

English III Pacing Guide
2022-2023

English III Unit Overview			
First Semester	Unit 1 Grammar: Punctuation Reading: Early American Writing: Thesis Statements, Introductions Vocabulary: Lessons 1-3	Unit 2 Grammar: Grammar and Usage Reading: American Nationalism Writing: On-Demand informational Writing, Using Evidence Vocabulary: Lessons 4-6	Unit 3 Grammar: Sentence Structure Reading: American Romanticism, Transcendentalism, and Individualism Writing: On-Demand Narrative Vocabulary: Lessons 7-9
Second Semester	Unit 4 Grammar: Strategy Reading: American Realism Writing: On-Demand Argument, Claim and counter Vocabulary: Lessons 10-12	Unit 5 Grammar: Organization Reading: American Modernism Writing: On-Demand released practice prompts; Organization, transitions, and structure Vocabulary: Lessons 13-15	Unit 6 Grammar: Style Reading: Contemporary to present Writing: Reflective pieces, Poets research Vocabulary: Lessons 16-18

Assessments at the end of this course:

- ACT English (Grammar and Mechanics)
- ACT Reading (Prose fiction, Humanities, Social Science, Natural Science)
- On-Demand Writing (Informative, Narrative, Persuasive)

Unit One: Early American

Overview 8/10 -- 10/7	Grammar: Punctuation Writing: Thesis Statements, Introductions	Reading: Early American Vocabulary: Lessons 1-3
Grammar/ACT Skills	Punctuation: --Commas --Periods and other end marks --Semicolons; Colons -- Ellipses --Hyphens and dashes --Quotation marks	
Vocabulary	--Lessons 1-3 --Text specific vocabulary with <i>The Crucible</i>	
Readings	Early American: --Nathaniel Hawthorne: “Young Goodman Brown”, <i>The Scarlet Letter</i> -- <i>The Crucible</i> --Anne Bradstreet: “To My Dear and Loving Husband” and/or “Upon the Burning of our House, July 10, 1666”	
Writings and Writing Assignments	--Thesis Structures and Introductions --Compare <i>The Crucible</i> to <i>The Red Scare</i> --Characterization, conflict, and theme analysis --Theme On-Demand	
Arts and Humanities	-- Reading, acting out, watching a play --Drawing and labeling characters and character traits	
Practical Living/ Career	Reading fluently; writing effectively; collaboration; verbal communication	
Technology	--CERT 1, Chromebooks for CERT and writing practice --Elmo for grammar practice --video of <i>The Crucible</i>	
Standards	<p style="text-align: center;">Language:</p> L.11-12.1.a. Conventions of Standard English: Demonstrate the understanding that usage is a matter of convention, can change over time, and may be contested. L.11-12.2.a. Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. L.11-12.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibility from an array of strategies L.11-12.4.a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. <p style="text-align: center;">Reading:</p> RL.11-12.2 Key Ideas and Details: Determine two or more 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 produce a complex account. RL.11-12.3 Key Ideas and Details: Analyze the impact of the author’s choices over the course of a text regarding how to develop and relate elements of a story or drama. <p style="text-align: center;">Composition:</p> C.11-12.2.f Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. C.11-12.b Text Types and Purposes: Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension. C.11-12.3.b Text Types and Purposes: Engage and orient the reader by setting up a problem, situation or observation and its significance, establishing one or more multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experience or events.	

Unit Two: American Nationalism

Overview 10/17 -- 11/11	Grammar: Grammar and Usage Writing: On-Demand Informational; Using Evidence	Reading: American Nationalism Vocabulary: Lessons 4-6
Grammar/ACT Skills	--Subject/verb agreement --Verb forms --Pronoun agreement --Idioms	--Comparatives and superlatives
Vocabulary	--Lessons 4-6	
Readings	--Benjamin Franklin: <i>from The Autobiography</i> -- Thomas Paine: "Common Sense" and "The Crisis" --Patrick Henry: "Speech in the Virginia Convention" --"Declaration of Independence" --Additional primary sources, informational texts, and speeches	
Writings and Writing Assignments	--Informational writing -- Focus on using textual evidence, citing evidence, research, evaluating arguments --Informational On-Demand --Topic Sentences	
Arts and Humanities	--19th and 20th century foundational paintings	
Practical Living/ Career	Reading fluently; writing effectively; collaboration; verbal communication	
Technology	--Elmo for grammar practice --Chromebooks for writing practices --Recordings of poems, short stories, and speeches	
Standards	<p style="text-align: center;">Language:</p> L.11-12.1.a. Conventions of Standard English: Demonstrate the understanding that usage is a matter of convention, can change over time, and may be contested. L.11-12.2.a. Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. L.11-12.4.d. Vocabulary Acquisition and Use: 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 style="text-align: center;">Reading:</p> RI.11-12.1 Key Ideas and Details: Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI. 11-12.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotations and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. RI.11-12.6 Craft and Structure: Determine an author's point of view, perspective, and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text. RI.11-12.7 Integration of Knowledge and Ideas: Integrate and evaluate multiple sources of information presented in different print and non-print formats in order to address a question or solve a problem. RI.11-12.8 Integration of Knowledge and Ideas: Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and fallacious reasoning. RI.11-12.9 Integration of Knowledge and Ideas: Analyze documents of historical and literary significance, including how they address related themes and concepts.	
	<p style="text-align: center;">Composition:</p> C.11-12.2 Text Types and Purposes: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. C.11-12.2.c Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic. C.11-12.6 Research to Build and Present Knowledge: Gather relevant information from multiple sources, using advance 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.	

