

English 3 Curriculum

Revised February 2007

Benchmark #1: Standards & Texts for Units 1 & 2

Given Week of Oct. 24-27, 2006

Standards Tested on Benchmark #1

R 2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

Book:

La Relacion

On the Way to Rainy Mountain

Others:

Sinners in the Hands of an Angry God

The Examination of Sarah Good

Speech in the Virginia Convention

The Declaration of Independence

Letter to Rev. Occom & Letter to John Adams

R 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

Book:

La Relacion (Word choice-formal vs. informal/repetition of main ideas)

Women & Children First

The Declaration of Independence

What is an American? (analyze contrast in an essay)

Others:

The World on the Turtle's Back (repetition of main ideas)

Song of the Sky Loom & Hunting Song (syntax-repetition)

The Examination of Sarah Good (word choice)

Sinners in the Hands of an Angry God (word choice/persuasive organization)

Speech in the Virginia Convention (repetition of main ideas/ persuasive organization)

The Declaration of Independence (syntax-repetition & parallelism)

R 2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

Book:

The Examination of Sarah Good & The Crucible (compare testimony to Act 3)

R 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

R 2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

R 2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

(2.4/ 2.5)

Book:

The World on the Turtle's Back

English 3 Curriculum

Revised February 2007

Others:

Song of the Sky Loom & Hunting Song
Coyote Stories

(2.4/ 2.5/ 2.6)

Book:

The Examination of Sarah Good (support material: logical fallacies)
Sinners in the Hands of an Angry God (support material: rhetorical square)
The Declaration of Independence (support material: rhetorical square)
Speech in the Virginia Convention (support material: rhetorical square)

Others:

La Relacion
Of Plymouth Plantation
The Interesting Life of Olaudah Equiano
The Crucible (support material: logical fallacies)

W1.9 revise writing to highlight individual voice, improve the style and sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and genre

Ongoing writing assignments- (support material: rhetorical square)

Writing Assessment - Benchmark #1

W1.4 enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action

Book:

Assessment Practice: Comparing the Literature p.64 (parts 1-3)
Sinners in the Hands of an Angry God p.159 (Writing Options #2 & 3)
Lecture to a Missionary p.299 (Writing Options #3)
Stride Toward Freedom p.308 (Writing Options)
Writing Workshop: Persuasion p.320-324

Cumulative Standards Tested on Future Benchmarks

R 3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

Book:

The World on the Turtle's Back –myth
Coyote Stories stories-trickster tales
Of Plymouth Plantation- historical narrative
The Interesting Life of Olaudah Equiano-slave narrative
My Sojourn in the Land of My Ancestors-essay
The Examination of Sarah Good-transcript
Letter to Rev. Occom & Letter to John Adams-letters

Missing genre: Satire

Others:

English 3 Curriculum

Revised February 2007

Song of the Sky Loom & Hunting Song-spirituals
The Man to Send the Rain Clouds -Native American tradition
The Way to Rainy Mountain-Native American tradition
La Relacion- historical narrative
Blue Highways-travelogue
Sinners in the Hands of an Angry God-sermon
Speech in the Virginia Convention-speech
The Declaration of Independence-public document
Stride Toward Freedom-transcript
Necessary to Protect Ourselves- interview
I am Joaquin-epic poem

R 3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

Book:

What is an American?
Lecture to a Missionary

Other:

The World on the Turtle's Back
The Man to Send the Rain Clouds & The Way to Rainy Mountain
Blue Highways???
Sinners in the Hands of an Angry God
Speech in the Virginia Convention
The Declaration of Independence
Letter to Rev. Occom & Letter to John Adams

R 3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

Book:

La Relacion
The Examination of Sarah Good
Sinners in the Hands of an Angry God
Necessary to Protect Ourselves
Stride Toward Freedom

Other:

Song of the Sky Loom & Hunting Song
Speech in the Virginia Convention

R 3.5a Trace the development of American literature from the colonial period forward.

R 3.5b Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period.

R 3.5c Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

(3.5 a, b, c) Woven throughout

(3.5 c) Choose one text selection and evaluate from multiple angles (Suggestions?)

W1.1 demonstrate understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, informational, or descriptive writing

English 3 Curriculum

Revised February 2007

assignments(rhetorical square)

English 3 Curriculum

Revised February 2007

Ongoing Standards

R 1.1 Trace the etymology of significant terms used in political science and history

(to be discussed at Content Round Table with US History)

R 1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.

R 1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.

