

GREENEVILLE HIGH SCHOOL CURRICULUM MAP ENGLISH III HONORS/PREAP

English III Honors is sometimes taught chronologically, thematically, or by genre using many of the same works listed below and on the English III curriculum map.

As an Honors/PreAP course there is a focus on the skills found on the Advanced Placement test.

For detailed information, see your teacher's calendar.

State Standards

1st 4 ½ Weeks

2nd 4 ½ Weeks

3rd 4 ½ Weeks

4th 4 ½ weeks

Course Expectations

- Demonstrate control of Standard English through the use of grammar, usage, and mechanics (punctuation, capitalization, and spelling).
- Employ a variety of strategies and resources to determine the definition, pronunciation, etymology, spelling, and usage of words and phrases.
- Understand and use correctly a variety of sentence structures.
- Consider language as a reflection of its time and culture.
- Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion.
- Summarize, paraphrase, and critique information presented orally by others.
- Identify the thesis and main points of a complex speech.
- Analyze the style and structure of a complex speech.
- Understand strategies for expressing ideas clearly and effectively in a variety of oral contexts.
- Deliver effective oral presentations.
- Participate in work teams and group discussions.
- Write in a variety of modes, with particular emphasis on persuasion, for a variety of purposes and audiences.
- Employ a variety of prewriting strategies.
- Organize ideas into an essay with a thesis statement in the introduction, well-constructed paragraphs, a conclusion, and transition sentences that connect paragraphs into a coherent whole.
- Revise documents to develop or support ideas more clearly, address potential objections, ensure effective transitions between paragraphs, and correct errors in logic.
- Define and narrow a problem or research topic.
- Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys.

- Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources, including information gathered from Web sites.
- Write an extended research paper, using primary and secondary sources and technology and graphics, as appropriate. paraphrases, and other information.
- Use logic to make inferences and draw conclusions in a variety of complex oral and written contexts.
- Analyze text for fact and opinion, cause-effect, inferences, evidence, and conclusions.
- Evaluate an argument, considering false premises, logical fallacies, and quality of evidence presented.
- Analyze the logical features of an argument.
- Analyze written and oral communication for persuasive devices.
- Analyze deductive and inductive arguments.
- Comprehend and summarize the main ideas of complex informational texts and determine the essential elements that elaborate them.
- Analyze the organizational structures of complex informational and technical texts.
- Read, interpret, and analyze graphics that support complex informational and technical texts.
- Evaluate the aural, visual, and written images and other special effects used in television, radio, film, and the Internet for their ability to inform, persuade, and entertain.
- Examine the agreements and conflicts between the visual (e.g., media images, painting, film, graphic arts) and the verbal.
- Recognize how visual and sound techniques or design (e.g., special effects, camera angles, music) carry or influence messages in various media.
- Apply and adapt the principles of written composition to create coherent media productions.

Framework of Standards for Honors Courses

Honors courses will substantially exceed the content standards, learning expectations, and performance indicators approved by the State Board of Education. Teachers of honors courses will model instructional approaches that facilitate maximum interchange of ideas among students:

independent study, self-directed research and learning, and appropriate use of technology. All honors courses must include multiple assessments exemplifying coursework (such as short answer, constructed-response prompts, performance-based tasks, open-ended questions, essays, original or creative interpretations, authentic products, portfolios, and analytical writing). Additionally, an honors course shall include a minimum of five of the following components:

- 1. Extended reading assignments that connect with the specified curriculum.
- 2. Research-based writing assignments that address and extend the course curriculum.
- 3. Projects that apply course curriculum to relevant or real-world situations. These may include oral presentations, PowerPoint presentations or other modes of sharing findings. Connection of the project to the community is encouraged.
- 4. Open-ended investigations in which the student selects the questions and designs the research.
- 5. Writing assignments that demonstrate a variety of modes, purposes, and styles.
 - Examples of mode include narrative, descriptive, persuasive, expository, and expressive.
 - Examples of purpose include to inform, entertain, and persuade.
 - Examples of style include formal, informal, literary, technical, and analytical.
- 6. Integration of appropriate technology into the course of study.
- 7. Deeper exploration of the culture, values, and history of the discipline.
- 8. Extensive opportunities for problem solving experiences through imagination, critical analysis, and application.
- 9. Job shadowing experiences with presentations which connect class study to the world of work.