Unit 3: American Romanticism, Transcendentalism, and Individualism

Overview 11/14 -- 12/16	Grammar: Sentence Structure Reading: American Romanticism, Transcendentalism, and Individualism Writing: On-Demand Narrative, Poet research Vocabulary: Lessons 7-9
Grammar/ACT Skills	--Subordinate/dependent clauses --Fragments --Run-on and fused sentences --Misplaced modifiers --Comma splices --Shifts in tense or voice
Vocabulary	--Lessons 7-9
Readings	-- Washington Irving: “The Legend of Sleepy Hollow” and “The Devil and Tom Walker” --Ralph Waldo Emerson: <i>from</i> “Self-Reliance” --Assorted Walt Whitman poetry --Assorted Thoreau poetry --Assorted Longfellow poetry --Nathaniel Hawthorne: “The Birthmark,” “The Minister’s Black Veil,” and “Young Goodman Brown” --Edgar Allen Poe short stories and poetry: “The Fall of the House of Usher,” “The Raven”
Writings and Writing Assignments	--Narrative Writing and On-Demand --Poet research project and writing
Arts and Humanities	--Poetry readings --Write and decorate a poem
Practical Living/ Career	Reading fluently; writing effectively; collaboration; verbal communication
Technology	--Elmo for grammar practice --Chromebooks for writing practices and poetry project --Recordings of poems, short stories, --CERT 2
Standards	<p style="text-align: center;">Language:</p> <p>L.11-12.1.b Conventions of Standard English: Resolve issues of complex or contested usages, consulting references as needed.</p> <p>L.11-12.4.d. Vocabulary Acquisition and Use: 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> <p style="text-align: center;">Reading:</p> <p>RL.11-12.4 Craft and Structure: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone and on the text as a whole.</p> <p style="text-align: center;">Composition:</p> <p>C. 11-12.2.d. Text Type and Purpose: Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to maintain and clarify the relationships among complex ideas and concepts.</p> <p>C. 11-12.3 Text Types and Purposes: Use narratives strategically in other modes of writing utilizing effective techniques, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim.</p> <p>C.11-12.3.e. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>

Unit 4: American Realism

Overview 1/2 -- 2/3	Grammar: Strategy Writing: On-Demand Argument; claim/counter Reading: American Realism Vocabulary: Lessons 10-12
Grammar/ACT Skills	--Adding, revising, deleting sentences --Audience --Focus and Purpose
Vocabulary	--Lessons 10-12
Readings	-- Mark Twain: <i>The Adventures of Huck Finn</i> , “Celebrated Jumping Frog of Calaveras County” --Kate Chopin: <i>The Awakening</i> , “The Story of an Hour” --Willa Cather: <i>My Antonia</i> -- Jack London: “To Build a Fire” --Ambrose Bierce: “An Occurrence at Owl Creek Bridge” --Frederick Douglass: <i>from</i> “Narrative of the life of Frederick Douglass” --Abraham Lincoln: “The Gettysburg Address” --Charlotte Perkins Gilman: “The Yellow Wallpaper” --Robert Frost: assorted poetry including “Mending Wall” and “Birches”
Writings and Writing Assignments	--On-Demand Argument writing --Claim and counterclaim --Transition practice --Analyzing effective thesis statements --Staying on topic and supporting details
Arts and Humanities	--Poetry readings --Write and decorate a poem
Practical Living/ Career	Reading fluently; writing effectively; collaboration; verbal communication
Technology	--Elmo for grammar practice --Chromebooks for writing practices --Recordings of poems, short stories,
Standards	<p style="text-align: center;">Language:</p> L.11-12.2.b Conventions of Standard English: Resolve issues of complex or contested usage, consulting references as needed. L.11-12.3.b Knowledge of Language: Vary syntax for effect in writing and speaking, consulting references for guidance as needed. <p style="text-align: center;">Reading:</p> RL.11-12.5 Craft and Structure: Analyze how author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. <p style="text-align: center;">Composition:</p> C. 11-12.1 Text Types and Purposes: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. C. 11-12.1.b. 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. C. 11-12.1.c Develop claim(s) and opposing claims 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.

