

English 3

Nine Weeks	Unit Title	Mississippi-College-and Career Readiness Standards	Skills/Texts
1 st 9 Weeks	Racism and Prejudice in the United States	<ul style="list-style-type: none"> • RL. 11.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • RL. 11.2: Determine themes or central ideas of a text and analyze in detail their development over the course of the text, including how details of a text interact and build on one another to produce a complex account; provide an accurate summary of the text based upon this analysis. • R.L. 11.3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a literary text (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). • R.L. 11. 4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. • R.L. 11.5: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. • R.L. 11.6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). • RI.11.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • RI. 11.2: Determine central ideas of a text and analyze in detail their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an accurate summary of the text based upon this analysis. • R.I.11.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. • R.I.11.4:Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. • R.I.11.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. • R.I.11.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. 	<p style="text-align: center;">Skills:</p> <ul style="list-style-type: none"> • Narrative (journal) writing • Essay writing • Exploring the following vocabulary words and definitions: racism, prejudice, discrimination • Persuasive writing • Writing persuasive speeches • Researching Jim Crow Laws • Analyzing Imagery • Writing poems • Analyzing rhetoric: ethos, pathos, logos • Peer reviewing persuasive speeches • Presenting persuasive speeches • Anticipation/Reaction • Vocabulary: word analysis, word roots, word origins, part of speech • Elements of fiction • Author Biography • Expository writing • Historical Context: The Great Depression • Conflict and Effect • Recognizing vivid details • Characterization and Character Types • Dialogue • Idioms and expressions • Allusions and terminology • Note-taking and summarizing <p style="text-align: center;">Texts:</p> <p><i>Images:</i></p> <ul style="list-style-type: none"> • Editorial cartoon <p><i>Letter:</i></p>

English 3

	<ul style="list-style-type: none"> • R.I.11.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. • W.11.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • W.11.1a: Introduce 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.11.1.b: Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. • W.11.1c: Use words phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims(s) and reasons, between reasons and evidence, and between claims(s) and counterclaims. • W.11.1d: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • W.11.1e: Provide a concluding statement or section that follows from and supports the argument given. • W.11.2: 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.11.2d: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • W.11.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • W.11.3a: Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. • W.11.3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • W.11.3c: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). • W.11.3d: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • W.11.3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. • W.11.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • W.11.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience 	<ul style="list-style-type: none"> • “Letter from Birmingham Jail” by Dr. Martin Luther King, Jr. <p>Movie:</p> <ul style="list-style-type: none"> • <i>To Kill a Mockingbird</i> <p>Novel:</p> <ul style="list-style-type: none"> • <i>Of Mice and Men</i> by John Steinbeck <p>Novel Excerpts:</p> <ul style="list-style-type: none"> • <i>To Kill a Mockingbird</i> by Harper Lee • <i>The Help</i> by Kathryn Stockett <p>Painting:</p> <ul style="list-style-type: none"> • <i>The Problem We All Live With</i> by Normal Rockwell <p>Poem:</p> <ul style="list-style-type: none"> • “Still I Rise” by Maya Angelou <p>PowerPoints:</p> <ul style="list-style-type: none"> • Prejudicial Pictures • Images of Jim Crow • Rhetoric Introduction <p>Speech:</p> <ul style="list-style-type: none"> • “I Have a Dream” by Dr. Martin Luther King, Jr. <p>Web Pages:</p> <ul style="list-style-type: none"> • “The Clark Doll Experiment” • “The Rise and Fall of Jim Crow” <p>Web Videos:</p> <ul style="list-style-type: none"> • <i>Finding Your Roots</i> <p>YouTube Videos:</p> <ul style="list-style-type: none"> • “Subconscious Racial Bias in Children”
--	---	--

English 3

		<ul style="list-style-type: none">• W.11.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.• W. 11.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solved a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.• W.11.9: Draw evidence from literary or informational texts to support analysis, reflection, and research• W.11.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.• S.L.11.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.• SL. 11.1c: Propel conversations by posing and responding to questions that probe reasoning and evidence, ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.• SL.11.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.• S.L.11.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.• SL. 11.1c: Propel conversations by posing and responding to questions that probe reasoning and evidence, ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.• SL.11.1d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.• SL 11.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.• SL.11.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.• L.11.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none">• "White Doll, Black Doll Which One is Nice Doll?"• "A Girl Like Me"• "I Have a Dream"
--	--	--	--