W1.5 use language in natural, fresh, and vivid ways to create a specific tone

English 3 Curriculum

Revised February 2007

**** Standards Tested on Benchmark are in bold****

**** Standards Tested on Benchmark#2 are in italics****

Suggested Writing Prompt IAR	Unit 1-part 1	Genre	Blue Book Page #s	Reading Standards Covered	Writing Standards Covered	Week by Week Pacing
X	Becoming an Active Reader p.7		5			Week 1
X X	A Worn Path p.8-15	Fic.	6-13			Week 1/2
X	Background Info p.18-22		18-20	<i>R3.5a, R3.5b, R3.5c</i>		Week 2
X X	The World of the Turtle's Back p.24-32	Myth	22-28	R1.3, R2.4 , <i>R3.1, R3.5c</i>		Week 2/3
	Song of the Sky Loom/Hunting Song p.33-38	<i>Song</i>	31-34	<i>R3.1</i>		
X X	Coyote Stories p.39-47	Fic.	38-43			Week 3
	The Man to Send the Rain Clouds p.48-54	Fic.	46-52			
	from The Way to Rainy Mountain p.55-63	Fic.		R1.3, R2.1 , <i>R3.1, R3.5b, R3.5c</i>		
	Assessment Practice: Comparing the Literature p.64				W1.4	

English 3 Curriculum

Revised February 2007

Suggested Writing Prompt IAR	Unit 1-part 2	Genre	Blue Book Page #’s	Reading Standards Covered	Writing Standards Covered	Week by Week Pacing
X	Background Info p.66-68		76-78	<i>R3.1, R3.5c</i>		Week 4
X	Historical Narratives p.70-71					Week 4
X	from La Relacion p.72-80	NFic	80-87	R2.1, R2.2		Week 4
	Link Across Cultures: from The Travels of Marco Polo p.77	NFic		R1.3, R2.1, R2.2, R3.3, R3.5c		
	from Of Plymouth Plantation p.81-90	NFic	88-95	R1.3, R2.5, R3.1, R3.5c		
	Related Reading: from Women & Children First p.91-97	NFic	95-100	R2.2, R3.1		
	from The Interesting Life Of Olaudah Equiano p.93-99	NFic	101-107	<i>R3.1, R3.5a</i>		
	from Blue Highways p.100-108	NFic	108-166	R1.3, R2.5,		
	My Sojourn in the Land of My Ancestors p.109-117	NFic	117-126	R1.3, R2.5, R3.1, R3.5c	W1.5	
	Assessment Practice: Comparing the Literature p.118				W1.9	
	Writing Workshop: Eyewitness Report p.120-124					
	Reflect & Assess p.128-129		138			

English 3 Curriculum

Revised February 2007

Suggested Writing Prompt	I	A	R	Unit 2-part 1	Genre	Blue Book Page #’s	Reading Standards Covered	Writing Standards Covered	Week by Week Pacing
X				Background Info p.132-136		144-46	<i>R3.5a, R3.5c</i>		Week 6
				To My Dear & Loving Husband/Upon the Burning of Our House p.138-143	Poetry	148	R2.5	W1.5	
X	X			The Examination of Sarah Good p.144-149	NFic	154-159	R2.3, R2.4, R2.5, R3.1, R3.5b, R3.5c		Week 6
				History Clashes with Commercialism p.150-51	NFic		R2.3, R2.4, R2.5, R3.3		
X	X	X		from Sinners in the Hands of an Angry God p.152-160	Sermon	160-167	R1.3, R2.4, R2.6, R3.1, R3.3	W1.4, W1.5	Week 7
X				Conventions Of Drama p.161-162			R3.5b		Week 7
X	X	X		The Crucible p.163-245	Play		<i>R3.1, R3.5b, R3.5c</i>		Intro: Week 8 Act 1:Week 9 Act 2:Week 10 Act 3:Week 11 Act 4:Week 12 Wrap up: Week 13
				Assessment Practice: Comparing the Literature p.246					
				Writing Workshop: Critical Review p.248-252					

English 3 Curriculum

Revised February 2007

Suggested Writing Prompt	I A R	Unit 2-part 2	Genre	Blue Book Page #'s	Reading Standards Covered	Writing Standards Covered	Week by Week Pacing
X		Background Info p.245-258		202-204	<i>R3.5b, R3.5c</i>		Week 7
X		Persuasive Rhetoric p.260-261			R2.4, R2.6		Week 7
X	X	Speech in the Virginia Convention p.262-269	NFic	206-210	R2.4, R2.6		Week 7
X		The Declaration of Independence p.270-281	NFic		R2.2,		Week 14
		from The Declaration of Women's Rights p.277-278	NFic		R1.3, R2.2		
		Letter to the Rev. Samson Occom/ Letter to John Adams p.282-288	NFic	216	<i>R1.3, R3.1</i>		
	X	What Is an American? p.289-294	NFic		R2.2, R3.2		
		from Poor Richard's Almanac p.292	NFic	226-228	<i>R1.3, R2.2, R3.2</i>		
		Lecture to a Missionary p.295-299	NFic	229-233	<i>R3.1, R3.2</i>	W1.4	
		from Stride Toward Freedom/ Necessary to Protect Ourselves p.300-308	NFic	234-243	<i>R1.3, R2.2, R2.4, R2.6, R3.3, R3.5b, R3.5c</i>	W1.4	
		I Am Joaquin/Yo Soy Joaquin p.309-317	Poetry		R2.6, R3.1		
		Assessment Practice: Comparing the Literature p.318				W1.9	
		Writing Workshop: Persuasion p.320-324					