Unit 5: Modernism

Overview 2/6 -- 3/31	Grammar: Organization Writing: On-Demand Released Prompts	Reading: Modernism Vocabulary: Lessons 13-15
Grammar/ACT Skills	Organization: --Opening, transitional, and closing phrases	--Order and focus
Vocabulary	--Lessons 13-15	
Readings	--F. Scott Fitzgerald, <i>The Great Gatsby</i> --Tennessee Williams: <i>The Glass Menagerie</i> --T.S. Elliot: “The Love Song of J. Alfred Pruffrock” -- William Carols Williams poetry --Langston Hughes poetry --e. e. cummings poetry --William Faulkner: “A Rose for Emily” --Katherine Anne Porter: “The Jilting of Granny Weatherall” --Additional stories may be added	
Writings and Writing Assignments	--On-Demand Practice prompts --Peer review of essays	
Arts and Humanities	--Poetry readings --Write poems	
Practical Living/ Career	Reading fluently; writing effectively; collaboration; verbal communication	
Technology	--Elmo for grammar practice --Chromebooks for writing practices and poetry --Recordings of poems, short stories, --ACT	
Standards	<p style="text-align: center;">Language:</p> L.11-12.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.11-12.4.d. Vocabulary Acquisition and Use: 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 style="text-align: center;">Reading:</p> RI. 11-12.3 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. <p style="text-align: center;">Composition:</p> C.11-12.1d. Use words, phrases, and clauses as well as varied syntax to link the major sessions of the text, create cohesion and clarify the relationship between claim(s) and reasons, between reasons and evidence, and between claim(s) and opposing claims. C.11-12.1.f Provide a concluding statement or section that follows form and supports the argument presented. C. 11-12.2.d Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify relationships among complex ideas and concepts. C.11-12.2.h 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.	

Unit 6: Contemporary to Present

Overview 4/10 -- 5/16	Grammar: Style Writing: On-Demand, Reflective	Reading: Contemporary to present Vocabulary: Lessons 16-18
Grammar/ACT Skills	--Tone --Ambiguity, vagueness, and awkwardness	--Clarity --Effectiveness --Wordiness and redundancy
Vocabulary	--Lessons 16-18	
Readings	--Barbra Kingsolver: <i>The Bean Trees</i> --Arthur Miller: <i>Death of a Salesman</i> Literature Circles: --Amy Tan: <i>The Joy Luck Club</i> --Zora Neal Hurston: <i>Their Eyes Were Watching God</i> --Sandra Cisneros: <i>The House on Mango Street</i> --Alice Walker: <i>The Color Purple</i> --James D. Houston and Jeanne Wakatsuki Houston: <i>Farewell to Manzanar</i> --Jamie Ford: <i>The Hotel on the Corner of Bitter and Sweet</i>	--Lorraine Hansberry: <i>A Raisin in the Sun</i> --J.D. Salinger: <i>Catcher in the Rye</i>
Writings and Writing Assignments	--On-Demand Testing --Reflective Essay	
Arts and Humanities	--Reading a play --Literature Circles	
Practical Living/ Career	Reading fluently; writing effectively; collaboration; verbal communication	
Technology	--Elmo for grammar practice --Chromebooks for writing practices --Recordings of plays and novels --On-Demand	
Standards	<p style="text-align: center;">Language:</p> <p>L.11-12.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.3 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.</p> <p>L.11-12.4.b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech</p> <p>L.11-12.4.d. Vocabulary Acquisition and Use: 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> <p style="text-align: center;">Reading:</p> <p>RL.11-12.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questions, monitoring, visualizing, inference, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.</p> <p>RL.11-12.5 Craft and Structure: Analyze how author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RI.11-12.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inference, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.</p> <p style="text-align: center;">Composition:</p> <p>C.11-12.4 Use digital resources to create, publish, and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.</p> <p>C.11-12.5 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	

	<p>C.11-12.6 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 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.</p> <p>C.11-12.7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.</p>
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