English 3

		<ul style="list-style-type: none">• L.11.1a: Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.• L.11.1b: Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.• L.11.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.• L.11.2a: Observe hyphenation conventions.• L.11.2b: Spell correctly.• L. 11.3: Apply knowledge of language to understand how language functions in different contexts to make effective choices for meaning or style, and to comprehend more fully when reading or listening.• L.11.3a: Vary syntax for effect, consulting references for guidance as needed; when analyzing complex texts, demonstrate an understanding of how syntax contributes to the purpose of meaning of the text.• L.11.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.• L.11.4a: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.• L.11.4b: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable)• L.11.4c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.• L.11.4d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).• L.11.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.• L. 11.5a: Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.• L. 11.5 b: Analyze nuances in the meaning of words with similar denotations.• L.11.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
--	--	---	--

English 3

Nine Weeks	Unit Title	Mississippi-College-and Career Readiness Standards	Skills/Texts
2 nd 9 Weeks	Racism and Prejudice During the Holocaust Research Paper	<ul style="list-style-type: none"> • RL.11.1: Cites strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where they text leaves matters uncertain. • RL.11.2: Determine themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text based upon this analysis. • RI.11.1: Cites strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where they text leaves matters uncertain. • RI.11.2: Determine central ideas of a text and analyze in detail their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an accurate summary of the text based upon this analysis as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • R.I.11.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. • R.I.11.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. • R.I.11.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. • W.11.2: 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.11.2a: Introduce a topic, organize complex ideas, concepts, and information so that each new element builds on that which precedes to it to create a unified whole; include formatting (e.g., headings) graphics (e.g. figures, tables, and multimedia when useful to aiding comprehension). • W.11.2b: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate by the audience’s knowledge of the topic. • W.11.2c: Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • W.11.2e: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • W.11.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic.) 	<p style="text-align: center;">Skills:</p> <ul style="list-style-type: none"> • Narrative (journal) writing • Essay writing • Exploring the following vocabulary words: stereotypes, genocide, propaganda, ghettos • Biographical profiles • K-W-L chart • Informational writing • Researching concentration camps • Citing textual evidence • Paired reading • Synthesizing sources • Evaluating sources • Anticipation/Reaction Guide • Writing informational reports • Writing a multi-paragraph letter • Writing introduction and conclusions • Fishbowl discussion • Peer reviewing informational reports • Presenting informational reports • Researching history topics for research project • Writing outline for research project • Writing annotated bibliography for research project <p style="text-align: center;">Texts:</p> <p>Images:</p>

English 3

		<ul style="list-style-type: none"> • W.11.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • W.11.3a: Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. • W.11.3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • W.11.3c: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). • W.11.3d: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • W.11.3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. • W.11.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • W.11.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience • W.11.6: Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. • W. 11.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solved a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • W.11.8 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 task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. • W.11.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. • W.11.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. • SL.11.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • S.L. 11.1.a.: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. 	<ul style="list-style-type: none"> • Nazi Propaganda <p>Informational Texts:</p> <ul style="list-style-type: none"> • Antisemitism • Summary of Antisemitism • Not In Our Town • Genocide • Genocide of the Jews • Holocaust • Life in the Shadow of Death • “Defining the Holocaust” • “Hitler Comes to Power” • “Antisemitism” • “Nazi Propaganda and Censorship” • Anne Frank and Her Family in Historical Context • Time Line of World War II and Anne Frank’s Life • Holocaust Victim Identity Cards • “Theresienstadt: Concentration Camp, Czech Republic” by Michael Berenbaum • “Children during the Holocaust” • “Auschwitz Shifts from Memorializing to Teaching” by Michael Kimmelmann • “No Laughs, No Thrills, and Villains All Too Real” by Michael Kimmelmann • “The Memory of Holocaust, Fortified” by Edward Rothstein <p>Maps:</p> <ul style="list-style-type: none"> • Jewish Communities in Europe Before the Nazis Rise to Power • Map of Europe
--	--	--	---