English 3 Curriculum

Revised February 2007

Benchmark #2:

Standards & Texts for Units: 3 & 4

Given Week of Jan. 22-25, 2007

Standards Tested on Benchmark #2
R 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
R 3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
R 3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
R 3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.
R 3.5a Trace the development of American literature from the colonial period forward.
R 3.5b Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period.
R 3.5c Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
W1.1 demonstrate understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, informational, or descriptive writing assignments (rhetorical square)
W 1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.
W 1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.
Ongoing Standards
R 1.1 Trace the etymology of significant terms used in political science and history (To be discussed at Content Round Table with US History)
R 1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.
R 1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.
W1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, Repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, Pictures); and the issuance of a call for action.
W1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

English 3 Curriculum

Revised February 2007

Standards Tested on Benchmark #2

R 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

Other:

Self Reliance-essay
Civil Disobedience-persuasive essay
Walden-naturalist writing
The Narrative of the Life of Frederick Douglass-slave narrative
Stanzas on Freedom-protest poetry
Free Labor-protest poetry
The Gettysburg Address-speech
Coming of Age in Mississippi-eyewitness report
The Indian and the Hundred Cows-folk tale
High Horse's Courting-Sioux folk tale/oral literature
Life on the Mississippi-memoir

R 3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

Book:

Psalm Of Life-lyric poem
Self Reliance-essay
Civil Disobedience-persuasive essay
Walden-naturalist writing
Whitman Poems-free verse poetry
Danes Russe-experimental poetry
Anyone Lived In a Pretty How Town-experimental poetry
Ending Poem-cultural poetry
Tia Chucha- cultural poetry
The Masque of the Red Death-allegory
The Raven-narrative poem
The Fall of the House of Usher-gothic short story
Dr. Heidegger's Experiment-classic short story with gothic theme
A Rose for Emily- southern gothic short story
The Life You Save May be Your Own- southern gothic short story
The Narrative of the Life of Frederick Douglass-slave narrative
Stanzas on Freedom-protest poetry
Free Labor-protest poetry
A Mystery of Heroism-short story (naturalism)
The Gettysburg Address-speech
Coming of Age in Mississippi-eyewitness report
Ballad of Birmingham-ballad
The Indian and the Hundred Cows-folk tale
High Horse's Courting-Sioux folk tale/oral literature
Life on the Mississippi-memoir
The Notorious Jumping Frog of Calaveras County-tall tale

Missing genre: Satire

English 3 Curriculum

Revised February 2007

Others:

The Devil and Tom Walker-short story
Gary Keillor-autobiographical story
An Occurrence at Owl Creek Bridge-short story
The Autobiography of Mark Twain-autobiography
A Wagner Matinee – short story

R 3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

Book:

Psalm Of Life
The Devil and Tom Walker
Self Reliance
Civil Disobedience
Walden
Ending Poem
Tia Chucha
Gary Keillor
Dr. Heidegger's Experiment
Stanzas on Freedom
Free Labor
An Occurrence at Owl Creek Bridge
The Indian and the Hundred Cows

R 3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

Book:

The Devil and Tom Walker
Self Reliance
Civil Disobedience
Whitman Poems
Danes Russe
Anyone Lived In a Pretty How Town
Ending Poem
Tia Chucha
Gary Keillor
The Masque of the Red Death
The Raven
The Fall of the House of Usher
Dr. Heidegger's Experiment
A Rose for Emily
The Life You Save May be Your Own
The Narrative of the life of Frederick Douglass
An Occurrence at Owl Creek Bridge
A Mystery of Heroism
The Gettysburg Address
Ballad of Birmingham
The Autobiography of Mark Twain

English 3 Curriculum

Revised February 2007

Life on the Mississippi

R 3.5a Trace the development of American literature from the colonial period forward.

R 3.5b Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period.

R 3.5c Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

(3.5 a, b, c) Woven throughout

(3.5 c) Choose one text selection and evaluate from multiple angles (Suggestions?)