1st 4 ½ Weeks

CONTENT FOR VOICES OF COURAGE:

- *Scarlet Letter*
- *The Crucible*
- “I Hear America Singing”
- “I, Too”
- “Speech to the Virginia Convention”
- “The Crisis”
- “Aren’t I a Woman?”
- “Civil Disobedience”
- “Self Reliance”
- “Flight”
- *Of Mice and Men*
- Other selections from *Essentials of American Literature*, *The Bedford Introduction to Literature*, and *The Center for Learning Advanced Placement English and Honors American Literature*
- Daily Grammar Practice by Dawn Burnette

ASSESSMENTS

- Timed writings from AP tests
- Persuasive timed writings
- Major literary-based essays
- Author presentations
- Local writing assessment
- AP vocabulary quizzes
- Summer reading tests
- Grammar quizzes
- Practice AP quizzes
- Test over literature
- Creative writing

Skills Taught: State Student Performance Indicators and ACT College Readiness Benchmarks (in bold)

Writing: Done throughout the semester

- **Proofread a passage for correct punctuation, mechanics, and usage.**
- Choose the most effective order of sentences in a paragraph.
- **Select the most vivid and compelling word to strengthen a description.**
- Select the most precise word from a given list of synonyms.
- **Use a variety of strategies to combine a simple set of sentences into a longer, more complex sentence.**
- Revise to correct a nonparallel construction.
- **Select the thesis statement in a writing sample or passage.**
- **Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.**
- **Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (comparison-contrast, chronological).**
- Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
- Determine the writer's purpose in a writing sample.
- Identify a statement that reveals the writer's attitude.
- Identify the targeted audience for a selected passage.

Writing Continued

- **Present a well-developed introduction and conclusion**
- **Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a broad context for discussion**
- **Select the proper format to convey a set of work-related information.**
- **Develop most ideas fully, using some specific and relevant reasons, details, and examples**
- **Show clear movement between general and specific ideas and examples**
- **Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a critical context for discussion**
- **Show understanding of the complexity of the issue in the prompt by examining different perspectives, and/or evaluating implications or complications of the issue, and/or posing and fully discussing counterargument to the writer's position**
- **Maintain a clear focus on discussion of the specific topic and issue in the prompt throughout the essay**
- **Present a critical thesis that clearly establishes the focus on the writer's position on the issue**
- **Develop several ideas fully, using specific and relevant reasons, details, and examples**

Literature: Done throughout the semester

- Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages
- Infer the main idea or purpose of straightforward paragraphs in more challenging passages
- Summarize basic events and ideas in more challenging passages
- Understand the overall approach taken by an author or narrator (e.g. kinds of evidence used) in more challenging passages
- Locate important details in more challenging passages
- Locate and interpret minor or subtly stated details in uncomplicated passages
- Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages
- Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
- Differentiate among verbal, situational, and dramatic irony.
- Analyze the effect of **literary point-of-view** (first person, third person, third-person limited, third-person omniscient) on characters, theme, and conflict of a literary work.
- Analyze the impact of setting on the mood and plot of a literary passage.
- **Order sequence of events in complex passages**
- **Understand the subtleties in relationships between people, ideas, and so on in virtually any passage**
- **Understand implied, subtle, or complex cause and effect relationships in virtually any passage**

Literature Continued

- Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
- Differentiate among verbal, situational, and dramatic irony.
- Identify and **analyze** how the author reveals **character** (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).
- **Understand and generalize about portions of a complex literary narrative.**
- Identify the symbol of a literary passage and determine the theme it supports.
- **Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage**
- Identify and analyze standard literary elements (i.e., archetype, allegory, parable, paradox, parody, satire, foreshadowing, flashback).
- Analyze sound and metric devices (i.e., rhyme {internal, slant}, rhythm, blank verse, free verse, repetition, alliteration, onomatopoeia).
- Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.
- Analyze the development of similar or contrasting themes across two or more literary passages.
- Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).

