

Calendar-Based Curriculum Map: English III

	August/September	October	November
Essential Questions	<ul style="list-style-type: none"> What are the characteristics of Native American Literature? What genres of writing were common in early American Literature? 	<ul style="list-style-type: none"> How does the literature of early America reflect the classic view of the American Dream? 	<ul style="list-style-type: none"> Why is classic literature important in modern life? What makes a piece of writing classic?
Content	<ul style="list-style-type: none"> Read and discuss a variety of literature <ul style="list-style-type: none"> Native American origin myths The Iroquois Constitution Excerpt – <i>La Relacion</i> Excerpt – <i>Of Plymouth Plantation</i> Rowlandson’s captivity narrative Poetry of Anne Bradstreet Jonathan Edwards’ sermon Write an origin myth 	<ul style="list-style-type: none"> Create a literature and history timeline Read and discuss a variety of literature <ul style="list-style-type: none"> Selections from Benjamin Franklin Patrick Henry’s speech <i>The Crisis, No. 1</i> <i>The Declaration of Independence</i> “The Devil and Tom Walker” Analyze proverbs, character development, and symbolism. Write about the American Dream Analyze film version of a short story 	<ul style="list-style-type: none"> Read “The Minister’s Black Veil” Discuss background of <i>The Scarlet Letter</i> Read <i>The Scarlet Letter</i> Locate and discuss uses of symbolism Analyze character development and relationships through Bookface entries
Skills	<ul style="list-style-type: none"> Reading texts critically Locating, analyzing, and discussing literary elements (emphasizing point-of-view, repetition, and bias) Making connections between text and text, self, and world Using appropriate note-taking skills Writing for a specific audience and purpose Using spoken and written English 	<ul style="list-style-type: none"> Reading texts critically Locating, analyzing, and discussing literary elements (emphasizing proverbs, metaphor, and purpose) Working cooperatively with peers Making connections between text and text, self, and world Using appropriate note-taking skills Writing for a specific audience and purpose Using spoken and written English 	<ul style="list-style-type: none"> Reading texts critically Applying various reading strategies Locating, analyzing, and discussing literary elements (emphasizing symbolism, metaphor, and characterization) Working cooperatively with peers Making connections between text and text, self, and world Using appropriate note-taking skills Using spoken and written English
Assessments	<ul style="list-style-type: none"> Class and small-group participation Informal writing (journals) Formal writing (Origin Myth) Homework (various) Quizzes (readings and lecture material) Exam 1: American Literature from Prehistory to 1750 	<ul style="list-style-type: none"> Class and small-group participation Informal writing (journals) Formal writing (American Dream essay) Homework (various) Quizzes (readings and lecture material) Exam 2: American Literature from 1750-1850 	<ul style="list-style-type: none"> Class and small-group participation Informal writing (journals) Homework (various) Quizzes (readings and lecture material) Exam 3: <i>Scarlet Letter</i> (Chapters 1-12)
Resources	<ul style="list-style-type: none"> Glencoe Literature – Course 6 <i>Literature of Native Americans</i> 	<ul style="list-style-type: none"> Glencoe Literature – Course 6 	<ul style="list-style-type: none"> Glencoe Literature – Course 6 <i>The Scarlet Letter</i> (Nathaniel Hawthorne) Bookface binders

