

*Course of Study:*  
**English Language Arts III**



**Course of Study English Language Arts - Revised Feb. 2023**

**ELA III**

**Committee Members: Holly Mihalek, Cindy Newman, Dawn Weaver, Brandon Lichtinger, Sarah Durk**

**Strand: Reading for Literature**

<p><b>Learning Standards:</b></p> <p><b>RL.11-12.1</b> 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.</p> <p><b>RL.11-12.2</b> Analyze literary text development.</p> <p><b>RL.11-12.3</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><b>RL.11-12.4</b> Determine the connotative, denotative, and figurative meanings of words and phrases as they are used in the text; analyze the impact of author’s diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.</p> <p><b>RL.11-12.5</b> 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.</p> <p><b>RL.11-12.6</b> Analyze a case in which grasping point of view or perspective requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) and evaluate the impact of these literary devices on the content and style of the text.</p> <p><b>RL.11-12.7</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p> <p><b>RL.11-12.9</b> Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics.</p>	<p><b>How Taught?</b></p> <p><b>Teaching activities may include:</b></p> <ul style="list-style-type: none"><li>• Students closely read select passages from documents to analyze text structure, development, and consequent meanings</li><li>• Teacher provides direct instruction, give feedback, and model critical thinking</li><li>• Small group and class discussions, including Socratic seminar</li><li>• Cooperative learning groups</li><li>• Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another.</li><li>• Produce a thorough analysis of the text.</li><li>• Allow students to self select Independent reading and/or Book Club books</li><li>• Students to define, use, and connect to content area and literature based vocabulary</li><li>• Students to work in groups to analyze a text</li><li>• Teachers to use high yield instructional strategies such as, but not limited to, three-level guides, bracket challenge, fiction prediction</li></ul>
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**Course of Study English Language Arts - Revised Feb. 2023**

**ELA III**

<p><b>RL.11-12.10</b> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.</p>	
<p><b>Materials:</b>          Various works including the following:          ACT Prep          Great Lakes Theater Residencies  <i>My Perspectives: British Literature</i>  <i>Macbeth</i>  <i>This is Macbeth</i>  <i>Previously Board Approved Textbooks:</i>  <i>My Perspectives 9-10</i>  <i>My Perspectives American Literature</i></p> <p><b>ENG356:</b> (May include the following)          - essays from <i>This I Believe</i>          - "Rocking Horse Winner"          - <i>A Raisin in the Sun</i>          - "Harlem"          - "Hair"          - <i>Good Hair</i>          - "Caged Bird"          - "I, too"          - "Sympathy"          - "Let America Be America Again"          - "The Beauty of Black"          - "I Have a Dream"          - "The Negro Speaks of Rivers"          - "Song of the Son"          - "Mother to Son"          - "Woman Work"          - "The Atlanta Compromise"          - "Back to Africa"          - "Of Mr. Booker T. Washington and Others"          - "The Ballot or the Bullet"          - <i>Pursuit of Happiness</i>          - "Artivism"          - "Happiness of Pursuit"          - <i>The Glass Castle</i>  <b>Student Book Club Choices</b></p>	<p><b>How Assessed?</b>  <b>Assessments may include:</b></p> <ul style="list-style-type: none"> <li>● Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics)</li> <li>● Formative Assessments (entry/exit slips, mini analysis assignments, group work, reflections, discussions, Socratic seminar, writer's workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes)</li> <li>● Summative Assessments (formal essays, using rubrics; tests/exams, project, evaluation, demonstration, portfolio review)</li> </ul>
<p><b>ENG354:</b> (May include the following)          - "The Rime of the Ancient Mariner"          - "Prometheus" and "Erlkoenig"          - Grimm's Fairy Tales</p>	<p><b>How Re-Taught?</b>  <b>Re-teaching activities may include:</b></p> <ul style="list-style-type: none"> <li>● descriptive feedback on original task/assessment</li> <li>● student examples of expectations</li> <li>● modeling</li> <li>● student self assessments</li> <li>● new tasks assigned by teacher</li> <li>● manipulatives</li> <li>● presenting the information again in a different way</li> <li>● review sessions</li> <li>● graphic organizers</li> <li>● small-group instruction</li> <li>● practice activities</li> <li>● computer tutorials / programs</li> <li>● picture associations</li> <li>● peer tutoring</li> <li>● breaking down concept into smaller components</li> </ul>

