



School District of Marshfield

Course Syllabus

Course Syllabus: English III Essentials

Length of course: 1 Year

Credit: 1

Course Description: This course is intended for juniors who need a modified English class. The goal of this course will be to prepare students in the areas of reading, writing, speaking, listening, and media and technology for the English courses required at a technical/two-year school or for those students going directly into the work force.

Prerequisite: Teacher and/or guidance counselor recommendation

Learning Targets:

- **Reading Informational Text:** 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.
- **Reading Literature:** 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.
- **Writing:** By the end of grade 11, draw evidence from literary or informational texts to support analysis, reflection, and research and write 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.
- **Language:** By the end of grade 11, demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Also, demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **Also by the end of grade 11, 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.**
- **Speaking and Listening:** 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. Also, 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.

First Quarter (9 weeks)

Each Friday will be a reading day. Students may read individually or in groups. Each student will be responsible for an exit summary. Students involved in group reading will read a novel chosen by group based on interest and ability.

1. Assessment (1 week)
 - A. Assessments
 - a. STAR Reading Test
 - b. 3 Minute Reading Assessments (Word Recognition, Fluency, and Comprehension)
 - c. Accuplacer (College Board practice test—Reading and Sentence Skills)
2. Essential Reading Skills for Adolescent Readers (2-3 weeks)
 - A. Reading individual words
 - a. Become familiar with prefixes, suffixes, and root (base) words
 - b. Break words into syllable to “hear” the word
 - c. Use context clues
 - B. Reading excerpts and articles (to be used and expanded upon throughout year)
 - a. Pre-reading strategies
 - b. During reading strategies
 - c. Post reading strategies
 - A. Common Formative Assessments:
 - a. *Scholastic Update* reading guide
 - b. Quiz on prefixes, suffixes, and roots (base) words
 - B. Common Summative Assessments:
 - a. Reading Skills Objective Test
3. What’s Next? (4 weeks)
 - A. 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.
 - 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.
- C. 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 to provide a complex analysis; provide an objective summary of the text.
 - D. 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.
 - E. 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.
 - F. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - G. Develop and strengthen writing as needed by planning, revising, editing, re-writing, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
 - H. 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.
 - I. 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.
 - J. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
 - K. Researching school/career plans
 - a. What are my school options?
 - b. What are the requirements for entry into those schools?
 - c. What skill expectations will my future employer have?
 - d. What should I be doing now to ensure I can meet my post high school goals?
 - 1. *Resources: Guidance counselors, Naviance web site, Wisconsin Career Pathways, individual school web sites*
 - L. "College 101" (*Expert 21-Course III, Volume 1, Workshop 1*)

- a. *How can I get ready for the future I want?*
- b. Reading #2—"Finding Their Futures"
- c. Reading #3—"Options, Options, and More Options"
- d. Reading #4—"How to Survive, Thrive, and Prepare for What's Next"
- e. Current articles to help with research
- M. Common Formative Assessments:
 - a. Completed worksheet for career research
 - b. Reading Guide for one of three readings
- N. Common Summative Assessments:
 - a. Three paragraph essay—share results of career research

Second Quarter (9 weeks)

1. *The Hunger Games* (5-6 weeks)

- A. 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.
- B. 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 built on one another to produce a complex account; provide an objective summary of the text.
- C. Grades 11 and 12: 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).
- D. Grades 11 and 12: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful (Include Shakespeare as well as other authors.)
- E. Analyze multiple interpretation of a story, drama, or a poem (e.g. recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
- F. Continue working on reading strategies
 - a. Read aloud together
 - b. Individual reading (Friday's)
 - c. Practice summarizing
 - d. Chronology
 - e. Making connections (to *Western Civilization* course)
- G. Students who finish early may move on to *Catching Fire* or other novel of choice
- H. Common Formative Assessments:

- a. Reading Quizzes
 - b. Theme chart
 - c. Character charts
 - I. Common Summative Assessments:
 - a. Novel Objective Test
1. Getting a Job (3 weeks)
- A. 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.
 - B. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - C. Develop and strengthen writing as needed by planning, revising, editing, re-writing, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
 - D. 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.
 - a. Filling out an application
 - b. Creating a resume
 - c. Preparing for an interview
 - E. Common Formative Assessments:
 - a. Prewriting for resume/application
 - b. Rough Draft of resume
 - F. Common Summative Assessments:
 - a. Application and resume
 - b. X-treme X-ploration (present resume to local employers)
 - G. *Semester One Final Exam: Reading Skills—Objective Test*

Semester Two

Third Quarter (9 weeks)

Students will choose to read a book from a selection of novels and nonfiction related to the countries being studied in Western Civilization. Students will be required to read one book this quarter and complete formative and summative assessments assigned (2 weeks).

Mini-lessons for Accuplacer Sentence Skills and Reading Comprehension will be given throughout the quarter.

