Course: English III
Term: Fall 2017/Spring 2018
Instructors: Mr. Jonathan Crabtree and Dr. Erin Smith

LANGUAGE STANDARDS AND OBJECTIVES

CORNERSTONE: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

STANDARD 11-12.L.CSE:1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.
> **OBJECTIVES:**
> - Employ appropriate grammar and usage in both timed and extended writing assignments.
> - Demonstrate control of speech by using standard English grammar (esp. When making presentations in class)
> - Discern the appropriate usage and conventions that may differ in professional settings.

CORNERSTONE: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD 11-12.L.CSE.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
> **OBJECTIVES:**
> - Employ appropriate capitalization, punctuation and spelling in both timed and extended writing assignments.
> - Interpret the style of reading materials by examining the influence of punctuation on sentence content.
> - Improve writing with knowledge of the impact punctuation can have on meaning.
> - Complete revisions of extended writing projects to follow style guides appropriate to the purpose of the assignment.

CORNERSTONE: 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.

STANDARD 11-12.L.KL.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; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

OBJECTIVES

- Examine the function of language in different contexts to evaluate its effect and purpose.
- Make choices that demonstrate meaning and style in writing assignments to reveal more complete comprehension of the topic.
- Use reference material as necessary to study and demonstrate the understanding of language in complex texts, especially texts with complex sentence structure.

CORNERSTONE: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

STANDARD 11-12.L.VAU.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.

SUBPARTS & OBJECTIVES

a. Use context as a clue to the meaning of a word or a phrase.
- Improve vocabulary through study of context clues.

b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
- Improve vocabulary through use of suffixes, prefixes and word roots.

c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
- Improve ability to pronounce vocabulary by using reference materials.

d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.
- Consider the history of a word's usage and spelling to improve what it means in a given context.

CORNERSTONE: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

STANDARD 11-12.L.VAU.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations
OBJECTIVES
- Interpret figurative language in various contexts.
- Analyze the role word relationships and nuances in a text.
- Consider the impact of connotations and denotations of language in a text.
- Determine the purpose of nuanced language in a text and evaluate the writer or speaker's efficiency in achieving said purpose.

CORNERSTONE: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STANDARD 11-12.L.VAU.6
Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
OBJECTIVES
- Improve the knowledge and use of vocabulary for reading, writing, speaking and listening in post-secondary and professional settings.
- Improve the knowledge and use of specific words and phrases from specific disciplines of study, beyond the ELA classroom.
- Build and show independence in developing personal vocabulary when considering specific terms important to comprehension or expression.

READING LITERATURE STANDARDS AND OBJECTIVES

CORNERSTONE: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific evidence when writing or speaking to support conclusions drawn from the text.

STANDARD 11-12.RL.KID.1

Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

OBJECTIVES

- Analyze a piece(s) of literature to determine the basic meaning.
- Draw inferences for the purpose of exposing the underlying or more ambiguous messages in a text(s).
- Use secondary sources to determine how literary scholars/historians interpret the text(s) under study.
- Synthesize the most compelling evidence from secondary sources and a student's own reading to support an interpretation of a piece(s) of literature.

CORNERSTONE: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

STANDARD 11-12.RL.KID.2

Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.

OBJECTIVES

- Identify/infer the theme(s) and/or central ideas of a piece or pieces of literature.
- Analyze the development of these themes or central ideas by identifying details, events, and/or characters that contribute to or represent elements of these themes/ideas.
- Compose a critical summary of a piece or pieces of literature under study.

CORNERSTONE:Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD 11-12.RL.KID.3
Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

> **OBJECTIVES**
> - Determine the choices an author made in developing characters, events and ideas.
> - Explain how those same characters, events, and ideas then interact and create the overall meaning/message of a piece of literature.

CORNERSTONE: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD 11-12.RL.CS.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.

> **OBJECTIVES**
> - Learn the meaning of words and phrases in the context of a given piece of literature.
> - Understand figurative and connotative meanings of words the context of a given piece of literature.
> - Determine the impact of word choice on the meaning and tone of a given piece of literature.

CORNERSTONE: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.

STANDARD 11-12.RL.CS.5
Analyze how an author's choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.

> **OBJECTIVES**
> - Evaluate the writer's moves in structuring the texts (e.g. in medias res, rising action, climax, falling action, resolution, character development).

- Analyze how these "writer's moves" work together to create the form of the story, convey the intended meaning to the reader, and tap into the reader's mind and emotions.

CORNERSTONE: Assess how point of view or purpose shapes the content and style of a text.

STANDARD 11-12.RL.CS.6
Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.
- Discern between literal and implied meanings in literary text.
- Understand the influence of author purpose on the constructions of a literary text.
- Understand the implied message(s) in an literary text.

