

SUBJECT AREA: Language Arts

COURSE / GRADE LEVEL: English III Grade 11

School with rotator schedule

MONTH	ESSENTIAL QUESTION(S)	STRAND / CONTENT	SKILLS	RESOURCES	ASSESSMENTS
August/September	<p>How is the gothic tradition reflected in literature?            What is there about the darker side of mankind that has appealed to writers and readers since the late 18<sup>th</sup> century?</p>	<p>Literature and Viewing            Author study: Edgar Allan Poe            Netactivities            “The Raven” by Edgar Allan Poe            “The Fall of the House of Usher” by Edgar Allan Poe            “The Masque of the Red Death” by Edgar Allan Poe            “Dr. Heidegger’s Experiment” by Nathaniel Hawthorne            “A Rose for Emily” by William Faulkner            Performance video            “The Life You Save May Be Your Own” by Flannery O’Connor            From “Danse Macabre” by Stephen King            “The Devil and Tom Walker” by Washington Irving            From “The Diaries” by Franz Kafka            “An Occurrence at Owl Creek Bridge” by Ambrose Bierce            Film: <u>An Occurrence at Owl Creek Bridge</u>            Relevant literary terms            Writing            6 Traits Focus Focus: Ideas, Word choice            Diagnostic essay            Persuasion essay            Literary analysis            Press release            Test preparation</p>	<p>* denotes FCAT Reading subtest            LA.A1.4.1—prereading strategies            *LA.A.1.4.2—vocabulary strategies            LA.A.1.4.3—refining vocabulary            LA.A.1.4.4—response strategies            *LA.A.2.4.4—gathering, analyzing, and evaluating written information            *LA.A.2.4.6—study and research skills            LA.A.2.4.8—synthesis of information from multiple sources            *LA.A.2.2.7—comparison/contrast            LA.B.1.4.1--prewriting skills            LA.B.1.4.2—drafting and revising            LA.B.1.4.3—edited final documents            LA.B.2.4.3—writing fluently for a variety of occasions, audiences, and purposes            LA.C.1.4.1—listening strategies            LA.D.2.4.3—effectiveness of production elements            LA.E.1.4.2—universal themes            *LA.E.2.4.1—effectiveness of literary elements            LA.E.2.4.2—relationships among elements of literature            LA.E.2.4.4—images and sounds to elicit emotions</p>	<p>Textbook—<u>The Language of Literature</u>            Textbook—<u>Writer’s Inc.</u>            McDougal Littell’s            Performance Video            McDougal Littell’s            Netactivities            McDougal Littell’s Audio Library            Film: <u>An Occurrence at Owl Creek Bridge</u>              Supplemental adolescent reading:  <u>All Around Town</u> by Mary Higgins Clark  <u>The Darkling</u> by Charles Butler  <u>Night of the Chupacabras</u> by Marie Lee  <u>999: New Stories of Horror and Suspense</u> by Al Sarrantino, editor  <u>Unspeakable</u> by Sandra Brown  <u>Vector</u> by Robin Cook</p>	<p>Diagnostic essay            Persuasion essay            Literary analysis            Press release            Other teacher-selected assessments</p>

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		PSAT practice FCAT practice as needed	LA.E.2.4.5—relationships among style, form, and impact		
October/ November	What issues have been important to women as reflected in the literature of the women’s movement in the 19 <sup>th</sup> and 20 <sup>th</sup> centuries?	Literature and Viewing Author study: Emily Dickinson Netactivities The Author’s Style Performance Video From among these selections by Emily Dickinson: “This is my letter to the World” “‘Hope’ is the thing with feathers” “Success is counted sweetest” “Much Madness is divinest Sense” “Letter to Thomas Wentworth Higgins” “My life closed twice before its close--” “After great pain, a formal feeling comes--” “I heard a fly buzz—when I died” “Because I could not stop for Death--” by Emily Dickinson “Seventeen Syllables” by Hisaye Yamamoto “Adolescence—III” by Rita Dove “I Stand Here Ironing” by Tillie Olsen “Ironing Their Clothes” by Julia Alvarez "Declaration of the Rights of Women" by Olympe de Gouges	LA.A.1.4.4—response strategies *LA.A.2.4.4—gathering, analyzing, and evaluating written information *LA.A.2.4.6—study and research skills *LA.A.2.4.7—validity and reliability of primary sources *LA.A.2.4.8—synthesis of information from a variety of sources LA.B.1.4.1—prewriting strategies LA.B.1.4.2—drafting and revising LA.B.1.4.3—edited final documents LA.B.2.4.2—organizing information LA.B.2.4.3—writing fluently for a variety of occasions, audiences, and purposes *LA.E.2.4.1—effectiveness of literary elements LA.E.2.4.2—relationships among elements of literature LA.E.2.4.3—poetry analysis LA.E.2.4.4—images and sounds to elicit emotions LA.E.2.4.5—relationships among style, form, and impact LA.E.2.4.6—personal response/	Textbook- <u>The Language of Literature</u> Textbook— <u>Writer’s Inc.</u> McDougal Littell’s Performance Video McDougal Littell’s Netactivities McDougal Littell’s Audio Library Literary Fair Handbook  Supplemental reading <u>Uncle Tom’s Cabin</u> by Harriet Beecher Stowe <u>The Awakening</u> by Kate Chopin Excerpt from speech by Virginia Woolf to London Society for Women’s Service, 1/31/1931, ( <u>Women and Writing</u> , Michelle Barret, ed.)  Supplemental adolescent reading: <u>Jackaroo</u> by Cynthia Voigt <u>Nell’s Quilt</u> by Susan Terris <u>Notes for Another Life</u> by Sue Ellen Bridgers <u>Radical Red</u> by James Duffy <u>Someone to Love</u> by Norma	Original poetry—free verse, rhymed verse, and other types of poems included in the District Literary Fair (ABCDarian, cinquain, concrete, haiku, persona, rap, shrinklit, sonnet, tanka) Narration Comparison and contrast paper Other teacher-selected assessments