English 3

		<ul style="list-style-type: none">• SL.11.1b: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.• SL.11.1c: Propel conversations by posting and responding to questions that probe reasoning and evidence, ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.• SL.11.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.• SL.11.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.• SL.11.5: 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.11.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.• L.11.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.• L.11.1a: Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.• L.11.1b: Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.• L.11.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.• L.11.2a: Observe hyphenation conventions.• L.11.2b: Spell correctly.• L.11.3: Apply knowledge of language to understand how language functions in different contexts to make effective choices for meaning or style, and to comprehend more fully when reading or listening.• L.11.3a: Vary syntax for effect, consulting references for guidance as needed; when analyzing complex texts, demonstrate an understanding of how syntax contributes to the purpose of meaning of the text.• L.11.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<p>Novels (Excerpts):</p> <ul style="list-style-type: none">• <i>Night</i> by Elie Wiesel• <i>Man’s Search for Meaning</i> by Viktor E. Frankl• <i>Anne Frank: The Diary of a Young Girl</i> by Anne Frank• <i>Number the Stars</i> by Lois Lowry• <i>The Boy in the Striped Pajamas</i> by John Boyne• <i>The Book Thief</i> by Marcus Zusak <p>Poems:</p> <ul style="list-style-type: none">• “The Butterfly” by Pavel Friedman <p>PowerPoints:</p> <ul style="list-style-type: none">• Holocaust Notes• Propaganda and Techniques• MLA and Plagiarism• Writing Informational Introductory and Conclusions <p>Web Pages:</p> <ul style="list-style-type: none">• “PETA’s ‘Holocaust on Your Plate’ Campaign”• “Iowa Tea Party Billboard Compares Obama to Hitler” <p>Web Videos:</p> <ul style="list-style-type: none">• Biographical Profiles – Day 12• Branko: Return to Auschwitz Times-Op Doc <p>YouTube Videos:</p> <ul style="list-style-type: none">• “Antisemitism Today”• “The Boy in the Striped Pajamas”• “Grammar Nazis”
--	--	--	--

English 3

--	--	--	--

Nine Weeks	Unit Title	Mississippi-College-and Career Readiness Standards	Skills/Texts
3 rd 9 Weeks	The Jazz Age and the Harlem Renaissance Research Project	<ul style="list-style-type: none"> • RL.11.1: Cites strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • RL.11.2: Determine themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text based upon this analysis. • R.L. 11. 4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. • RI.11.1: Cites strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where they text leaves matters uncertain. • RI.11.2: Determine central ideas of a text and analyze in detail their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an accurate summary of the text based upon this analysis as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • R.I.11.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. • R.I.11.4:Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. • R.I.11.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. • R.I.11.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. • W.11.2: 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.11.2a: Introduce a topic, organize complex ideas, concepts, and information so that each new element builds on that which precedes to it to create a unified whole; include formatting (e.g., headings) graphics (e.g. figures, tables, and multimedia when useful to aiding comprehension). 	<p style="text-align: center;">Skills:</p> <ul style="list-style-type: none"> • Synthesizing sources • Evaluating sources • Rough draft of research project • Final copy of research project • Narrative (journal) writing • Researching various topics concerning the 1920s • Author biography: F. Scott Fitzgerald • Elements of fiction • Historical context: The Jazz Age • Allusions, terminology and expressions • Anticipation/Reaction activity • Narrator and point of view • Characterization • Setting • Foreshadowing and prediction • Symbolism • Figurative language • Style • Tone • Note-taking and summarizing • Vocabulary: parts of speech, word origins, context clues <p style="text-align: center;">Texts:</p>

English 3

		<ul style="list-style-type: none">• W.11.2b: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate by the audience’s knowledge of the topic.• W.11.2c: Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.• W.11.2d: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.• W.11.2e: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.• W.11.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic.)• W.11.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.• W.11.3a: Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.• W.11.3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.• W.11.3c: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).• W.11.3d: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.• W.11.3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.• W.11.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.• W. 11.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solved a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.• W.11.8 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 task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.• W.11.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.• W.11.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<p>Poems:</p> <ul style="list-style-type: none">• “The Weary Blues” by Langston Hughes• “The Negroes Speaks of Rivers” by Langston Hughes• “I, Too” by Langston Hughes• “Dream Variations” by Langston Hughes• “Refugee in America” by Langston Hughes <p>Novels:</p> <ul style="list-style-type: none">• <i>The Great Gatsby</i> by F. Scott Fitzgerald
--	--	---	--