CORNERSTONE: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

STANDARD 11-12.RL.IKI.7
Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.
   OBJECTIVES
- Evaluate a topic, subject, or theme in varied text or visual formats.
- Evaluate a topic, subject, or theme presented in both a text and video.
- Analyze the impact of varied formats on the portrayal of a topic, subject, or theme.

CORNERSTONE: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

STANDARD 11-12.RL.IKI.9
Demonstrate knowledge of and analyze thematically-related, significant literary texts, considering how two or more texts treat similar themes or topics.
   OBJECTIVES
- Discern thematic similarities among related literature.
- Critically evaluate the representation of a theme across different texts.

CORNERSTONE: Read and comprehend complex literary and informational texts independently and proficiently.

STANDARD 11-12.RL.RRTC.10
Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently.

READING INFORMATIONAL TEXT STANDARDS AND OBJECTIVES

CORNERSTONE: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific evidence when writing or speaking to support conclusions drawn from the text.

STANDARD 11-12.RI.KID.1
Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
> **OBJECTIVES**
> - Analyze a piece of informational text(s) for the basic meaning.
> - Draw inferences for the purpose of exposing the underlying or more ambiguous messages in the text(s).
> - Select the most convincing evidence from the text to support analysis and inferences.

CORNERSTONE: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

STANDARD 11-12.RI.KID.2
Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.
> **OBJECTIVES**
> - Identify/infer the theme(s) and/or central ideas of a piece or pieces of informational text.
> - Analyze the development of these themes or central ideas by identifying rhetorical strategies, word choice, and key details that contribute to or represent elements of these themes/ideas.
> - Compose a critical summary of a piece or pieces of informational text under study.

CORNERSTONE:Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD 11-12.RI.KID.3

Analyze how an author's choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.

OBJECTIVES
- Deconstruct an author's decisions about organizing and presenting information/ideas in an informational text.
- Explain how organization, presentation/development of ideas, and connections made between ideas impact how the intended audience perceives the meaning of an informational text.

CORNERSTONE: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD 11-12.RI.CS.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.

OBJECTIVES
- Use context clues to determine the meaning of unfamiliar words.
- Understand the difference in connotative and denotative word meanings.
- Understand the influence of connotation on the meaning of a text.
- Understand moves writers make to develop the meaning of a term over the course of a text.

CORNERSTONE: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.

STANDARD 11-12.RI.CS.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.

OBJECTIVES
- Determine the organizational structure of an informational text.

- Evaluate the author's purpose and the effectiveness of the organizational strategies in meeting that purpose.

CORNERSTONE: Assess how point of view or purpose shapes the content and style of a text.

STANDARD 11-12.RI.CS.6

Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.

> **OBJECTIVES**
> - Identify the author's point of view or purpose in an informational text.
> - Evaluate the impact of sentence structure and word choice in conveying that point of view/purpose to the reader.

CORNERSTONE: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

STANDARDS 11-12.RI.IKI.7

Evaluate the topic or subject in multiple diverse formats and media.

> - Evaluate a topic, subject, or theme in varied text or visual formats.
> - Evaluate a topic, subject, or theme presented in both a text and video.
> - Analyze the impact of varied formats on the portrayal of a topic, subject, or theme.

CORNERSTONE: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

STANDARD 11-12.RI.IKI.8

Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.

> - Identify specific evidence/reasoning in a given argumentative text.
> - Analyze how an author incorporates evidence/reasoning to support his/her points.
> - Determine the author's moves to smoothly integrate evidence/reasoning into an argumentative text.

CORNERSTONE: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

STANDARD 11-12.RI.IKI.9
Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.

>**OBJECTIVES**
>- Critically examine historical documents included in the canon of American literature (e.g. Declaration of Independence, Letter from Birmingham Jail, Kennedy's Inaugural Address) for the purpose of understanding and explaining the topic and intended purpose of the writer.
>- Critically examine historical documents included in the canon of American literature (e.g. Declaration of Independence, Letter from Birmingham Jail, Kennedy's Inaugural Address) for integration of facts.
>- Critically examine historical documents included in the canon of American literature (e.g. Declaration of Independence, Letter from Birmingham Jail, Kennedy's Inaugural Address) for rhetorical features (e.g. rhetorical question, anaphora, antithesis, metaphor).

CORNERSTONE: Read and comprehend complex literary and informational texts independently and proficiently.

STANDARD 11-2.RI.RRTC.10
Read and comprehend a variety of literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.

SPEAKING AND LISTENING STANDARDS AND OBJECTIVES

Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively

STANDARD 11-12.SL.CC.1
Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
> **OBJECTIVES**
> - Begin and engage in discussions with different partners, focusing on a variety of grade appropriate topics, texts and issues.
> - Build on the ideas of partners and continue to express independent thought succinctly and persuasively.

Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

STANDARD 11-12.SL.CC.2
Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.
> **OBJECTIVES**
> - Use sources from various media formats to make decisions and support evaluations.
> - Determine the value of each source based its professional/academic credibility and based on the rhetorical value it may add to the student's argument.
> - Note, evaluate and explore any discrepancies in the data of sources.

