

**RIDGECROFT SCHOOL
ENGLISH LANGUAGE ARTS PLANNING GUIDE**

**ENGLISH III
THE AMERICAN EXPERIENCE**

This guide consists of three parts: a Pacing Guide, the NC Standard Course of Study, and the Writing Portfolio Requirements for English III.
Grammar and Vocabulary lessons will be integrated.

PACING GUIDE

TOPICS/CONCEPTS	TIME	OBJECTIVES	RESOURCE(S) TEXTBOOK	WRITING PORTFOLIO/ LITERARY ELEMENTS
FIRST GRADING PERIOD				
BEGINNING -1750 PLAY/DRAMA/ SPEECH	30	3.01, 3.02, 3.03, 3.04, 4.01, 4.02, 4.03, 5.01, 6.01, 6.02	SELECTIONS: <ul style="list-style-type: none"> ▪ The Merchant of Venice • The Crucible • Sinners in the Hands of an Angry God 	<ol style="list-style-type: none"> 1. Allusion 2. Theme 3. Irony 4. Persuasive Writing
SECOND GRADING PERIOD				
A GROWING NATION 1800-1870 SHORT STORY/POETRY/NOVEL	30	3.01, 3.02, 3.03, 3.04, 4.01, 4.02, 4.03, 5.01, 6.01, 6.02	<ul style="list-style-type: none"> • The Devil & Tom & Walker • The Fall of the House of Usher • The Raven • Young Goodman Brown – (not in book) • The Minister's Black Veil • The Scarlet Letter 	<ol style="list-style-type: none"> 1. Omniscient Narrator 2. Allegory 3. Writing a Letter/ Obituary
THIRD GRADING PERIOD A GROWING NATION 1800-1870 CONTINUED NONFICTION/POETRY	30	3.01, 3.02, 3.03, 3.04, 4.01, 4.02, 4.03, 5.01, 6.01, 6.02	<ul style="list-style-type: none"> • Continue The Scarlet Letter • Self Reliance • Walden • Civil Disobedience • Poetry of Emily Dickinson and Walt Whitman 	<ol style="list-style-type: none"> 1. Transcendentalism 2. Free verse 3. Pt. of View 4. Cause/Effect
FOURTH GRADING PERIOD SHORT STORY/NOVEL DIVISION, RECONCILIATION, &	30	3.01, 3.02, 3.03, 3.04, 4.01, 4.02, 4.03, 5.01, 6.01, 6.02	<ul style="list-style-type: none"> • An Occurrence at Owl Creek Bridge • The Notorious Jumping Frog • The Outcasts of Poker 	<ol style="list-style-type: none"> 1. Explaining a Symbol 2. Writing a Critical/Reflective Essay 3. Irony

EXPANSION 1850-1914 DISILLUSION, DEFIANCE, & DISCONTENT 1914-1946			Flat • The Story of an Hour • The Great Gatsby	4. Satire
FIFTH GRADING PERIOD				
DISILLUSION, DEFIANCE, & DISCONTENT 1914-1946 SHORT STORY/POETRY	30	1.01, 1.02, 1.03, 4.01, 4.02, 5.01, 5.02, 5.03, 6.01, 6.02	• Continue The Great Gatsby • Winter Dreams	1. Reflective Essay
	1	1.01, 1.02, 1.03, 4.01, 4.02, 5.01, 5.02, 5.03, 6.01, 6.02	• The Unknown Citizen • Robert Frost Poetry	1. Character Analysis 2. Satire 3. Critical Essay
SIXTH GRADING PERIOD				
PLAY RESEARCH PAPER		2.01, 2.02, 2.03, 4.01, 4.02, 4.03, 5.01, 6.01, 6.02	• The Glass Menagerie	1. Writing a Character's Resume

10/25/06

NORTH CAROLINA STANDARD COURSE OF STUDY

The North Carolina Standard Course of Study for English III specifies objectives that teachers will use as a foundation to spiral instruction throughout the school year.

UNITED STATES LITERATURE

Students in English III analyze United States literature as it reflects social perspective and historical significance by continuing to use language for expressive, expository, argumentative, and literary purposes. The emphasis in English III is critical analysis of texts through reading, writing, speaking, listening, and using media.

In addition, the student will:

- Relate the experiences of others to their own.
- Research the diversity of American experience.
- Examine relationships between past and present.
- Build increasing sophistication in defining issues and using argument effectively.
- Create products and presentations which maintain standard conventions of written and oral language

Strands: Oral Language, Written Language, and Other Media/Technology

COMPETENCY GOAL 1: THE LEARNER WILL DEMONSTRATE INCREASING INSIGHT AND REFLECTION TO PRINT AND NON-PRINT TEXT THROUGH PERSONAL EXPRESSION.

1.01 Create memoirs that give an audience a sense of how the past can be significant for the present by:

- elaborating upon a significant past episode from the student's current perspective.
- projecting the student's voice in the work through reflective interpretation of relationships to people and events.
- writing for a specific audience and purpose.

1.02 Reflect and respond expressively to texts so that the audience will:

- discover multiple perspectives.
- investigate connections between life and literature.
- explore how the student's life experiences influence his or her response to the selection.