Book:

Psalm Of Life-lyric poem

The Devil and Tom Walker-short story

Self Reliance-essay

Civil Disobedience-persuasive essay

Walden-naturalist writing

Whitman Poems-free verse poetry

Danes Russe-experimental poetry

Anyone Lived In a Pretty How Town-experimental poetry

Ending Poem-cultural poetry

Tia Chucha- cultural poetry

Gary Keillor-autobiographical story

The Masque of the Red Death-allegory

The Raven-narrative poem

The Fall of the House of Usher-gothic short story

Dr. Heidegger's Experiment-classic short story with gothic theme

A Rose for Emily- southern gothic short story

The Life You Save May be Your Own- southern gothic short story

The Narrative of the Life of Frederick Douglass-slave narrative

Stanzas on Freedom-protest poetry

Free Labor protest poetry

An Occurrence at Owl Creek Bridge-short story

A Mystery of Heroism-short story (naturalism)

The Gettysburg Address-speech

Coming of Age in Mississippi-eyewitness report

Ballad of Birmingham-ballad

The Indian and the Hundred Cows-folk tale

High Horse's Courting-Sioux folk tale/oral literature

The Autobiography of Mark Twain-autobiography

Life on the Mississippi-memoir

The Notorious Jumping Frog of Calaveras County-tall tale

A Wagner Matinee – short story

English 3 Curriculum

Revised February 2007

W1.1 demonstrate understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, informational, or descriptive writing assignments (rhetorical square)

Book:

320-24-persuasive writing

544-48-writing a short story

W 1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.

Book:

544-48-writing a short story

W 1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.

Book:

544-48-writing a short story

English 3 Curriculum

Revised February 2007

Ongoing Standards

R 1.1 Trace the etymology of significant terms used in political science and history

(To be discussed at Content Round Table with US History)

R 1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.

R 1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.

W1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, Repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, Pictures); and the issuance of a call for action.

Book:

320-24-persuasive writing

544-48-writing a short story

W1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

Book:

318-evaluative essay

324- persuasive writing

327-verb tenses

436-synthesis essay

442-reflective essay

542-analytical essay

548-writing a short story

551-using adverbs and adverb phrases

628-literary interpretation

English 3 Curriculum

Revised February 2007

**** Standards Tested on Benchmark are in bold****

**** Standards Tested on Benchmark#2 are in italics****

Suggested	I A R	Unit 3-part 1	Genre	Blue Book Page #’s	Reading Standards Covered	Writing Standards Covered	Week by Week Pacing
		Background Info p.340-342			3.5a, 3.5c	1.1	Week 15
		A Psalm Of Life p.344-348	poetry		3.2	1.1	
		The Devil & Tom Walker .p349-362	Short story		3.3		
X		From Self-Reliance p.363-368	essay				Week 15
		Literary Link: from Memoirs p.366	poetry				
X		From Civil Disobedience p.369-380	essay		3.1, 3.5c	1.1	Week 15
X		On Civil Disobedience p.377	speech		2.4		
		from Walden p.381-393	essay		3.1, 3.3		
		Form in Poetry p.394-395			3.1, 3.2		
X		I Hear America Singing p.396-407	poetry		3.1	1.5	
		Ode to Walt Whitman p.406-409	poetry		3.1	1.1	
		Danes Russe/anyone lived in a pretty how town p.410-415	poetry		3.1, 3.2		
		Ending Poem/Tia Chucha p.416- 423	poetry		3.3		
		Gary Keillor p.424-435	short story		3.2, 3.3		
		Assessment Practice: Comparing the Literature p.436					
		Writing Workshop: Reflective Essay p.438-442				1.1	

English 3 Curriculum

Revised February 2007

Suggested	I A R	Unit 3-part 2	Genre	Blue	Reading	Writing	Week by Week
				Book			
				Page	Covered	Covered	
				#'s			
		Background Info p.446-448			3.5a, 3.5c	1.1, 1.5	
		Author Study: Edgar Allan Poe p.450-453			3.5a, 3.5c		
X		The Masque of the Red Death p.454-463	short story		3.2	1.1, 1.2	
		From Danse Macabre p.464-465	essay				
X		The Raven p.466-472	poetry			1.1, 1.5	Week 16
		The Fall of the House of Usher p.473-496	short story		3.3		
		The Author's Style p.497-499			3.3	1.1, 1.5	
X		Dr. Heidegger's Experiment p.500-515	short story		3.1	1.1	Week 16
X		A Rose for Emily p.527	short story		3.3	1.1, 1.5	
		The Life You Save May Be Your Own p.528-541	short story		3.3	1.1, 1.4	
		Assessment Practice: Comparing the Literature p.542				1.1, 1.9	
		Writing Workshop: Short Story p.544-548				1.1, 1.2, 1.5, 1.9	
		Reflect & Assess p.552-553			3.5b	1.5	
Suggested	I A R	Unit 4-part 1	Genre	Blue	Reading	Writing	Week by Week
				Book	Standards	Standards	Pacing
				Page	Covered	Covered	
				#'s			
		Background Info p556-560			3.5a, 3.5c		Week 17
X		From Narrative of the Life of Fredrick Douglass, An American Slave p.562-573	Slave narr.		3.1, 3.3		Week 17
		Stanzas on Freedom p.574-579	poetry		3.1	1.5	
X		An Occurrence at Owl Creek Bridge p.580-592	short story		3.3, 3.5b		
		Literary Link: Letter to Sarah Ballou p.590	letter				
		A Mystery of Heroism p.593-604	short story		3.2, 3.3, 3.5b		
		The Gettysburg Address p.605-608	speech		3.3, 3.5c	1.1, 1.4	
		From Coming of Age in Mississippi p.609-617	Autobio		3.1	1.1, 1.5	
		Literary Link: Fredrick Douglass p.615-616	poetry		3.1		
		Ballad of Birmingham p.618-621	poetry		3.1, 3.3	1.1	
		Assessment Practice: Comparing the Literature p.622			3.5b		
		Writing Workshop: Literary Interpretation p.624-628				1.9	