Course of Study English Language Arts - Revised Feb. 2023

ELA III

- Selected poems by Edgar Allan Poe
- "The Masque of the Red Death"
- "The Fall of the House of Usher"
- "Tell-Tale Heart"
- "William Wilson"
- The Yellow Wallpaper
- "A Good Man is Hard to Find"
- Jurassic Park
- Frankenstein
- Dracula
- Jane Eyre
- The Phantom of the Opera
- The Picture of Dorian Gray
- Wuthering Heights
- Strange Case of Dr. Jekyll and Mr. Hyde
- The Phantom of the Opera (2004 film)
- Student Book Club Choices

**ENG350:** (May include the following)

- Star Wars: A New Hope Graphic Novel
- Rocket Boys
- Hidden Figures
- The Alchemist
- Unbroken
- Tuesdays with Morrie (previously an all-school read 18-19 school year)

Historic B29 Flight

"Under Attack"

Japanese POW camps:

[here](#) AND [here](#).

Visual Puppeteer: Japanese Propaganda

"Death of the Ball Turret Gunner"

"To An Athlete Dying Young"

-Hamlet

-Jane Eyre

-The Hobbit

-The Things They Carried

-Tuesdays with Morrie

-Lord of the Rings Trilogy

-"Disguises"

-"A Jury of Her Peers"

-"The Friday Everything Changed"

-"Weekend"

-"Rules of the Game"

-"Wife of Bath's Tale"

-"The Initiation"

-"The Third Wish"

-"How to Climb a Mountain"

"I Wandered Lonely as a Cloud"

"I Will Not Die an Unlived Life"

"Into my Own"

- games and hands-on activities
- parent involvement
- cooperative learning
- Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways

Course of Study English Language Arts - Revised Feb. 2023

ELA III

<p>“Journey into the Interior” “The Way It Is” -“The Charge of the Light Brigade” -“The Death of the Ball Turret Gunner” -“A Dream Deferred” Common Lit Pairings with Beowulf: “General McArthur’s Speech to Westpoint” :“The Death of a Soldier” -<i>The Neverending Story</i> -<i>A League of Their Own</i> -<i>The Thirteenth Warrior</i> - <i>Star Wars</i> movies -Student Choice Book Club -Previously Board approved textbook series: <i>Elements of Literature, 3rd-6th Courses</i> <i>Collections 9-12</i> Humans of New York Bellringers <a href="http://teacherswithtips.com">http://teacherswithtips.com</a></p>	
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Strand: Reading for Informational Texts

<p><b>Learning Standards:</b> <b>RI.11-12.1</b> 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.</p> <p><b>RI.11-12.2</b> Analyze informational text development.</p> <p><b>RI.11-12.3</b> 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> <p><b>RI.11-12.4</b> 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.</p> <p><b>RI.11-12.5</b> 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.</p>	<p><b>How Taught?</b> <b>Teaching activities may include:</b></p> <ul style="list-style-type: none"><li>● Students closely read select passages from documents to analyze text structure and meaning</li><li>● Teacher provides direct instruction, gives feedback, and models critical thinking</li><li>● Students conduct research regarding a student/teacher selected topic of argument</li><li>● Students learn to create annotated bibliographies to aid in research</li><li>● Teacher-directed lesson regarding confirmation bias and objectivity Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another.</li><li>● Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.</li><li>● Students closely read select passages from documents to analyze text structure, development, and consequent meanings</li><li>● Small group and class discussions, including Socratic seminar</li><li>● Cooperative learning groups</li></ul>
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**Course of Study English Language Arts - Revised Feb. 2023**