1. Technology: The Good, the Bad, and the Future (4 weeks)

- A. 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.
- 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.
- C. 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 to provide a complex analysis; provide an objective summary of the text.
- D. 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.
- E. 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.
- F. 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; provide an objective summary of the text.
- G. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- H. 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.
- I. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- J. 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.
- K. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- L. 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.
- M. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation

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

- a. "Exposed to the Max" (*Expert 21*-Course III)
- b. "Welcome to the Future" (*Expert 21*-Course III)
- c. "La Vida Robot" (*Expert 21*-Course III)
- d. Pew Research—Technology and Teens
- e. "The Veldt" by Ray Bradbury
- f. Current articles in the news on technology's impact on our lives
 - i. (i.e. cyberbullying, security, etc.)

O. Common Formative Assessments:

- a. Summary Paragraph
- b. Reading Guide

P. Common Summative Assessments:

- c. Persuasive essay w/ evidence from reading
- d. Summary Paragraph

1. Reading the World (Bias and Media) (3 weeks)

A. 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 (e.g., how Madison defines *faction* in *Federalist* No. 10).

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

C. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

- a. Newspapers
- b. Advertising
- c. Internet

D. Common Formative Assessments:

- a. Partner Advertising Techniques chart
- b. Persuasive Techniques Quiz

E. Common Summative Assessments:

- c. Persuasive Techniques Project (samples of persuasion)

*Students will be encouraged to take the Accuplacer given at the high school sometime this quarter.

Fourth Quarter (9 weeks)

Students will choose to read a book from a selection of novels and nonfiction related to the countries being studied in Western Civilization. Students will be required to read one book this quarter and complete formative and summative assessments assigned (2 weeks).

1. *Nothing but the Truth* by Avi (3 weeks)

- A. 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.
- B. 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 built on one another to produce a complex account; provide an objective summary of the text.
- C. Grades 11 and 12: 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).
- D. Grades 11 and 12: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful (Include Shakespeare as well as other authors.)
- E. 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.
- F. Grades 11 and 12: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g. satire, sarcasm, irony, or understatement).
- G. Reading skills
 - a. Point of view/Bias
 - b. Summarizing
 - c. Text structure
 - d. Main idea
 - e. Irony
- H. Common Formative Assessments:
 - a. Reading Quizzes
 - b. Identifying bias reading guide
- I. Common Summative Assessments:
 - c. Reading Skills/Content Objective Test

2. Recommendation Report (2 weeks)

- A. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 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.
- C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- D. 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 up to and including grades 9–10 on page 54.)
- E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- F. 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.
- G. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation
- H. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Prewriting for the Recommendation Report
 - b. Choosing topics
 - c. Selecting criteria
 - d. Researching using valid sources
 - e. Note taking
- I. Drafting the Recommendation Report
 - f. Following a required format
 - g. Using MLA citations
 - h. Creating a Works Cited page
- J. Common Formative Assessments:
 - a. Research notes
 - b. Rough draft of recommendation report
- K. Common Summative Assessments:

- c. Final Draft of Recommendation Report including a works Cited page
- L. *Semester Two Final Exam:* Project with Western Civilization. Research assigned country (with a partner) and create a power point and brochure to persuade audience to want to live or vacation in that country.

Possible reading choices for Semester II:

- *Things Fall Apart* (Nigeria)
- *An Ordinary Man* (Rowanda)
- *Chinese Cinderella* (China)
- *A Long Way Gone* (Sierra Leone)
- *Red Scarf Girl: A Memoir of the Cultural Revolution* by Ji-li Jiang
ISBN-13: 978-0064492805
- *Tasting the Sky: A Palestinian Childhood* by Ibitisam Barakat
- *Zlata's Diary: A Child's Life in Wartime Sarajevo* by Zlata Filipovic
- *The Kite Runner* (Afghanistan)
- *A Thousand Splendid Suns* (Afghanistan)
- *And the Mountains Echoed* (Afghanistan)
- *The Power of One* (S. Africa)
- *An Island Like You: Stories of the Barrio* by Judith Ortiz
- *The Circuit: Stories from the Life of a Migrant Child* by Jiménez, Francisco
- *Breaking Through* by Jiménez, Francisco
- *Thura's Diary* by Thura al-Windawi, Translated by Mattias Ripa
- *Santa Claus in Baghdad and Other Stories about Teens in the Arab World* by Elsa Marten
- *Persepolis #1: The Story of a Childhood* by Marjane Satrapi, Translated by Mattias Ripa
- *Persepolis #2: The Story of a Return* by Marjane Satrapi, Translated by Mattias Ripa
- *A Thousand Veils* by D.J. Murphy
- *Out of the Shadows*
- *Ties that Bind, Ties that Break* (China)
- *Kaffir Boy* (South Africa)
- *War Child* (Sudan)
- *Mao's Last Dance*
- *Under a Red Sky* (Romania)
- *Iraqi Girl-Diary of a Teenage Girl in Iraq*
- *Figs and Fate* (Syria)
- *Shooting Kabul* by N.H. Senzai ISBN-13: 978-1442401952
- *The Breadwinner* by Deborah Ellis ISBN-13: 978-0888994165
- *Words in the Dust* by Trent Reedy
- *Bound* by Donna Jo Napoli