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	December	January	February
Essential Questions	<ul style="list-style-type: none"> How does society affect the individual? How does the individual affect society? 	<ul style="list-style-type: none"> How can literature illustrate and/or criticize social practices? 	<ul style="list-style-type: none"> What are the literary and artistic contributions from the Harlem Renaissance?
Content	<ul style="list-style-type: none"> Read and discuss <i>The Scarlet Letter</i> Summarize and analyze key plot events Identify and analyze poetic elements Read and discuss a variety of literature <ul style="list-style-type: none"> Emily Dickinson Walt Whitman Write poem imitating style of Whitman or Dickinson 	<ul style="list-style-type: none"> Read and discuss <i>The Adventures of Huckleberry Finn</i> Create character or response journals for sections of <i>Huck Finn</i> Write a script of a scene from <i>Huck Finn</i> Perform scene 	<ul style="list-style-type: none"> Read and discuss a variety of texts Harlem Renaissance research project (possible groups: art, music, literature – poetry, literature – prose, literature – drama, history and culture)
Skills	<ul style="list-style-type: none"> Reading texts critically Applying various reading strategies Locating, analyzing, and discussing literary elements (emphasizing symbolism, metaphor, and poetic devices) Working cooperatively with peers Making connections between text and text, self, and world Using appropriate note-taking skills Using spoken and written English Writing for a specific purpose Taking essay exams 	<ul style="list-style-type: none"> Reading texts critically Applying various reading strategies Locating, analyzing, and discussing literary elements (emphasizing dialect, dialogue, and realism) Working cooperatively with peers Making connections between text and text, self, and world Using appropriate note-taking skills Using spoken and written English Writing for a specific audience and purpose 	<ul style="list-style-type: none"> Reading texts critically Locating information through research Working cooperatively with peers Making connections between text and text, self, and world Using appropriate note-taking skills Using spoken and written English Writing for a specific purpose Presenting material orally (with visual aids)
Assessments	<ul style="list-style-type: none"> Class and small-group participation Informal writing (journals) Homework (various) Quizzes (readings and lecture material) Exam 4: <i>Scarlet Letter</i> (Chapters 12-24) Poem and explanation Exam 5: Final Exam (Essays) 	<ul style="list-style-type: none"> Class and small-group participation Informal writing (journals) Formal writing (script) Homework (various) Quizzes (readings and lecture material) Exam 6: <i>The Adventures of Huckleberry Finn</i> Script project 	<ul style="list-style-type: none"> Class and small-group participation Informal writing (journals) Formal writing (research paper) Homework (various) Quizzes (readings and lecture material) Exam 7: American Literature from 1900-1950
Resources	<ul style="list-style-type: none"> <i>The Scarlet Letter</i> (Nathaniel Hawthorne) Bookface binders 	<ul style="list-style-type: none"> <i>The Adventures of Huckleberry Finn</i> (Mark Twain) 	<ul style="list-style-type: none"> Glencoe Literature – Course 6 Various library and internet resources

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	March	April	May
Essential Question	<ul style="list-style-type: none"> What is rhetoric? What are the key components of argumentation? How can we effectively establish and support an argument? 	<ul style="list-style-type: none"> How can political and historical events influence literature? What are the primary elements of drama? 	<ul style="list-style-type: none"> What is the current state of literature/writing in America?
Content	<ul style="list-style-type: none"> Write informally about current issues Conduct library research Evaluate sources Develop a thesis statement Integrate evidence to support thesis Balance logos, ethos, and pathos Write a position paper focusing on an issue relevant to student/society Participate in discussions and workshops 	<ul style="list-style-type: none"> Discuss historical background of <i>The Crucible</i> and Arthur Miller Read and discuss <i>The Crucible</i> Compare <i>The Crucible</i> to the history of the Salem witch trials and McCarthyism 	<ul style="list-style-type: none"> Read and discuss a variety of texts published since the middle of the twentieth century
Skills	<ul style="list-style-type: none"> Writing informally Writing formally Finding and evaluating sources Following a writing process Writing for a specific audience and purpose Giving and receiving constructive criticism 	<ul style="list-style-type: none"> Reading texts critically Applying various reading strategies Locating, analyzing, and discussing literary elements (emphasizing dramatic elements, dialogue, and allegory) Working cooperatively with peers Making connections between text and text, self, and world Using appropriate note-taking skills Using spoken and written English 	<ul style="list-style-type: none"> Reading texts critically Applying various reading strategies Locating, analyzing, and discussing literary elements (will vary depending on texts) Making connections between text and text, self, and world Using appropriate note-taking skills Using spoken and written English
Assessments	<ul style="list-style-type: none"> Class participation Small-group participation Informal writing (journals) Formal writing (position paper) Quizzes (MLA format) 	<ul style="list-style-type: none"> Class and small-group participation Informal writing (journals)Quizzes (readings and lecture material) Exam 8: <i>The Crucible</i> 	<ul style="list-style-type: none"> Class and small-group participation Informal writing (journals) Quizzes (readings and lecture material) Final Exam (multiple choice)
Resources	<ul style="list-style-type: none"> <i>MLA Handbook for Writers of Research</i> (5th Edition) Computers with internet access 	<ul style="list-style-type: none"> Glencoe Literature – Course 6 Arthur Miller documentary 	<ul style="list-style-type: none"> Glencoe Literature – Course 6