**ELA III**

<p><b>RI.11-12.6</b> Determine an author’s perspective 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> <p><b>RI.11-12.7</b> 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.</p> <p><b>RI.11-12.8</b> Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p> <p><b>RI 11-12.9</b> Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p><b>RI.11-12.10</b> By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<ul style="list-style-type: none"><li>● Produce a thorough analysis of the text.</li><li>● Allow students to self select Independent reading and/or Book Club books</li><li>● Students to define, use, and connect to content area and literature based vocabulary</li><li>● Teachers to use high yield instructional strategies such as, but not limited to, three-level guides, bracket challenge, fiction prediction</li></ul>
<p><b>Materials:</b> Various works including the following: ACT Prep Seminal Documents from United States <i>My Perspectives: British Literature</i> <del>Previously Board approved textbook series:</del> <i>My Perspectives 9-10, American Literature</i> <i>Elements of Literature, 3rd-6th Courses</i> <i>Collections 9-12</i></p> <p>“The Pedestrian” by Ray Bradbury “There Will Come Soft Rains” by Ray Bradbury “There Will Come Soft Rains” by Sara Teasdale INFOHIO Historical and Current Events/News and speeches, such as President Bush’s 9/11, Rotary Club Four Way speeches</p>	<p><b>How Assessed?</b> <b>Assessments may include:</b></p> <ul style="list-style-type: none"><li>● Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics)</li><li>● Formative Assessments (entry/exit slips, mini analysis assignments, group work, reflections, discussions, writer’s workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes)</li></ul>

Course of Study English Language Arts - Revised Feb. 2023

ELA III

Samples of professional authors' works and advice on writing, such as Stephen King's *On Writing*  
Author interviews, such as Stephen King and Ray Bradbury

Confirmation Bias resources such as:  
What is Confirmation Bias? (youtube.com)  
Facing History and Ourselves, NPR, Institute for Advanced Science and Technology  
Points of View Reference Center  
ProCon.org  
Purdue OWL  
Voice Lessons  
Expert Photography.org, National Geographic.org  
Adobe Spark

[Canva](#)

[My Student Path](#)

["Is Guilt Good for You?" by John Stossel](#)

["Why Ambition Could Make You Rich, But Not Happy" by Tim Hume](#)

["Is Free Will an Illusion? Scientists, Philosophers](#)

[Forced to Differ" by Natalie Wolchover](#)

["A Breadwinner Rethinks Gender Roles" by Dunleavy](#)

["Power Really DOES Go to Your Head" by Ellie Zolfagarifard](#)

["Macbeth Murder Mystery" by James Thurber](#)

[▶ Ten Ways - Curse of Macbeth](#)

[Macbeth Dagger scene](#)

[Bill Moyer interview with Joseph Campbell and George Lucas](#)

**ENG354:** (May include the following)

- "The Rime of the Ancient Mariner"

- "Prometheus" and "Erlkoenig"

- Grimm's Fairy Tales

- Selected poems by Edgar Allan Poe

- "A Good Man is Hard to Find"

- *Jurassic Park*

- *Frankenstein*

- *Dracula*

- [A Brief History of Gothic Horror \(NY Public Library\)](#)

**ENG350:**

- *Hero with a Thousand Faces*

- "Challenger: Reagan's Address to the Nation"

- excerpt from "Self Reliance"

**ENG356:** (May include the following)

- Summative Assessments (formal essays, using rubrics; tests/exams, project, evaluation, demonstration, portfolio review)

**How Re-Taught?**

**Re-teaching activities may include:**

- descriptive feedback on original task/assessment
- student examples of expectations
- modeling
- student self assessments
- new tasks assigned by teacher
- manipulatives
- presenting the information again in a different way
- review sessions
- graphic organizers
- small-group instruction
- practice activities
- computer tutorials / programs
- picture associations
- peer tutoring
- breaking down concept into smaller components
- games and hands-on activities
- parent involvement
- cooperative learning
- Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways

Course of Study English Language Arts - Revised Feb. 2023

ELA III

<p>- essays from <i>This I Believe</i>: “Tomorrow Will be a Better Day” and “The Joy and Enthusiasm of Reading”</p> <p>- “Happiness of Pursuit”</p> <p>“Keeping up with the Joneses’ has become ‘Keeping Up with the Kardashians’ — and it may be destroying our happiness”</p> <p>“Can Lying About Santa Hurt Your Child Later?”</p> <p><a href="#">A Guide to American Values for Newcomers   USAHello</a></p> <p><a href="https://www.huffpost.com/entry/chicago-artist-redes-igns-homeless-peoples-signs_n_6969960?slideshow=true#gallery/55a413c7e4b0a47ac15d1160/0">https://www.huffpost.com/entry/chicago-artist-redes-igns-homeless-peoples-signs_n_6969960?slideshow=true#gallery/55a413c7e4b0a47ac15d1160/0</a></p>	
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**Strand: Writing**