1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus, by:

- selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.
- identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.
- providing textual evidence to support understanding of and reader's response to text.
- demonstrating comprehension of main idea and supporting details.

<ul style="list-style-type: none"> • recognize how the responses of others may be different. • articulate insightful connections between life and literature. • consider cultural or historical significance. 	<ul style="list-style-type: none"> • summarizing key events and/or points from text. • making inferences, predicting, and drawing conclusions based on text. • identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. • making connections between works, self and related topics. • analyzing and evaluating the effects of author's craft and style. • analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. • identifying and analyzing elements of expressive environment found in text in light of purpose, audience, and context.
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COMPETENCY GOAL 2: THE LEARNER WILL INFORM AN AUDIENCE BY USING A VARIETY OF MEDIA TO RESEARCH AND EXPLAIN INSIGHTS INTO LANGUAGE AND CULTURE.

<p>2.01 Research and analyze ideas, events, and/or movements related to United States culture by:</p> <ul style="list-style-type: none"> • locating facts and details for purposeful elaboration. • organizing information to create a structure for purpose, audience, and context. • Excluding extraneous information. • Providing accurate documentation. <p>2.02 Examine and explain how culture influences language through projects such as:</p> <ul style="list-style-type: none"> • Showing the evolution of forms of communication in the United States (e.g., the Pony Express, telegraph, telephone, fax, e-mail). • Tracing the development of technology in a particular area such as audio or video recordings, radio, television, and film. • Demonstrating proficiency in accessing and sending information electronically, using conventions appropriate to the audience. 	<p>2.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by:</p> <ul style="list-style-type: none"> • Selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose. • Identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. • Providing textual evidence to support understanding of and reader's response to text. • Demonstrating comprehension of main idea and supporting details. • Summarizing key events and/or points from text. • Making inferences, predicting, and drawing conclusions based on text. • Identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. • Making connections between works, self and related topics. • Analyzing and evaluating the effects of author's craft and style. • Analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. • Identifying and analyzing elements of informational environment found in text in light of purpose, audience, and context.
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COMPETENCY GOAL 3: THE LEARNER WILL EXAMINE ARGUMENTATION AND DEVELOP INFORMED OPINIONS.

<p>3.01 Use language persuasively in addressing a particular issue by:</p> <ul style="list-style-type: none"> • Finding and interpreting information effectively. • Recognizing propaganda as a purposeful technique. • Establishing and defending a point of view. 	<p>3.04 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print argumentative texts appropriate to grade level and course literary focus, by:</p> <ul style="list-style-type: none"> • Selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.
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<ul style="list-style-type: none"> • Responding respectfully to viewpoints and biases. <p>3.02 Select an issue or theme and take a stance on that issue by:</p> <ul style="list-style-type: none"> • Reflecting the viewpoint(s) of Americans of different times and places. • Showing sensitivity or empathy for the culture represented. • Supporting the argument with specific reasons. <p>3.03 Use argumentation for:</p> <ul style="list-style-type: none"> • Interpreting researched information effectively. • Establishing and defending a point of view. • Addressing concerns of the opposition. • Using logical strategies (e.g., deductive and inductive reasoning, syllogisms, and analogies) and sophisticated techniques (e.g., rhetorical devices, parallelism, irony, concrete images). • Developing a sense of completion. 	<ul style="list-style-type: none"> • Identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. • Providing textual evidence to support understanding of and reader's response to text. • Demonstrating comprehension of main idea and supporting details. • Summarizing key events and/or points from text. • Making inferences, predicting, and drawing conclusions based on text. • Identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. • Making connections between works, self and related topics. • Analyzing and evaluating the effects of author's craft and style. • Analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. • Identifying and analyzing elements of argumentative environment found in text in light of purpose, audience, and context.
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COMPETENCY GOAL 4: THE LEARNER WILL CRITICALLY ANALYZE TEXT TO GAIN MEANING, DEVELOP THEMATIC CONNECTIONS, AND SYNTHESIZE IDEAS.

<p>4.01 Interpret meaning for an audience by:</p> <ul style="list-style-type: none"> • Examining the functions and the effects of narrative strategies such as plot, conflict, suspense, point of view, characterization, and dialogue. • Interpreting the effect of figures of speech (e.g., personification, oxymoron) and the effect of devices of sound (e.g., alliteration, onomatopoeia). • Analyzing stylistic features such as word choice and links between sense and sound. • Identifying ambiguity, contradiction, irony, parody, and satire. • Demonstrating how literary works reflect the culture that shaped them. <p>4.02 Develop thematic connections among works by:</p> <ul style="list-style-type: none"> • Connecting themes that occur across genres or works from different time periods. • Using specific references to validate connections. • Examining how representative elements such as mood, tone, and style impact the development of a theme. <p>4.03 Assess the power, validity, and truthfulness in the logic of arguments given in public and political documents by:</p> <ul style="list-style-type: none"> • Identifying the intent and message of the author or artist. • Recognizing how the author addresses opposing viewpoints. • Articulating a personal response to the message and method of the author or artist. • Evaluating the historical significance of the work. 	<p>4.04 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by:</p> <ul style="list-style-type: none"> • Selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose. • Identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. • Providing textual evidence to support understanding of and reader's response to text. • Demonstrating comprehension of main idea and supporting details. • Summarizing key events and/or points from text. • Making inferences, predicting, and drawing conclusions based on text. • Identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. • Making connections between works, self and related topics. • Analyzing and evaluating the effects of author's craft and style. • Analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. <p>Identifying and analyzing elements of critical environment found in text in light of purpose, audience, and context.</p>
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COMPETENCY GOAL 5: THE LEARNER WILL INTERPRET AND EVALUATE REPRESENTATIVE TEXTS TO DEEPEN UNDERSTANDING OF LITERATURE OF THE UNITED STATES.