English 3 Curriculum

Revised February 2007

Suggested IAR	Unit 4-part 2	Genre	Blue Book Page #'s	Reading Standards Covered	Writing Standards Covered	Week by Week Pacing
	Background Information p.632-634			3.5a, 3.5c		
	Setting in Regional Literature p.636-637			3.5a, 3.5b, 3.5c		
	The Indian and the Hundred Cows/El indito de las cien vacas p.638-644	Folk tale		3.1, 3.2	1.1	
	High Horse's Courting from Black Elk Speaks p.645-653	Folk tale		3.1, 3.3		
	Literary Link: I Will Fight No More Forever p.651-652	speech		3.1		
	Author Study: Mark Twain p.654-657			3.5a, 3.5b, 3.5c		
	From the Autobiography of Mark Twain p.658-668	autobio		3.3		
	from Life on the Mississippi p.669-677	memior		3.3	1.5	
	Epigrams p.678	epigrams				
	The Notorious Jumping Frog of Calaveras County p.679-685	short story		3.1		
	The First Jumping p.684	article				
	The Author's Style p.686-687			3.3	1.1, 1.2, 1.5	
X	A Wagner Matinee p.688-699	short story		3.3		
	Related Reading: from Letters of a Woman Homesteader p.700-701	letter		2.4, 3.3		
	The Legend of Gregorio Cortez p.702-719	legend		3.1		
	Assessment Practice: Comparing the Literature p.720					
	Reflect & Assess p.730-731			3.3	1.1	
	The Author's Style p.686-687					

English 3 Curriculum

Revised February 2007

Benchmark #3:

Standards & Texts for Units 5-7

Benchmark #3 Given Week of June 19-23

Benchmark #3 Given Week of June 19-23

Standards Tested on Benchmark #3

R 2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

R 3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

R 3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

R 3.5 Analyze recognized works of American literature representing a variety of genres and traditions:

a. Trace the development of American literature from the colonial period forward.

b. Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period.

c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

W 1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.

W1.9 revise writing to highlight individual voice, improve the style and sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and genre

Writing Assessment - Benchmark #3

2.3 Write reflective compositions:

a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).

b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.

c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

Supplemental Standards

R2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

R2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

W1.1 demonstrate understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, informational, or descriptive writing assignments

W1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.

W1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

W1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).

W2.4 Write historical investigation reports:

a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.

b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.

c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.

English 3 Curriculum

Revised February 2007

d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.

e. Include a formal bibliography.

1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).

English 3 Curriculum

Revised February 2007

Standards Tested on Benchmark #3

R 2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

Book:

When the Negro Was In Vogue

Others:

How it Feels to be Colored Me

3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

Book:

Dickenson Poems

Defining the Grateful Gesture/Refugee Ship

Others:

Reflect & Assess

Author Study-Langston Hughes

If We Must Die/A Black man Talks of Reaping

Life for My Child is Simple/Primer for Blacks

Modernism Background

The Love Song of J Alfred Prufrock-Related Reading

Mirror/Self in 1958

Armistice

Reflect & Assess p.1237

R3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

Book:

Dickenson Poems

Chicago/Lucinda Matlock

America and I

Hughes Poems

When the Negro Was In Vogue

Life for My Child is Simple/Primer for Blacks

Frost Poems

The Death of the Hired Man

The End of Something

At the Justice Department

Separating

Mexicans Begin Jogging/Legal Alien

Others:

The Yellow Wallpaper

The Story of an Hour

Chicago/Lucinda Matlock

English 3 Curriculum

Revised February 2007

Richard Cory/Miniver Cheevy
We Wear the Mask
When the Negro Was In Vogue
How it Feels to be Colored Me
Life for My Child is Simple/Primer for Blacks
Frost Poems
The Love Song of J Alfred Prufrock
The Love Song of J Alfred Prufrock-Related Reading
The Jilting of Granny Weatherall
The Man Who Was Almost a Man
The Death of the Ball Turret Gunner/Why Soldiers Won't Talk
Letter From Paradise/In Response to Executive Order 9066
Ambush
Letter from Birmingham Jail
Tone In Contemporary Literature
Wandering
Teenage Wasteland
Separating
Mexicans Begin Jogging/Legal Alien
Straw Into Gold
Reflect & Assess p.1237

3.5 Analyze recognized works of American literature representing a variety of genres and traditions:

a. Trace the development of American literature from the colonial period forward.