<p><b>Learning Standard:</b></p> <p><b>W.11-12.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.11-12.2</b> 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.</p> <p><b>W.11-12.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>W.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.11-12.5</b> 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.</p> <p><b>W.11-12.6</b> 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.</p> <p><b>W.11-12.7</b> 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</p>	<p><b>How Taught?</b></p> <p><b>Teaching activities may include:</b></p> <ul style="list-style-type: none"><li>• Students read mentor texts as samples</li><li>• Establish a clear and thorough thesis to present a complex argument.</li><li>• 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.</li><li>• 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.</li><li>• 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 claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li><li>• Establish and maintain a formal style and objective tone while attending to the norms</li></ul>
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## Course of Study English Language Arts - Revised Feb. 2023

### ELA III

subject, demonstrating understanding of the subject under investigation.

**W.11-12.8** 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 over reliance on any one source and following a standard format for citation.

**W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.11-12.10** 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.

and conventions of the discipline in which they are writing.

- Provide a concluding statement or section that follows from and supports the argument presented.
- 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 (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- 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.
- 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.
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- 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).
- Teacher provides direct instruction, give feedback, and model critical thinking
- Small group and class discussions and peer editing
- Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another.
- Produce a thorough analysis of the text.
- Students to define, use, and connect to content area and literature based

Course of Study English Language Arts - Revised Feb. 2023

ELA III

	<p>vocabulary</p> <ul style="list-style-type: none"> <li>• Teachers to use high yield instructional strategies such as, but not limited to, three-level guides, bracket challenge, fiction prediction</li> <li>• Use of various genres of writing: letters, scripts, speeches, debates, round table discussions, blackout poetry, meme themes, technical, poetry, literary analysis</li> <li>• Use of Soapstone to analyze a text</li> <li>• QPA: Quick Passage Analysis</li> </ul>
<p><b>Materials: If link or time stamps not listed see Speaking and Listening materials where they are listed again.</b></p> <p>Various works, such as the following:          ACT Prep  <i>My Perspectives</i>: British Literature          Historical and Current Events/News and speeches such as President Bush’s 9/11, Rotary Club Four Way speeches          “The Madeleine”          “The Mountain Speaks”          “First They Came for the Jews”</p> <p>Samples of professional authors’ works and advice on writing, such as Stephen King’s <i>On Writing</i>          Author interviews, such as:          Stephen King (“Stephen King wants to reach out and grab you -- with his writing” PBS NewsHour)          Ray Bradbury (“Conversation with Ray Bradbury” RedCarChannel)</p> <p>Points of View Reference Center          ProCon.org  <i>Fahrenheit 451</i>          “The Secret Life of Walter Mitty”  <i>The Secret Life of Walter Mitty</i> (2013)          Purdue OWL  <i>Voice Lessons</i>  <i>Conquering the ACT</i>          Expert Photography.org, National Geographic.org          Adobe Spark          Canva  <i>The Minority Report</i> (2002)  <i>Ready Player One</i>  <i>Fahrenheit 451</i> (2018)  <i>Macbeth</i> (1971, 2011, 2021)  <i>This is Macbeth</i>  <a href="http://Expertphotography.com">Expertphotography.com</a>  <a href="http://Digital-photography-school.com">Digital-photography-school.com</a></p>	<p><b>How Assessed?</b>  <b>Assessments may include:</b></p> <ul style="list-style-type: none"> <li>• Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics)</li> <li>• Formative Assessments (entry/exit slips, mini analysis assignments, group work, reflections, discussions, writer’s workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes)</li> <li>• Summative Assessments (formal essays, using rubrics; tests/exams, project, evaluation, demonstration, portfolio review)</li> </ul>
	<p><b>How Re-Taught?</b>  <b>Re-teaching activities may include:</b></p> <ul style="list-style-type: none"> <li>• descriptive feedback on original task/assessment</li> <li>• student examples of expectations</li> <li>• modeling</li> <li>• student self assessments</li> <li>• new tasks assigned by teacher</li> <li>• manipulatives</li> <li>• presenting the information again in a different way</li> <li>• review sessions</li> <li>• graphic organizers</li> <li>• small-group instruction</li> <li>• practice activities</li> <li>• computer tutorials / programs</li> <li>• picture associations</li> </ul>

