 291-310 (RL.13.1) "The Raven" pp. 311-319 (RL.5.1, RL.12.2) Poetry: American Masters pp. 403-436 (RL.4.1, RL.4.2, RL.5.1, RL.9.1)</p>	<p>Write a critical evaluation of "Self-Reliance." p. 373 (W.2.1a-b) Write an editorial using argument for or against Thoreau's ideas p. 391 (W.1.1a-l)</p>	<p>Students participate in a debate or small group discussion using issues on p. 361 or 452. (C.1.1, C.1.2, C.1.3, C.5.2, C.5.3) Write an argument paper. (C.1.1, C.4.1, C.5.2, C.5.3)</p>	<p>Understanding figurative language (RI.8.1, RI.8.2) Metaphor Synecdoche p. 372 Word Analysis p. 391 (RI.9.1)</p>
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MIDTERM EXAM

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Essential Question: What is the American Dream?

Subquestions: What is modern? How can people honor their heritage? Are we responsible for the whole world?

UNIT 3 (Weeks 10 – 14)				
Reading Selections		Writing	Communication	Language
Informational Text	Literature			
<p><i>Migrant Mother</i>, p. 767 (RI.5.1) other images from the library of congress: http://www.loc.gov/rr/print/list/128_migm.html (RI.12.3)</p>	<ul style="list-style-type: none"> • <i>The Great Gatsby</i> • <i>The Love Song of J. Alfred Prufrock</i>, p. 707 (See Activity) (RI.4.2) • “Winter Dreams” by Fitzgerald, p. 731 (RL.5.1, RL.11.1, RL.12.1, RL.12.2) • Imagist poems 	<ul style="list-style-type: none"> • Critical Analysis Essay on a Poem from collection (W.2.1c, W.5.2a-c) (I.3.3) See activity 	<ul style="list-style-type: none"> • Presentation of Poetry Analysis in groups • Visual: PowerPoint or Prezi (C.5.1, C.5.2, C.5.3) See Activity 	<ul style="list-style-type: none"> • Imitation Poem of mentor text from critical analysis essay (RI.9.1)
<p>James Thurber, “The Night the Ghost Got In,” p. 860, (RI.10.1)</p>	<p>from “A White Heron” by Jewett (exemplar text), p. 797 and “In Another Country,” by Ernest Hemingway, p. 800 (anchor text) Poetry of Sandburg and Frost</p>			
<ul style="list-style-type: none"> • “Dust Tracks on a Road” p. 928 (RI.8.1, RI.10.1) 	<p>Harlem Renaissance Poetry, pp. 896-926 (RL.6.1, RL.10.1) (RI.4.2)</p>			

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Essential Question: Can America achieve equal rights?

Subquestions: How are minority roles changing? Is it important to face reality? Who has the power to make the rules?

UNIT 4 (Weeks 15 – 18)				
Reading Selections				
Informational	Literature	Writing	Speaking and Listening	Language
<p>"How it Feels to be Colored Me" http://xroads.virginia.edu/~ma01/grand-jean/hurston/chapters/how.html "from Dust Tracks on a Road" Zora Neale Hurston (RI.8.1, RI.10.1)</p>	<p><i>Their Eyes were Watching God</i> (Summer Reading - Honors) (RL.13.2, RL.13.3)</p>	<p>Analyze <i>Brown vs. Board of Education</i> and argue how it applies to <i>Their Eyes were Watching God</i>. (W.1.1a-l, W.5.2a-b)</p>	<p>Students will present Persuasive Speech based on argument research (see Huck Finn unit) (C.1.1, C.2.3 C.2.4, C.3.2, C.4.1– peer review, C.5.2, C.5.3) (I.4.3, I.5.3)</p>	<p>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. (RI.8.1, RI.8.2)</p>
<p>"A Mother's Tongue" p 1409 (RI.8.2, RI.10.1, RI.11.2) "The Names" p. 1434. (RI.4.3)</p>	<p>-OR- <i>The Namesake</i> (RL.13.2, RL.13.3)</p>	<p>Write a reflective essay p. 1408. Soundtrack of Our Lives Activity (See Folder) W.3.1a-h)</p>		<p>Demonstrate understanding of figurative language word relationships and word meanings p. 1408 (RI.8.1, RI.8.2)</p>

END OF COURSE EXAM