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		<p>"The Yellow Wallpaper" by Charlotte Perkins Gilman "Ain't I a Woman?" by Sojourner Truth "The Story of An Hour" by Kate Chopin Performance Video "The Life You Save May Be Your Own" by Flannery O'Connor "Straw into Gold" by Sandra Cisneros Relevant literary terms Writing 6 Traits Focus: Ideas, Voice Original poetry—free verse, rhymed verse, and other types of poems included in the District Literary Fair (ABCDarian, cinquain, concrete, haiku, persona, rap, shrinklit, sonnet, tanka) Narration Comparison and contrast paper Test preparation PSAT practice FCAT practice as needed</p>	<p>connection to literature LA.E.2.4.7-examining literature from several critical perspectives LA.E.2.4.8—response based on background knowledge, purpose and point of view</p>	<p>Fox Mazer <u>Stotan!</u> by Chris Crutcher</p>	

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December/ January/	How have various individuals and groups attempted to define America and the American spirit?	<p>Literature and Viewing</p> <p>The Puritan Tradition Netactivities</p> <p>"The Examination of Sarah Good" Salem Court Documents, 1692</p> <p>"History Clashes With Commercialism" by Craig Wilson, <i>USA Today</i></p> <p>from "Sinner in the Hands of an Angry God" by Jonathan Edwards</p> <p><u>The Crucible</u> by Arthur Miller</p> <p>Scenes from feature film: <u>The Crucible</u></p> <p>From among these selections:</p> <p>"Lecture to a Missionary" by Red Jacket</p> <p>"Song of the Sky Loom" by Tewa</p> <p>"Hunting Song/Dinni-e Sin" by the Navajo</p> <p>"I Am Joaquin" by Rudolfo Gonzales</p> <p>from <u>The Interesting Narrative of the Life of Olaudah Equiano</u> by Olaudah Equiano</p> <p>Excerpts from <u>Walden</u> by Henry David Thoreau</p> <p>"On Civil Disobedience" by Mohandas Gandhi</p> <p>from "Coming of Age in Mississippi" by Anne Moody</p> <p>"Ambush" by Tim O'Brien</p> <p>Relevant literary terms</p> <p>Research and Speech</p> <p>Oral presentation with written</p>	<p>LA.A.1.4.4—response strategies</p> <p>*LA.A.2.4.4—gathering, analyzing, and evaluating written information</p> <p>*LA.A.2.4.6—study and research skills</p> <p>*LA.A.2.4.7—validity and reliability of primary sources</p> <p>*LA.A.2.4.8—synthesis of information from multiple sources</p> <p>LA.B.1.4.1—prewriting strategies</p> <p>LA.B.1.4.2—drafting and revising</p> <p>LA.B.1.4.3—edited final documents</p> <p>LA.B.2.4.2—organizing information</p> <p>LA.B.2.4.3—writing fluently for a variety of occasions, audiences, and purposes</p> <p>LA.B.2.4.4—variety of electronic media</p> <p>LA.C.1.4.3—strategies for formal and informal discussions</p> <p>LA.C.3.4.1—volume, stress, pacing, enunciation, eye contact and gestures</p> <p>LA.C.3.4.2—variety of speaking strategies to clarify and reflect</p> <p>LA.C.3.4.3—details, illustrations, analogies and visual aids in oral presentations</p> <p>LA.C.3.4.4—oral communication skills</p>	<p>Textbook—<u>The Language of Literature</u></p> <p>Textbook—<u>Writer's Inc.</u></p> <p>McDougal Littell's Performance Video</p> <p>McDougal Littell's Netactivities</p> <p>McDougal Littell's Audio Library</p> <p>Internet</p> <p>Library sources</p> <p>Suggested supplementary materials:</p> <p>Excerpts from <u>The Great Fear</u> by David Caute</p> <p><u>Sons of Heaven</u> by Terrence Cheng</p> <p>Supplemental adolescent reading:</p> <p><u>A Break With Charity</u> by Ann Rinaldi</p> <p><u>Beyond the Burning</u> by Kathryn Lasky</p> <p><u>Gallows Hill</u> by Lois Duncan</p> <p><u>I, Tituba, Black Witch of Salem</u> by Mary Conde</p> <p><u>Tituba of Salem Village</u> by Ann Petry</p> <p><u>The Witch of Blackbird Pond</u> by Elizabeth George Speare</p>	<p>Oral presentation</p> <p>Memo</p> <p>Proposal</p> <p>Documented project/project/paper</p> <p>Definition paper</p> <p>Film/Play review</p> <p>Other teacher-selected assessments</p>