Course of Study English Language Arts - Revised Feb. 2023

ELA III

Bellringers #4 Presto Plans  
ACT Word of the Week

**ENG350:** (may include the following)

- Star Wars: A New Hope* Graphic Novel
- The Alchemist*
- Hamlet*
- Jane Eyre*
- The Neverending Story*
- A League of Their Own*
- The Thirteenth Warrior*
- Beowulf (2017)*
- Hidden Figures*
- Hero with a Thousand Faces*
- "Challenger: Reagan's Address to the Nation"
- Lost at Sea Exercise*
- Steve Jobs: [How to Live Before You Die](#)*
- Beowulf Gallery Walk*

**English 356:**(may include the following)

- essays from *This I Believe*
- *A Raisin in the Sun*
- "Caged Bird"
- "I, too"
- "Sympathy"
- "Let America Be America Again"
- "The Beauty of Black"
- "I Have a Dream"
- "The Negro Speaks of Rivers"
- "Song of the Son"
- "Mother to Son"
- "Woman Work"
- "The Atlanta Compromise"
- "Back to Africa"
- "Of Mr. Booker T. Washington and Others"
- "The Ballot or the Bullet"
- "Happiness of Pursuit"
- *The Glass Castle*

**ENG354:**

- Writing and Understanding Gothic Literature  
[With Examples]

- peer tutoring
- breaking down concept into smaller components
- games and hands-on activities
- parent involvement
- cooperative learning
- Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways

Course of Study English Language Arts - Revised Feb. 2023

ELA III

Strand: Speaking and Listening

<p><b>Learning Standard:</b></p> <p><b>SL.11-12.1</b> 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.</p> <p><b>SL.11-12.2</b> 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.</p> <p><b>SL.11-12.3</b> Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p><b>SL.11-12.4</b> 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.</p> <p><b>SL.11-12.5</b> 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.</p> <p><b>SL.11-12.6</b> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>Language Standards</p>	<p><b>How Taught?</b></p> <p><b>Teaching activities may include:</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li><li>• 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.</li><li>• 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.</li></ul>
<p><b>Materials:</b></p> <p>Various works, such as the following: <i>My Perspectives</i> Historical and Current Events/News and speeches such as <a href="#">President Bush’s 9/11</a>, Rotary Club Four Way speeches Author interviews, such as Stephen King, Ray Bradbury; ▶ A Conversation with Ray Bradbury ▶ Fahrenheit 451   Part 1 (Montag’s Encounter...</p>	<p><b>How Assessed?</b></p> <p><b>Assessments may include:</b></p> <ul style="list-style-type: none"><li>• Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics)</li><li>• Formative Assessments (entry/exit slips, mini analysis assignments, group work, reflections, discussions, writer’s workshops, homework/classwork, self and peer</li></ul>

Course of Study English Language Arts - Revised Feb. 2023

ELA III

[How to recognize a dystopia - Alex Gendler](#)

[Why should you read "Fahrenheit 451"? - Iseult Gillespie](#)

▶ [Finding Forrester \(1/8\) Movie CLIP - The Key...](#)

Confirmation Bias resources such as Facing History and Ourselves, NPR, Institute for Advanced Science and Technology

▶ [The Most Common Cognitive Bias](#)

▶ [What Is Confirmation Bias? | Psychological E...](#)

▶ [The Monkey Business Illusion](#)

Student Selected Commercials

[Why should you read Macbeth?](#)

*The Minority Report*

1:27 - 11:40; 12:39-19:35; 20:55-1:18:37;

1:19:25-1:29; 1:31:50

*The Secret Life of Walter Mitty* (2013) :30-1:47:18

**Persona: The Truth Unmasked!**

Great Lakes Theater Residencies

Audio versions of selected texts

This is Macbeth :10-1:33:55

*Macbeth* Versions (2021 :35-1:44:12)( 2010 :31-2:38), (1971

36:08-1:29:45; 1:42:00-1:44:40)

Folger Shakespeare "[Blood will have Blood](#)"

["Ghost of Chardon High" Hilltop Echo](#)

*Fahrenheit 451* Versions (2018 :31:1:46:00)