Literature Continued

- Locate words or phrases in a passage that provide historical or cultural cues.
- Analyze texts to identify the author's life experiences, attitudes, viewpoints, and beliefs and how these relate to the larger historical, social, and cultural context of his or her work.
- Identify classical, historical, and literary allusions in context.
- Identify and analyze basic elements of **plot (i.e., exposition, rising action, climax, falling action, resolution/denouement)**.
- Analyze how form relates to meaning (e.g., compare a poem and a newspaper article on the same theme or topic).

Logic : Done throughout the semester

- **Make inferences and draw conclusions based on evidence in text.**
- Choose a logical word to complete an analogy.
- Evaluate text for fact and opinion.
- **Analyze cause-effect relationships in text.**
- Select the persuasive device used in an ad or speech (i.e., bandwagon, loaded words, testimonials, name-calling, plain folks, misuse of statistics, transfer, card stacking).
- Identify the logical fallacy (i.e., appeal to fear, personal attack {*ad hominem*}, *false dilemma*, *false analogy*, *slippery slope*, *non sequitur*, *false authority*, *post hoc*, *straw man*) within a given argument.

Logic Continued

- Differentiate between the implied and stated evidence of a given argument.
- Determine whether a given argument employs **deductive or inductive reasoning**.
- Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.
- Identify a false premise in text.
- Identify the main claim, premise(s), evidence, or conclusion of a given argument.
- Select an additional sentence to **add to an argument** within a persuasive text.
- Select a **rebuttal statement** that best refutes the writer's viewpoint.
- Distinguish the strongest or weakest point of a given argument.

Language: Done throughout the semester

- Demonstrate the correct use of commas and lesser-used punctuation marks (e.g., hyphens, dashes, colons) in complex and sophisticated constructions.
- From a group of grammatically-correct sentences, choose the clearest, most coherent sentence.
- Identify the patterns of challenging complex sentences.
- Use phrases and clauses in a variety of ways to create sophisticated complex sentences.
- **Use previously learned techniques such as recognizing cognates, root words, affixes, foreign phrases, and textual context to identify unfamiliar words, including those specific to a particular content area.**

Language Continued

- From a given list, choose the word that has entered the English language within the last fifteen years.
- Choose correctly or incorrectly spelled words.
- Proofread for errors in capitalization and punctuation.
- Identify pronoun antecedents in complex sentence constructions and correct ambiguous references.
- **Choose a logical word to complete an analogy.**
- Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity.

Research

- Identify information that must be cited or attributed within a writing sample.

Communication

- Identify the thesis and main points of a complex speech.
- Distinguish between a summary and a paraphrase.
- Discern the structure of a complex speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
- Identify the rhetorical devices used in a complex speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, simile, alliteration, antithesis).

Informational Text: Done throughout the semester

- **Discern the stated or implied main idea and supporting details of a complex informational or technical passage.**
- Analyze information presented graphically in a complex informational or technical passage.
- **Analyze** the ways in which the organizational structure of **a complex informational or technical text supports or confounds its meaning or purpose.**
- **Synthesize information across multiple complex informational or technical texts.**

Media

- Draw an inference from a non-print medium.
- Select the type of conflict represented in a non-print medium.
- Determine the impact of production elements (e.g., font, color, layout, graphics, light,) on a message.
- Infer the mood represented in a non-print medium.
- Discern how the limitations imposed by a particular medium restrict the delivery of a particular message.
- Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).

Technology – Used throughout the semester

- United Streaming
- Gateway Tablet
- Internet
- Microsoft Word
- Microsoft PowerPoint
- Publisher
- LCD Projector
- Test Generator
- Elements of Literature Visual Connections
- Mobile Laptop Cart
- Videos and DVD's
- Various computer programs as needed to complete projects, webquests, or studies.
- NovaNet
- Nettekker
- Moodle
- TN Electronic Library
- Teacher's website

2nd 4 ½ Weeks

CONTENT FOR MEMORY AND TIME

- “Story of an Hour”
- “Rose for Emily”
- “The Worn Path”
- “Death of a Hired Man”
- “Soldier's Home”
- Novel by an American author of student’s choice
- Focus on Mark Twain
- Other selections from *Essentials of American Literature*, *The Bedford Introduction to Literature*, and *The Center for Learning Advanced Placement English and Honors American Literature*
- Daily Grammar Practice by Dawn Burnette