5.01 Interpret the significance of literary movements as they have evolved through the literature of the United States by:

- Analyzing the characteristics of literary genres, including fiction, nonfiction, drama, and poetry, and how the selection of genre shapes meaning.
- Relating ideas, styles, and themes within literary movements of the United States.
- Understanding influences that progress through the literary movements of the United States.
- Evaluating the literary merit and/or historical significance of a work from Colonial Literature, the Romantic Era, Realism, the Modern Era, and Contemporary Literature.

5.02 Analyze the relationships among United States authors and their works by:

- Making and supporting valid responses about the text through references to other works and authors.
- Comparing texts to show similarities or differences in themes, characters, or ideas.

5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literacy texts appropriate to grade level and course literary focus, by:

- Selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.
- Identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.
- Providing textual evidence to support understanding of and reader's response to text.
- Demonstrating comprehension of main idea and supporting details.
- Summarizing key events and/or points from text.
- Making inferences, predicting, and drawing conclusions based on text.
- Identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.
- Making connections between works, self and related topics.
- Analyzing and evaluating the effects of author's craft and style.
- Analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.
- Identifying and analyzing elements of literary environment found in text in light of purpose, audience, and context.

COMPETENCY GOAL 6: THE LEARNER WILL APPLY CONVENTIONS OF GRAMMAR AND LANGUAGE USAGE.

6.01 Demonstrate an understanding of the conventions of language by:

- Decoding vocabulary using knowledge of Anglo-Saxon, Greek, and Latin bases and affixes.
- Using vocabulary strategies such as context clues, resources, and structural analysis (roots, prefixes, etc.) to determine meaning of words and phrases.
- Discerning the relationship of word meanings between pairs of words in analogies (synonyms/antonyms, connotation/denotation).
- Revising writing to enhance voice and style, sentence variety, subtlety of meaning, and tone in considerations of questions being addressed, purpose, audience, and genres.
- Contrasting use of language conventions of authors in different time periods of United States literature.
- Analyzing the power of standard usage over nonstandard usage in formal settings such a job interviews, academic environment, or public speaking events.

6.02 Discern and correct errors in speaking and writing at a level appropriate to eleventh grade by:

- Reviewing and refining purposeful use of varying sentence types with correct punctuation.
- Reviewing and refining correct pronoun usage, antecedents, and case.
- Refining subject/verb agreement and choice of tense.
- Extending effective use of phrases and clauses.
- Discussing parts of speech as they relate to writing.
- Editing for correct spelling and mechanics.

WRITING PORTFOLIO REQUIREMENTS

1. A sample of each product should be provided a minimum of 2 times per year; beginning and end of year to show growth over time.
2. Products should show evidence of planning, drafting, revising, editing and closure or publishing depending on which stage/s of the process are being worked on for that particular piece of writing.

STUDENT NAME:	DUE DATE	GRADE
FOCUS: US		
MEMOIRS: (1.01)		
REFLECTIVE RESPONSE: Understanding of US literature (5.01, 5.02, 5.03, 6.01, 6.02)		
RESEARCH: US culture (2.01, 2.02, 2.03)		
ARGUMENT: (1) recognition of propaganda, (2) point of view (3.01, 3.02, 3.03), (3) public/political documents (4.03)		
RESPONSE TO TEXTS: (1)Thematic connections among works (1.02, 3.04, 4.02), (2) significance of literary movements as they have evolved through the literature of the US (5.01, 5.02)		

OR

WRITING PORTFOLIO REQUIREMENTS

FIRST GRADING PERIOD	DUE DATE	GRADE
1. Writing to Persuade		
1. Writing a News Article 2. Irony 3. Interpreting Poetry		
SECOND GRADING PERIOD		
1. Writing Epigrams		
THIRD GRADING PERIOD		
1. Point of View 1. Cause/Effect		
FOURTH GRADING PERIOD		
1. Explaining a Symbol		
FIFTH GRADING PERIOD		
1. Reflective essay 2. Character Analysis		
SIXTH GRADING PERIOD		
1. Writing a Character's Resume		

GRADING FIRST SEMESTER:

Based on documents collected by mid-year, this student is determined to be at the following level at the end of first semester:

Above On Below

Signature and Date: _____

GRADING SECOND SEMESTER:

Based on documents collected by mid-year, this student is determined to be at the following level at the end of first semester:

Above On Below

Signature and Date: _____