Great Lakes Theater classic plays

["Tonya Harding Speaks Out About Nancy Kerrigan Attack" Good Morning America](#)

*Blackfish* :21-1:20:21

**English 350:**

-*Star Wars: A New Hope*

-*The Neverending Story* 2:00-1:28:00

-*Hidden Figures* :41-2:01:37

-*A League of Their Own* 3:03-2:03:55

-*The Thirteenth Warrior* :58-1:37:33

-["Beowulf Historical Context: Shmoop"](#)

-["The History of English" - The Anglo-Saxons and The Norman Conquest \(Ch.1 and 2\)](#)

[History Channel Clash of the Gods: Beowulf](#)

-*Unbroken Two Movie Collection:*

*Unbroken*: :50-40:22; 41:27-49:14; 49:56-57:00; 59:00-1:06:40; 1:08:22-2:12:34

*Unbroken Path to Redemption*: 1:00-31:00;

31:19-1:06:30; 1:07:30-1:37:30

-*A Sound of Thunder*

-["Challenger: Reagan's Address to the Nation"](#)

- Bill Moyer Interviews with Joseph Campbell:

Episode 1: [Joseph Campbell and the Power of Myth — 'The Hero's Adventure'](#)

evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes)

- Summative Assessments (formal essays, using rubrics; tests/exams, project, evaluation, demonstration, portfolio review)
- Presentations: Summer Spark, Blackout Poetry or Meme Theme, Genre Three and individual presentations in literature course

Course of Study English Language Arts - Revised Feb. 2023

ELA III

Ep. 4: Joseph Campbell and the Power of Myth — 'Sacrifice and Bliss'

"The Mythology of Star Wars with George Lucas and Bill Moyers"

- *The Avengers: Endgame* :07-2:42:52

*What Makes a Hero?*

*Beowulf Old English clip*

*Anglo-Saxon Society*

*President Reagan's Challenger Speech*

*The Charge of the Light Brigade*

*Ball Turret Gunner - image*

*What is Alchemy?*

**Eng356:**

▶ **Sparks Matter: Finding Your Spark**

- *A Raisin in the Sun Act III* 2:13:51

<https://www.youtube.com/watch?v=jzfgwxENvLk>

- *Good Hair*

- *Pursuit of Happyness* :45-1:57:18

- *We Are All Homeless*

- *The Glass Castle* :32-1:57:45

[ed.ted.com/lessons/slowing-down-time-in-writing-film-aaron-sitze](https://www.ted.com/lessons/slowing-down-time-in-writing-film-aaron-sitze)

[ed.ted.com/lessons/first-person-vs-second-person-vs-third-person-rebekah-bergman?lesson\\_collection=the-writer-s-workshop](https://www.ted.com/lessons/first-person-vs-second-person-vs-third-person-rebekah-bergman?lesson_collection=the-writer-s-workshop)

**Eng354:**

- *The Phantom of the Opera* (2004 film)
- *The League of Extraordinary Gentlemen* (2003 film)
- *Why should you read Edgar Allan Poe? - Scott Peeples - Ted ED.*
- *Everything you need to know to read "Frankenstein" - Iseult Gillespie - Ted ED.*
- *How did Dracula become the world's most famous vampire? - Stanley Stepanic - Ted ED.*
- *Vampires: Folklore, fantasy and fact - Michael Molina - Ted ED.*
- *The Macabre Death of Edgar Allan Poe*
- *The Tell-Tale Heart*

**How Re-Taught?**

**Re-teaching activities may include:**

- descriptive feedback on original task/assessment
- student examples of expectations
- modeling
- student self assessments

Course of Study English Language Arts - Revised Feb. 2023

ELA III

	<ul style="list-style-type: none"><li>● new tasks assigned by teacher</li><li>● manipulatives</li><li>● presenting the information again in a different way</li><li>● review sessions</li><li>● graphic organizers</li><li>● small-group instruction</li><li>● practice activities</li><li>● computer tutorials / programs</li><li>● picture associations</li><li>● peer tutoring</li><li>● breaking down concept into smaller components</li><li>● games and hands-on activities</li><li>● parent involvement</li><li>● cooperative learning</li><li>● Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways</li></ul>
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Strand: Language

