

English 3

English Language Arts

Grade(s) 11th, Duration 1 Year, 1 Credit
Required Course

Course Overview

This course will be an explorative survey of American literature from its origins in the 1600s up to contemporary times. In other words, students in this class will be looking at American history through the lens of literature. Students will identify common characteristics of each distinct period with a focus on how literature has played an important role in the evolution of the American dream and what it means to be a citizen. Students will master fundamental technical English skills, including syntax and written organization with an emphasis on formal writing. The primary objective of English 3 is for students to become effective readers, writers, speakers, listeners, and, perhaps most of all, thinkers. Students will engage in diverse coursework to achieve these goals. Additionally, this course will prepare students for the English portions of the ACT.

Timeframe	Unit	Scope And Sequence
		Instructional Topics
1 Day(s)	Essay #1: Most Prized Possession Baseline	
Ongoing	ACT Prep	1. English test 2. Reading test
12 Day(s)	Speeches	1. 1st Quarter 2. 2nd Quarter 3. 3rd Quarter 4. 4th Quarter
Ongoing	Vocabulary	
4 Week(s)	Heroes	1. Beowulf 2. The Odyssey 3. Hercules 4. Essay #2: GOAT Epic Hero
5 Day(s)	Of Mice and Men	1. Understanding the Great Depression 2. John Steinbeck and The American Dream
4 Week(s)	The Great Gatsby	1. F. Scott Fitzgerald and the Lost Generation 2. Essay # 3 -- Definition Paper
4 Week(s)	Research Skills	
3 Day(s)	Shakespeare - Taming of the Shrew or A Midsummer Night's Dream	1. Understanding Elizabethan Culture 2. Globe Theatre

Materials and Resources

Pearson Common Core Literature: The American Experience

Additional texts/novels as assigned, including [The Scarlet Letter](#) and [The Great Gatsby](#)

Prerequisites

English 1 and 2

Course Details

Unit: Essay #1: Most Prized Possession Baseline **Duration:** 1 Day(s)

Unit: ACT Prep **Duration:** Ongoing

Unit Description

Students will review mechanics, grammar, and usage in preparation for the ACT. Students will also become familiar with the test format and learn specific strategies for the English and reading sections.

Topic: English test **Duration:** Ongoing

Topic: Reading test **Duration:** Ongoing

Unit: Speeches **Duration:** 12 Day(s)

Enduring Understandings (Knowledge & Skills)

SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of

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reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Topic: 1st Quarter	Duration: 3 Day(s)
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Topic: 2nd Quarter	Duration: 3 Day(s)
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Topic: 3rd Quarter	Duration: 3 Day(s)
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Topic: 4th Quarter	Duration: 3 Day(s)
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Unit: Vocabulary	Duration: Ongoing
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Unit: Heroes	Duration: 4 Week(s)
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Unit Description

Students will identify the characteristics of an archetypal hero and the steps in the journey of the hero before reading excerpts of *Beowulf*, *The Odyssey*, and Edith Hamilton's "Hercules." Students' summative assessment will be an analysis over the most heroic hero.

Enduring Understandings (Knowledge & Skills)

RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as draw inferences from the text.

RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research

Academic Vocabulary

archetypal hero
epic poem
epic hero
paraphrase
summary
textual evidence
inference
theme

Summative Assessment

[Essay #2: Hero Analysis](#)

Topic: Beowulf	Duration: 5 Day(s)
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Topic: The Odyssey	Duration: 4 Day(s)
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Topic: Hercules	Duration: 2 Day(s)
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Topic: Essay #2: GOAT Epic Hero	Duration: 8 Day(s)
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Unit: Of Mice and Men

Duration: 5 Day(s)

Topic: Understanding the Great Depression

Duration: 1 Day(s)

Topic: John Steinbeck and The American Dream

Duration: 1 Day(s)

Unit: The Great Gatsby

Duration: 4 Week(s)

Unit Description

Students will do mini-research over a 1920s issue before reading the novel. Students will take several formative assessments throughout the reading and write a definition essay as a summative assessment.

Summative Assessment

[Essay #3 Gatsby Definition](#)

Topic: F. Scott Fitzgerald and the Lost Generation

Duration: 1 Day(s)

Topic: Essay # 3 -- Definition Paper

Duration: 8 Day(s)

Learning Targets

RL.11–12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.11–12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they emerge and are shaped and refined by specific details.

RL.11–12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

RL.11–12.9: Analyze how an author draws on and transforms source material in a specific work.

W.11–12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11–12.2.a: Introduce a precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11–12.2.b: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11–12.2.d: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

W.11–12.2.e: Provide a concluding statement or section that follows from and supports the information or explanation presented

W.11–12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11–12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source, and following a standard format for citation.

W.11–12.9: Draw evidence from informational texts to support analysis, reflection, and research.

Unit: Research Skills

Duration: 4 Week(s)

Unit Description

Students will select a topic, engage in prewriting, evaluate and research various credible sources, developing a working bibliography, organizing an outline, drafting a rough draft, engaging in peer review, and publishing a final draft.

Enduring Understandings (Knowledge & Skills)

W.1.A: Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.

W.1.B: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas,

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avoiding plagiarism and following a standard format for citation.

W.2.A: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

W.3.A: Review, revise, and edit writing with consideration for the task, purpose, and audience.

Academic Vocabulary

[Research Skills vocabulary](#)

Unit: Shakespeare - Taming of the Shrew or A Midsummer
Night's Dream

Duration: 3 Day(s)

Enduring Understandings (Knowledge & Skills)

RL.9–10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9–10.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.

RL.9–10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9–10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL.9–10.9: Analyze how an author draws on and transforms source material in a specific work

W.9–10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9–10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.9–10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9–10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Topic: Understanding Elizabethan Culture

Duration: 1 Day(s)

Topic: Globe Theatre

Duration: 1 Day(s)