ASSESSMENTS

- Mini research paper
- Timed writings from AP tests
- Persuasive timed writings
- Major literary-based essays
- Author presentations
- AP vocabulary quizzes
- Grammar quizzes
- Practice AP quizzes
- Parody writing
- Test over literature

Skills Taught: State Student Performance Indicators and ACT College Readiness Benchmarks (in bold)

Writing

Literature

Logic

Language

Media

- Draw an inference from a non-print medium.
- Select the type of conflict represented in a non-print medium.
- Determine the impact of production elements (e.g., font, color, layout, graphics, light,) on a message.
- Infer the mood represented in a non-print medium.
- Discern how the limitations imposed by a particular medium restrict the delivery of a particular message.

Communication

- Select the most appropriate strategies for participating productively in a team (e.g., contributing relevant and appropriate information that moves the team towards its goals; understanding the purpose of working as a team and working according to that purpose; assigning and developing roles and responsibilities for team members based on an understanding of their strengths and weaknesses and the dynamics of the team).

Technology

3rd 4 ½ Weeks

Content for The Dream and the Reality

- *Gatsby*
- Poetry focus
- “Richard Cory”
- “An Occurrence at Owl Creek Bridge”
- “War is Kind”
- “To Build a Fire”
- “Dr. Heidegger’s Experiment”
- “The Raven”
- “El Dorado”
- “Miniver Cheevy”
- Other selections from *Essentials of American Literature*, *The Bedford Introduction to Literature*, and *The Center for Learning Advanced Placement English and Honors American Literature*
- Daily Grammar Practice by Dawn Burnette

Assessment

- Literary Analysis research paper
- Timed writings from AP tests
- Major literary-based essays
- Grammar quizzes
- Practice AP quizzes
- Test over literature
- Creative writing

Skills Taught: State Student Performance Indicators and ACT College Readiness Benchmarks (in bold)

Writing

Literature

Logic

Language

- Identify the language of origin from which a set of words is borrowed.
- Teach foreign language: Identify commonly used foreign words and phrases (i.e., *RSVP, déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps, verbatim, E pluribus unum, prima donna, avant-garde, status quo, joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam, carpe diem, tempus fugit, c'est la vie, bona fide, savoir faire, non sequitur, id est, enfant terrible, terra firma, vox populi, ad hoc, cause célèbre, magnum opus, persona non grata, quid pro quo, je ne sais quoi, modus operandi, nom de plume, haute couture, mea culpa*).
- Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, it/it's, you/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, stationary/stationery, who/whom, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less, advice/advise, precede/proceed, adapt/adopt, eminent/imminent, assure/ensure/insure, allude/elude, elicit, illicit, discreet/discrete, censor/censure/sensor, conscience/conscious).

Research

- Differentiate between primary and secondary sources.
- Evaluate the reliability and credibility of sources for use in research.
- Evaluate the validity of Web pages as sources of information.
- Determine which statement presents an opposing view from those stated on a Web page.

Communication

- Distinguish between a critique and a summary.

Informational Text

Media

- Draw an inference from a non-print medium.
- Select the type of conflict represented in a non-print medium.
- Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.
- Infer the mood represented in a non-print medium.
- Discern how the limitations imposed by a particular medium restrict the delivery of a particular message.

Technology

4th 4 ½ Weeks

Content for Challenges and Choices

- *A Raisin in the Sun*
- “The Life You Save may be Your Own”
- “The Feather Pillow”
- “The Arrogance and Cruelty of Power”
- “from Black Boy”
- “Douglass”
- *Our Town*
- Other selections from *Essentials of American Literature*, *The Bedford Introduction to Literature*, and *The Center for Learning Advanced Placement English and Honors American Literature*
- Daily Grammar Practice by Dawn Burnette

Assessments

- Current Event Connection Seminars
- Timed writings from AP tests
- Major literary-based essays
- Grammar quizzes
- Practice AP quizzes
- Test over literature
- Creative writing
- Practice AP test

Skills Taught: State Student Performance Indicators and ACT College Readiness Benchmarks (in bold)

Writing

Literature

Logic

Language

Communication

Informational Text

Media

- Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).

Technology