Cornerstone: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

STANDARD 11-12.SL.CC.3
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
> **OBJECTIVES**
> - Delineate the speaker's perspective, reasoning, evidence and rhetoric from the opposition to the speaker.

- Evaluate the speaker's position, diction, tone and rhetorical unity.

Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

STANDARD 11-12.SL.PKI.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.

    OBJECTIVES
- Make presentations of research in such a manner that allows listeners to determine the student speaker's perspective, position and any where in aligns or deviates from research sources.
- Make decisions for presentations based on task, purpose and audience.

Cornerstone: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations

STANDARD 11-12.SL.PKI.5

Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

    OBJECTIVES
- Effectively use digital media and displays to enhance presentations in order to better convey findings, logic, and evidence.
- Effectively use digital media and displays to enhance presentations to add interest.

Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.

STANDARD 11-12.SL.PKI.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

    OBJECTIVES
- Employ code-switching speech methods as is appropriate to audience, purpose and setting.
- Adapt speech to demonstrate appropriate levels of standard formal English.

WRITING STANDARDS AND OBJECTIVES

CORNERSTONE: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

STANDARD 11-12.W.TTP.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

OBJECTIVES

- Introduce a concise, arguable position on a given topix in the form of a thesis statement.
- Follow an organizational pattern (e.g. problem/solution, problem-cause-solution, cause-effect-solution, question of fact, question of value, question of policy) appropriate for topic/audience that establishes unity and clearly shows relationships among claims/counterclaims, reasons, and evidence.
- Provide a concluding statement or section that follows logically with the information presented in the argument.
- Use grade/subject/task appropriate vocabulary correctly and effectively.
- Establish and maintain a writing style and tone appropriate for grade/subject/task.

CORNERSTONE: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STANDARD 11-12.W.TTP.2

Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

OBJECTIVES

- Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
- Organize ideas to create unity and clarity among ideas, including but not limited to the use of appropriate/varied transitions.
- Develop the topic thoroughly by selecting the most significant/relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate formatting, graphics, and multimedia to aid comprehension.

- Use grade/subject/task appropriate vocabulary correctly and effectively including rhetorical techniques such as metaphor, simile, and analogy.
- Establish and maintain a writing style and tone appropriate for grade/subject/task.

CORNERSTONE: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

STANDARD 11-12.W.TTP.3
Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-constructed sequences.
OBJECTIVES
- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a narrator/speaker and/or characters.
- Sequence events to reflect a clear plot progression while building toward an overall tone and clear outcome.
- Create a smooth progression of experiences or events.
- Use narrative techniques (e.g. dialogue, pacing, description, reflection, and multiple plot lines) to convey experiences, events and/or characters
- Present a logical conclusion based on what is experienced, observed, or resolved over the course of the narrative.
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Use appropriate language and techniques such as metaphor, simile, and analogy.
- Establish and maintain an appropriate style and tone.

CORNERSTONE: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

STANDARD 11-12.W.PDW.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
OBJECTIVES
- Demonstrate understanding/application of appropriate developmental strategies for argumentative, narrative and expository writing.
- Establish/maintain/develop a clear purpose for each writing task.
- Understand/utilize the symbiotic relationship between audience, writing genre, word choice, and message.

CORNERSTONE: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD 11-12.W.PDW.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. (Editing for conventions should demonstrate command of Language standards 1-3).

    OBJECTIVES
- Produce multiple drafts of a single written assignment making necessary and/or recommended revisions based on both peer and instructor feedback.
- Demonstrate an understanding of the rhetorical impact of audience and purpose on details, word choice, and sentence structure.

CORNERSTONE: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STANDARD 11-12.W.PDW.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

    OBJECTIVES
- Use Google drive tools to produce, revise, and share writing products.

CORNERSTONE: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.

STANDARD 11-12.W.RBPK.7

Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

    OBJECTIVES
- Identify a well-defined research topic/problem.
- Incorporate information from multiple sources to help demonstrate a new perspective on the topic/problem.

CORNERSTONE: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

STANDARD 11-12.W.RBPK.8
Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.

    OBJECTIVES
- Use online search tools to identify credible and effective sources relevant to the research topic.
- Demonstrate an ability to select the best information from a balance of credible sources.
- Avoid plagiarism by effectively quoting, paraphrasing, and/or summarizing source material.
- Utilize current MLA citation guidelines.

CORNERSTONE: Draw evidence from literary or informational texts to support analysis, reflection, and research.

STANDARD 11-12.W.RBPK.9
Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading source material.

    OBJECTIVES
- Apply a variety of writing tools to support and defend interpretations, analyses, reflections, or research using text-based evidence from literature and/or informational texts.

CORNERSTONE: 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.

STANDARD 1-12.W.RW.10
Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.