English 3

		<ul style="list-style-type: none">• SL.11.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.• S.L. 11.1.a.: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.• SL.11.1c: Propel conversations by posing and responding to questions that probe reasoning and evidence, ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.• SL.11.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.• SL.11.5: 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.11.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.• L.11.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.• L.11.1a: Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.• L.11.1b: Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.• L.11.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.• L.11.2a: Observe hyphenation conventions.• L.11.2b: Spell correctly.• L. 11.3: Apply knowledge of language to understand how language functions in different contexts to make effective choices for meaning or style, and to comprehend more fully when reading or listening.• L.11.3a: Vary syntax for effect, consulting references for guidance as needed; when analyzing complex texts, demonstrate an understanding of how syntax contributes to the purpose of meaning of the text.• L.11.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
--	--	--	--

English 3

Nine Weeks	Unit Title	Mississippi-College-and Career Readiness Standards	Skills/Texts
4 th 9 Weeks	<p>History, Community, and Truth during the Seventeenth Century</p> <p>Relationship between the Human Impulse, Civilization and Savagery</p>	<ul style="list-style-type: none"> • RL.11.2: Determine themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text based upon this analysis. • R.L. 11. 4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. • RI.11.1: Cites strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • RI.11.2: Determine central ideas of a text and analyze in detail their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an accurate summary of the text based upon this analysis as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • R.I.11.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. • R.I.11.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. • R.I.11.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. • R.I.11.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. • W.11.2: 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.11.2a: Introduce a topic, organize complex ideas, concepts, and information so that each new element builds on that which precedes to it to create a unified whole; include formatting (e.g., headings) graphics (e.g. figures, tables, and multimedia when useful to aiding comprehension). • W.11.2b: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate by the audience’s knowledge of the topic. • W.11.2c: Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • W.11.2d: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • W.11.2e: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 	<p>Skills:</p> <ul style="list-style-type: none"> • Narrative (journal) writing • Author biography: Arthur Miller • Expository writing • Prior knowledge assessment activity • Literary terms and terminology • Historical context • Note-taking/summarizing • Types of conflict • Character relationships • Irony • Tragedy and tragic hero • Vocabulary words: word parts, context, word roots, connotation/denotation • Author biography: William Golding • Anticipation/Reaction guide reflection • Figurative Language • Tone and mood • Elements of style • Foreshadowing and prediction • Response to literature • Symbolism • Analogies • Character types • Vocabulary: extension, connotation/denotation, base words, root words, affixes, sentence construction,

English 3

	<ul style="list-style-type: none">• W.11.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic.)• W.11.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.• W.11.3a: Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.• W.11.3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.• W.11.3c: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).• W.11.3d: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.• W.11.3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.• W.11.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.• W.11.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.• SL.11.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.• S.L. 11.1.a.: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.• SL.11.1c: Propel conversations by posing and responding to questions that probe reasoning and evidence, ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.• SL.11.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.• SL.11.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.• L.11.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.• L.11.1a: Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.• L.11.1b: Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	<p style="text-align: center;">Texts:</p> <p>Play: <i>The Crucible</i> by Arthur Miller</p> <p>Novel: <i>The Lord of the Flies</i> by William Golding</p>
--	--	--

English 3

		<ul style="list-style-type: none">• L.11.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.• L.11.2a: Observe hyphenation conventions.• L.11.2b: Spell correctly.• L. 11.3: Apply knowledge of language to understand how language functions in different contexts to make effective choices for meaning or style, and to comprehend more fully when reading or listening.• L.11.3a: Vary syntax for effect, consulting references for guidance as needed; when analyzing complex texts, demonstrate an understanding of how syntax contributes to the purpose of meaning of the text.• L.11.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
--	--	--	--