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		<p>project and documentation on topics such as witch hunts, government suppression, martyrdom, immigration or other topics as selected by students and teacher</p> <p>Writing</p> <p>6 Traits Focus: Organization, Conventions</p> <p>Memo</p> <p>Documented project/report/paper</p> <p>Proposal</p> <p>Definition paper</p> <p>Film/Play review</p> <p>Test preparation</p> <p>SAT and ACT practice</p> <p>FCAT practice as needed</p>	<p>LA.D.1.4.2—appropriate language adjustments</p> <p>LA.D.2.4.1--reactions perceptions and beliefs of communities are shaped by language</p> <p>LA.E.1.4.5—cultural and historical periods’ stylistic, thematic, and technical qualities</p> <p>*LA.E.2.4.1—effectiveness of literary elements</p> <p>LA.E.2.4.2—relationships among elements of literature</p> <p>LA.E.2.4.7—examining literature from several critical perspectives</p> <p>LA.E.2.4.8—different responses based on background knowledge, purpose and point of view</p>		
February/ March	In what way(s) did the literature of the Harlem Renaissance reflect the social upheaval, the political tensions, and artistic innovation taking place in the world?	<p>Literature and Viewing</p> <p>The Harlem Renaissance</p> <p>Netactivities</p> <p>Author’s Study: Langston Hughes</p> <p>“I, Too” by Langston Hughes</p> <p>“Harlem” by Langston Hughes</p> <p>“The Weary Blues” by Langston Hughes</p> <p>“Flute Players” by Jean-Joseph Rabearivelo</p> <p>from “Love, Langston” by Dahleen Glanton</p> <p>“When the Negro Was in Vogue” by Langston Hughes</p> <p>“Any Human to Another” by Countee Cullen</p>	<p>LA.A.1.4.1—prereading strategies</p> <p>*LA.A.1.4.2--vocabulary strategies</p> <p>LA.A.1.4.3—refining vocabulary</p> <p>LA.A.1.4.4—response strategies</p> <p>*LA.A.2.2.7—comparison/contrast</p> <p>*LA.A.2.4.1—main idea, details, methods of development and their effectiveness</p> <p>*LA.A.2.4.2—effects of author’s purpose and point of view</p> <p>*LA.A.2.4.4—gathering, analyzing, and evaluating written information</p> <p>*LA.A.2.4.6—study and research skills</p>	<p>Textbook.-<u>The Language of Literature</u></p> <p>Textbook—<u>Writer’s Inc.</u></p> <p>McDougal Littell’s</p> <p>Performance Video</p> <p>McDougal Littell’s</p> <p>Netactivities</p> <p>McDougal Littell’s Audio Library</p> <p>Supplemental works:</p> <p><u>A Gathering of Old Men</u> by Ernest Gaines</p> <p><u>Cane</u> by Jean Toomer</p> <p><u>Dusk of Dawn</u> by W.E. DuBois</p>	<p>Description paper</p> <p>Cause and effect paper</p> <p>Other teacher-selected assessments</p>