Book:

None

Others:

Timeline 1855-1925
Unit 5 Historical Background part 1
Author Study-Emily Dickinson
Historical Background-Unit 5 part 2
Timeline 1910-1940
Historical Background-Unit 6 part 1
Author Study-Langston Hughes
Historical Background-Unit 6 part 2
Author Study-Robert Frost
Modernism Background
Time Line 1940-present
Historical Background-Unit 7 Part 1
Historical Background-Unit 7 Part 2
Tone In Contemporary Literature

c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

English 3 Curriculum

Revised February 2007

Book:

None

Others:

Timeline 1855-1925

Unit 5 Historical Background part 1

Author Study-Emily Dickinson

Dickenson Poems

The Yellow Wallpaper

Historical Background-Unit 5 part 2

Timeline 1910-1940

Historical Background-Unit 6 part 1

Historical Background-Unit 6 part 2

Author Study-Robert Frost

Modernism Background

Time Line 1940-present

Historical Background-Unit 7 Part 1

Historical Background-Unit 7 Part 2

Tone In Contemporary Literature

W1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.

Book:

None

Others:

The Story of an Hour

Adolescence

Richard Cory/Miniveer Cheevy

Teenage Wasteland

Separating

W1.9 revise writing to highlight individual voice, improve the style and sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and genre

Book:**Others:**

English 3 Curriculum

Revised February 2007

Writing Assessment - Benchmark #1

W2.3 Write reflective compositions:

a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).

Book:

None

Others:

I Stand Here Ironing

America and I

How it Feels to be Colored Me

The End of Something

The Love Song of J Alfred Prufrock

Mirror/Self in 1958

At the Justice Department

b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.

Book:

None

Others:

America and I

c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

Book:

None

Others:

America and I

Supplemental Standards

R 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

Book:

My Dungeon Shook

Others:

In the American Society

My Dungeon Shook

Straw Into Gold

R 2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

English 3 Curriculum

Revised February 2007

Book:

Letter From Paradise/In Response to Executive Order 9066-Related Reading

Other:

Letter from Birmingham Jail

W1.1 Demonstrate understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, informational, or descriptive writing assignments.

Book:

None

Other:

The Story of an Hour

Chicago/Lucinda Matlock

In the American Society

Reflect & Assess-910

Hughes Poems

When the Negro Was In Vogue

If We Must Die/A Black man Talks of Reaping

My Dungeon Shook

Life for My Child is Simple/Primer for Blacks

Thoughts on the African-American Novel

The Death of the Hired Man

The Love Song of J Alfred Prufrock

The Jilting of Granny Weatherall

The Man Who Was Almost a Man

Reflect & Assess-1066

Armistice

The Death of the Ball Turret Gunner/Why Soldiers Won't Talk

Letter from Birmingham Jail

Wandering

The Writer in the Family

Mexicans Begin Jogging/Legal Alien

Hostage

The Latin Deli

Straw Into Gold

Reflect & Assess-p. Reflect & Assess-p. 1236

W 1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.

Book:

Historical Background-Unit 6 Part 2

W1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

English 3 Curriculum

Revised February 2007

Book:**Others:**

Dickenson Poems
The Yellow Wallpaper
I Stand Here Ironing
Winter Dreams
Hughes Poems
When the Negro Was In Vogue
My City/Any Human to Another
Life for My Child is Simple/Primer for Blacks
The Death of the Hired Man
The Love Song of J Alfred Prufrock
Armistice
The Death of the Ball Turret Gunner/Why Soldiers Won't Talk
Letter From Paradise/In Response to Executive Order 9066
Ambush
Camouflaging the Chimera/Deciding
At the Justice Department
Letter from Birmingham Jail
Wandering
The Writer in the Family
Mexicans Begin Jogging/Legal Alien
Hostage
The Latin Deli

W 1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).

Book:**Others:**

America & I-Related Reading
Hughes Poems

W 2.4 Write historical investigation reports:

a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.

b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.

c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.

d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.

e. Include a formal bibliography.