<p><b>Learning Standard:</b></p> <p><b>L.11-12.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.11-12.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.</p> <p><b>L.11-12.3</b> 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><b>L.11-12.4</b> 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.</p> <p><b>L.11-12.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.</p> <p><b>L.11-12.6</b> Acquire and use accurate general academic and domain-specific words and phrases,</p>	<p><b>How Taught?</b></p> <p><b>Teaching activities may include:</b></p> <ul style="list-style-type: none"><li>● Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li><li>● Resolve issues of complex or contested usage, consulting references (e.g., MerriamWebster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.</li><li>● Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed.</li><li>● Apply an understanding of syntax to the study of complex texts when reading.</li><li>● 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.</li><li>● Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g.,</li></ul>
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**Course of Study English Language Arts - Revised Feb. 2023**

**ELA III**

<p>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>dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage.</p> <ul style="list-style-type: none"> <li>• 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).</li> </ul>
<p><b>Materials: If link or time stamps not listed see Speaking and Listening materials where they are listed again.</b>  <i>My Perspectives</i>          Historical and Current Events/News and speeches such as President Bush’s 9/11 and Rotary Club Four Way speeches          Samples of professional authors’ works and advice on writing, such as Stephen King’s <i>On Writing</i>          Author interviews, such as Stephen King, Ray Bradbury  <i>Finding Forrester</i>          Confirmation Bias resources such as Facing History and Ourselves, NPR, Institute for Advanced Science and Technology          Points of View Reference Center          ProCon.org  <i>Fahrenheit 451</i>          “The Secret Life of Walter Mitty”  <i>The Secret Life of Walter Mitty</i> (2013)          Purdue Owl          Voice Lessons          Expert Photography.org, National Geographic.org          Adobe Spark          Canva</p> <p><b>ENG356:</b> (May include the following)          - essays from <i>This I Believe</i>          - “Rocking Horse Winner”          - <i>A Raisin in the Sun</i>          - “Harlem”          - “Hair”          - <i>Good Hair</i>          - “Caged Bird”          - “I, too”          - “Sympathy”          - “Let America Be America Again”          - “The Beauty of Black”          - “I Have a Dream”          - “The Negro Speaks of Rivers”          - “Song of the Son”</p>	<p><b>How Assessed?</b>  <b>Assessments may include:</b></p> <ul style="list-style-type: none"> <li>• Pre-Assessments (pre-tests, inventories, observation, anticipation guide, questioning, diagnostics)</li> <li>• Formative Assessments (entry/exit slips, mini analysis assignments, group work, reflections, discussions, writer’s workshops, homework/classwork, self and peer evaluations, checklists, journals/progress notes, observations, conferences/interviews, rubrics, questionnaires, quick writes)</li> <li>• Summative Assessments (formal essays, using rubrics; tests/exams, project, evaluation, demonstration, portfolio review)</li> </ul> <p><b>How Re-Taught?</b>  <b>Re-teaching activities may include:</b></p> <ul style="list-style-type: none"> <li>• descriptive feedback on original task/assessment</li> <li>• student examples of expectations</li> <li>• modeling</li> <li>• student self assessments</li> <li>• new tasks assigned by teacher</li> <li>• manipulatives</li> <li>• presenting the information again in a different way</li> <li>• review sessions</li> <li>• graphic organizers</li> <li>• small-group instruction</li> <li>• practice activities</li> <li>• computer tutorials / programs</li> <li>• picture associations</li> <li>• peer tutoring</li> </ul>

**Course of Study English Language Arts - Revised Feb. 2023**

**ELA III**

<ul style="list-style-type: none"><li>- “Mother to Son”</li><li>- “Woman Work”</li><li>- “The Atlanta Compromise”</li><li>- “Back to Africa”</li><li>- “Of Mr. Booker T. Washington and Others”</li><li>- “The Ballot or the Bullet”</li><li>- <i>Pursuit of Happiness</i></li><li>- “Artivism”</li><li>- “Happiness of Pursuit”</li><li>- <i>The Glass Castle</i></li></ul>	<ul style="list-style-type: none"><li>● breaking down concept into smaller components</li><li>● games and hands-on activities</li><li>● parent involvement</li><li>● cooperative learning</li><li>● Universal Design for Learning principles offering students opportunities to experience and engage material in new and different ways</li></ul>
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