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		<p>“My City” by James Weldon Johnson            “If We Must Die” by Claude McKay            “A Black Man Talks of Reaping” by Arna Bontemps            “How It Feels to Be Colored Me” by Zora Neale Hurston            “My Dungeon Shook: Letter to My Nephew” by James Baldwin            “Life for My Child is Simple” by Gwendolyn Brooks            “Primer for Blacks” by Gwendolyn Brooks            “Thoughts on the African-American Novel” by Toni Morrison            “The Man Who Was Almost a Man” by Richard Wright            Relevant literary terms            Writing            6 Traits Focus: Voice, Fluency            Description paper            Cause and effect paper            Test preparation            SAT &amp; ACT practice            FCAT practice as needed</p>	<p>*LA.A.2.4.8—synthesis of information from multiple sources            LA.B.1.4.1—prewriting strategies            LA.B.1.4.2—drafting and revising            LA.B.1.4.3—edited final documents            LA.B.2.4.2—organizing information            LA.B.2.4.3—writing fluently for a variety of occasions, audiences, and purposes            LA.C.1.4.3--strategies for informal and formal discussions            LA.C.3.4.1—volume, stress, pacing, enunciation, eye contact, and gestures            LA.C.3.4.4—oral communication skills            LA.D.1.4.1—language and literature transmit culture            LA.D.1.4.3—differences among dialects            LA.D.2.4.2—subtleties of literary devices            LA.E.1.4.5—cultural and historical periods’ stylistic, thematic, and technical qualities            LA.E.2.4.3—poetry analysis            LA.E.2.4.6—personal response/ connection to literature</p>	<p><u>Dust Tracks on a Road</u> by Zora Neale Hurston  <u>Go Tell It On the Mountain</u> by James Baldwin  <u>Lyrics of a Lowly Life</u> and/or <u>Lyrics of Sunshine and Shadow</u> by Paul Lawrence Dunbar  <u>Mules and Men</u> by Zora Neale Hurston  <u>Sula</u> and/or <u>Beloved</u> by Toni Morrison            Assorted blues and jazz CDs/tapes from the period (Bessie Smith, Muddy Waters, Louis Armstrong, Mississippi John Hurt, and others from contemporary jazz and blues artists)</p>	

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			LA.E.2.4.7—examining literature from several critical perspectives		
April/May	In what ways can the American dream be defined? How does the American dream differ from person to person?	Literature and Viewing from among these selections: “I Hear American Singing” by Walt Whitman “Mexicans Begin Jogging” by Gary Soto “Ballad of Birmingham” by Dudley Randall “Lucinda Matlock” by Edgar Lee Masters “In the American Society” by Gish Jen “Richard Corey” by Edwin Arlington Robinson from “Of Plymouth Plantation” by William Bradford from <u>Blue Highways</u> by William Least Heat-Moon “What Is an American?” by Michel-Guillaume Jean de Crèvecoeur “The Notorious Jumping Frog of Calaveras County” by Mark Twain from <u>Stride Toward Freedom</u> by Martin Luther King “Necessary to Protect Ourselves” by Malcolm X, interviewed by Les Crane “Gary Keillor” by Garrison Keillor	LA.A.2.4.3—personal preferences in fiction and nonfiction LA.B.1.4.1—prewriting strategies LA.B.1.4.2—drafting and revising LA.B.1.4.3—edited final documents LA.B.2.4.3—writing fluently for a variety of occasions, audiences, and purposes LA.C.3.4.5—sustained argument with support LA.D.1.4.1—culture transmitted through language and literature LA.D.2.4.1—reactions, perceptions, and beliefs shaped by language LA.E.1.4.2—universal themes LA.E.1.4.5—cultural and historical periods’ stylistic, thematic, and technical qualities LA.E.2.4.3—poetry analysis LA.E.2.4.5—relationships among style, form, and impact LA.E.2.4.6—personal response/ connection to literature LA.E.2.4.7—examining literature from several critical perspectives LA.E.2.4.8—different responses	Textbook— <u>The Language of Literature</u> Textbook— <u>Writer’s Inc.</u> McDougal Littell’s Performance Video McDougal Littell’s Netactivities McDougal Littell’s Audio Library  Supplemental reading: <u>The Great Gatsby</u> by F. Scott Fitzgerald <u>The Joy Luck Club</u> by Amy Tan  Supplemental adolescent reading: <u>China Boy</u> by Gus Lee <u>Jason’s Gold</u> by Will Hobbs <u>Land of Dreams</u> by Joan Lowery Nixon <u>One Way to Ansonia</u> by Julie Angell <u>The Perfect Storm: A True Story of Men against the Sea</u> by Sebastian Junge <u>Shadow of the Dragon</u> by Sherry Garland <u>Unspeakable</u> by Sandra	Email Letter of request for recommendation Cover letter Résumé Literary analysis Other teacher-selected assessments

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		"Ending Poem" by Aurora Levins Morales and Rosario Morales Relevant literary terms Writing 6 Traits Focus: Ideas, Word choice Email Letter of request for recommendation Cover letter Résumé Literary analysis Test preparation SAT and ACT practice FCAT practice as needed	based on background knowledge, purpose and point of view	Brown	