English 3 Curriculum

Revised February 2007

Book:

Others:

The Death of the Hired Man

The Love Song of J Alfred Prufrock

W 1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

Book:

Others:

The Yellow Wallpaper

I Stand Here Ironing

Winter Dreams

Hughes Poems

When the Negro Was In Vogue

My City/Any Human to Another

Life for My Child is Simple/Primer for Blacks

The Death of the Hired Man

The Love Song of J Alfred Prufrock

Armistice

The Death of the Ball Turret Gunner/Why Soldiers Won't Talk

Letter From Paradise/In Response to Executive Order 9066

Ambush

Camouflaging the Chimera/Deciding

At the Justice Department

Letter from Birmingham Jail

Wandering

The Writer in the Family

Mexicans Begin Jogging/Legal Alien

Hostage

The Latin Deli

W 1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).

Book:

Others:

America & I-Related Reading

America & I-Related Reading

When the Negro Was In Vogue

Thoughts on the African-American Novel

English 3 Curriculum

Revised February 2007

**** Standards Tested on Benchmark are in bold****

**** Standards Tested on Benchmark#2 are in italics****

Suggested Selections	Writing Prompt	IAR	Unit 5-part 1	Genre	Blue Book Page #'s	Reading Standards Covered	Writing Standards Covered	Week by Week Pacing
X			Background Information p740-43	Historical Background	595-597	3.5a, 3.5c		Week 1
X			Dickenson Background Information p746-747	Historical Background	595-597	3.5a, 3.5c		Week 1
X		X	Dickenson Poems* p750-62	Poetry	598-597	3.3, 3.4		Week 1
			Background Information p763-64	Historical Background	595-597	3.2, 3.5c	1.6	
X		X	The Yellow Wallpaper* p765-81	Short story	605-618	3.3, 3.5c	1.6	Week 2
			The Story of an Hour p783-85	Short story	623-627	3.3	1.1, 1.2	
			Seventeen Syllables p788-801	Short story	654-655	3.1	1.7	
			Adolescence III p802-805	Poetry		3.4	1.2	
			I Stand Here Ironing p806-813	Short story				
			Ironing Their Clothes p814-817	Short story			1.6, 2.3a	
			Assessment Practice: Comparing the Literature p.818				1.1, 1.7, 1.9	

English 3 Curriculum

Revised February 2007

Suggested Selections	Writing Prompt	IAR	Unit 5-part 2	Genre	Blue Book Page #'s	Reading Standards Covered	Writing Standards Covered	Week by Week Pacing
			Background Information p.820-22	Historical Information	664-666	3.5a		
X			Chicago p.824-26 *(suggested selection)/ Lucinda Matlock p.827-29	Poetry	668-674	3.3	1.1	Week 2
X	X		Richard Cory p.830-31/ Miniver Cheevy p.832-24	Poetry	675-376	3.1, 3.3		Week 2
		X	We Wear the Mask p.835-36/ Sympathy* p.837-39	Poetry	677-78	3.3	1.2	
			Winter Dreams p.840-62	Short Story	677-678	3.3	1.6	
	X		America and I p.863-76	Short Story	703-716	3.3	2.3a, 2.3bc	
			The New Immigrants p.875-76	Historical Information			1.7	
			In American Society p.877-90	Short Story	717-732		1.2	
			My Father and the Fig Tree p.891-93	Poetry				
			Defining the Grateful Gesture p.894-96	Poetry		3.2		
			Refugee Ship p.897-99	Poetry		3.2		
			Assessment Practice: Comparing the Literature p.900				1.1, 1.9	
	X		The Great Gatsby (check out in Media center)	Novel		2.5, 3.2, 3.3, 3.5a, 3.5c	2.3a, 2.3b, 2.3c	Weeks 3-12
			1920's Research Paper	Research Paper			1.6, 1.7, 2.4a, 2.4b, 2.4c	Weeks 3-12

English 3 Curriculum

Revised February 2007

Suggested Selections	Writing Prompt	IAR	Unit 6-part 1	Genre	Blue Book Page #'s	Reading Standards Covered	Writing Standards Covered	Week by Week Pacing
			Background Information p.914-17	Historical Information	760-64	3.5ac		
X			Hughes Poems* (I too, Harlem, & Weary Blues) p.924-29	Poetry	766-71	3.2, 3.3	1.1, 1.7, 1.6	Wk 13
			Flute Players p.930	Poetry				
			<i>from</i> Love, Langston p.931	Newspaper Article				
X			When the Negro Was In Vogue 932-37	Memoir		2.2,2.5,3.3		13
			Author's Style p.938-39				1.1,1.6,2.4a	
			My City p.940-41	Poetry	772-73	3.1		
			Any Human to Another p.940-44	Poetry	774-76	3.1	1.6	
			If We Must Die p.945/A Black Man Talks of Reaping p.945-49	Poetry	777-81	3.1,3.2	1.1	
		X	How It Feels to be Colored Me* p.950-954	Essay	782-70	2.5,3.1		
			<i>from</i> Zora Neale Hurston: A Cautionary Tale p.955-58	Essay		2.5,3.3,3.1	2.3a	
			My Dungeon Shook: Letter to My Nephew p.959-966	Open Letter	791-98	3.1	1.1,1.4	
X			Life for My Child is Simple/Primer for Blacks p.967-72	Poetry	799-804	3.2,3.3	1.1,1.6,1.4	14
			Thoughts on the African-American Novel p.973-977	Literary Criticism	805-807	3.1	1.1,1.7,2.4a	
			Assessment Practice: Comparing the Literature p.978-979				1.1,2.4a, 1.9,2.4bcde	

English 3 Curriculum

Revised February 2007

Suggested Selections	Writing Prompt	IAR	Unit 6-part 2	Genre	Blue Book Page #s	Reading Standards Covered	Writing Standards Covered	Week by Week Pacing
			Background Information p.992-995	Historical Information	814-818	2.2, 3.5ac		
			Frost Poems p.1000-1005	Poetry	820-26	2.2, 3.3		15
X			The Death of the Hired Man* p.1006-1011	Poetry		3.1	1.2	Wk 15/16
			In Praise of Robert Frost p.1012-1013	Speech		2.5, 3.1		
			The Author's Style p.1014-1016			3.2, 3.3 , 3.5ac	1.1, 1.6, 2.4ab	
			Learning the Language of Literature: Modernism p.1017			3.2, 3.5ac		
		X	The End of Something* p.1018-1024	Short Story	827-34	3.3	2.3a	
		x	The Love Song of J. Alfred Prufrock p.1025-1032	Poetry	845-852	3.3	1.1, 1.6, 2.3a, 2.4ab	
			<i>from</i> The Diaries p.1033-1034	Diary		3.2, 3.3		
		x	The Jilting of Granny Weatherall* p.1035-1044	Short Story		3.2, 3.3	1.1	
			The Man Who Was Almost a Man p.1045-1056	Short Story	853-65	3.3	1.1, 1.2, 2.3a	
			Mirror p.1057	Poetry	882-84	3.2		
			Self in 1958 p.1057-1063	Poetry	885-88	3.2	2.3a	
			Assessment Practice: Comparing the Literature p.1064				1.1, 1.9	
			Extend Your Reading p.1065					
			Reflect & Assess p.1066				1.1	

English 3 Curriculum

Revised February 2007

Suggested Writing Prompt IAR	Unit 7-part 1		Genre	Blue Book Page #'s	Reading Standards Covered	Writing Standards Covered	Week by Week Pacing
	Background Info 1070-74		Historical info	906-910	3.5ac		
X	Armistice 1076-87		Short Story	912-21	3.2	1.2, 1.6, 1.1	16
	From Survival in 1083-84 Auschwitz		Memoir		3.3	1.2	
X	The Death of the Ball Turret Gunner/Why Soldiers Won't Talk 1088-94		Poetry/ Essay	922-928	3.3	1.1, 1.6	16
X	Letter From Paradise/In Response to Executive Order 9066 1094-1102		Essay/ Poetry	929-936	3.3	1.6	17
	Point/ Counterpoint: 1103-04 The Japanese-American Internment		Historical info		2.6		18
	Ambush p.1105-1110		Short Story	956-59	3.3	1.6	
	Camouflaging the Chimera/Deciding p.1111-1117		Poetry	949-55		1.6	
X	At the Justice Department 1118-1121		Poetry	979	3.3	1.6, 2.3a	18
	Assessment Practice. 112 Comparing Lit.					1.1, 1.9	
	Extend Your Read 1123						

English 3 Curriculum

Revised February 2007

Suggested Writing Prompt	IAR	Unit 7-part 2	Genre	Blue Book Page #'s	Reading Standards Covered	Writing Standards Covered	Week by Week Pacing
		Background Info 1132-34	Historical info	968-70			
X		× Letter from Birmingham Jail* 1136-47	Letter		1.3, 1.2		Cover before STAR
		Revolutionary Dreams 1145	Poetry	981-83			
		Tone in Contemp. Lit 1148-49					
X		Wandering 1150-56	Drama	972-978	1.3		
		The Writer in the Family 1157-67	Short Story			1.2	
		Teenage Wasteland 1168-79	Short Story	996-1008	1.3		
		Separating 1180-93	Short Story	1040-1052	1.3	1.2	
X		Mexicans Begin Jogging/Legal Alien* 1194-99	Poetry	1113-1118	1.3		
		Hostage 1200-1214	Short Story	1098-1112	1.3	1.2	
		The Legend 1210-1211	Poetry				
		Mother Tongue 1215-22	Essay		1.3, 3.1		
		The Latin Deli 1223-26	Poetry				
		× Straw Into Gold* 1227-1233	essay		2.2, 2.2		
		Assessment Practice: Comparing Lit. 1234				1.9	
		Extend Read 1235					
		Reflect & Assess p.1236				1.1, 1.9	