

English 3

State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description
I	Students will read and understand grade-appropriate English language text.		
I.A	Word Recognition, Analysis, and Fluency		
0	(Standard under this heading may be locally determined.)		
I.B	Vocabulary Expansion		
0	The student will apply a variety of strategies to expand vocabulary.		
I.B.1	Acquire, understand and use vocabulary by learning words through explicit vocabulary instruction and independent reading, and appropriately use these words in writing.	Reflections in American Literature	Section A, page 9
I.B.2	Determine the meaning of unfamiliar words and metaphors by using dictionaries, context clues and reference books.	Reflections in American Literature	Section A, page 9
I.B.3	Identify and analyze analogies.		
I.B.4	Apply knowledge of Greek and Latin roots, prefixes and suffixes to understand content-area vocabulary.	Reflections in American Literature	Section A, page 9
I.B.5	Understand the meaning of unknown words using derivations, such as word roots and word origins.	Reflections in American Literature	Section A, page 9
I.C	Comprehension		

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0	The student will understand the meaning of informational, expository or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.	Reflections in American Literature	Section A, page 9
I.C.1	Monitor comprehension and know when and how to use strategies to clarify the understanding of a selection.	Reflections in American Literature	Section A, page 9
I.C.2	Comprehend and evaluate the purpose, accuracy, comprehensiveness, and usefulness of informational materials.	Communication in the Workplace	Section B, page 3
I.C.3	Analyze and draw accurate conclusions about information contained in warranties, contracts, job descriptions, technical descriptions and other informational sources, selected from labels, warnings, manuals, directions, applications and forms in order to complete specific tasks.	Communication in the Workplace	Section B, page 3
I.C.4	Analyze a variety of nonfiction materials selected from journals, essays, speeches, biographies and autobiographies.	The American Dream Reflections in American Literature	Section A, page 5; Section C, page 9 Section B, page 8
I.C.5	Summarize and paraphrase main idea and supporting details.	The American Dream	Section A, page 13
I.C.6	Trace the logical development of an author's argument, point of view or perspective and evaluate the adequacy, accuracy and appropriateness of the author's evidence in a persuasive text.	The Art of Persuasion	Section B, page 3

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I.C.7	Make inferences and draw conclusions based on explicit and implied information from texts.	My Country, Myself	Section A, page 10
I.C.8	Evaluate clarity and accuracy of information, as well as the credibility of sources.	My Country, Myself	Section A, page 11
I.C.9	Identify, understand and explain the various types of fallacies in logic.	The Art of Persuasion	Section B, pages 7-12
I.C.10	Synthesize information from multiple selections in order to draw conclusions, make predictions, and form interpretations.	The Art of Persuasion	Section B, page 13
I.D	Literature		
0	The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.		
I.D.1	Read, analyze and evaluate traditional, classical and contemporary works of literary merit from American literature.	Reflections in American Literature	Sections' A, B, C, and D
I.D.2	Read, analyze and evaluate traditional, classical and contemporary works of literary merit from British literature.		

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I.D.3	Read, analyze and evaluate traditional, classical and contemporary works of literary merit from civilizations and countries around the world.		
I.D.4	Evaluate the impact of an author's decisions regarding word choice, point of view, style and literary elements.	The American Dream	Section B, pages 5-9
I.D.5	Analyze, interpret and evaluate the use of figurative language and imagery in fiction and nonfiction selections, including symbolism, tone, irony and satire.	The American Dream	Section B, page 14-17
I.D.6	Analyze and evaluate the relationship between and among elements of literature: character, setting, plot, tone, symbolism, rising action, climax, falling action, point of view, theme and conflict/resolution.	The American Dream	Section B, page 5, 7, 8, 9
I.D.7	Evaluate a literary selection from several critical perspectives.	The American Dream	Section B, page 9
I.D.8	Analyze classic and contemporary poems for poetic devices.	Poetry in America	Section A, pages 6-12
I.D.9	Analyze the characteristics of literary forms.	Drama in America	Section A, page 6
I.D.10	Interpret the effect of literary and structural devices.	The American Dream	Section B, page 10

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I.D.11	Demonstrate how literary works reflect the historical contexts that shaped them.	Reflections in America	Section B, page 12
I.D.12	Synthesize ideas and make thematic connections among literary texts, public discourse, media and other disciplines.	Reflections in America	Section B, page 12
I.D.13	Read, analyze, and critique dramatic selections by comparing and contrasting ways in which character, scene, dialogue, and staging contribute to the theme and the dramatic effect.	Drama in America	Section B, page 5
I.D.14	Respond to literature using ideas and details from the text to support reactions and make literary connections.	Reflections in America	Section B, page 9
I.D.15	Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.	The American Dream; Reflections in America; Poetry in America	throughout
II	Students will write clearly and coherently for a variety of audiences and purposes.		
II.A	Type of Writing		
0	The student will write in narrative, expository, descriptive, persuasive and critical modes.		

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II.A.1	Plan, organize and compose narrative, expository, descriptive, persuasive, critical and research writing to address a specific audience and purpose.	Drama and the American Dream My Country, Myself Independent Project	Section C, page 19 Section C Entire unit teaches writing a research paper from start to finish
II.B	Elements of Composition		
0	The student will engage in a writing process with attention to audience, organization, focus, quality of ideas, and a purpose.	Independent Project	
II.B.1	Generate, gather, and organize ideas for writing.	Independent Project	Section A, pages 3-5
II.B.2	Develop a thesis and clear purpose for writing.	Independent Project	Section A, page 15
II.B.3	Make generalizations and use supporting details.	Independent Project	Section A, page 16
II.B.4	Arrange paragraphs into a logical progression.	Independent Project	Section B, page 6
II.B.5	Revise writing for clarity, coherence, smooth transitions and unity.	Independent Project	Section C, pages 4-9

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II.B.6	Apply available technology to develop, revise and edit writing.	Independent Project	Section C, page 9
II.B.7	Generate footnotes, endnotes and bibliographies in a consistent and widely accepted format.	Independent Project	Section C, pages 10-14
II.B.8	Revise, edit and prepare final drafts for intended audiences and purposes.	Independent Project	Section C, page 15
II.C	Spelling, Grammar and Usage		
0	The student will apply standard English conventions when writing.		
II.C.1	Understand the differences between formal and informal language styles and use each appropriately.	Communication in the Workplace	Section A, page 6
II.C.2	Use an extensive variety of correctly punctuated sentences for meaning and stylistic effect.	Independent Project	Section C, page 9
II.C.3	Edit writing for correct grammar, capitalization, punctuation, spelling, verb tense, sentence structure, and paragraphing to enhance clarity and readability.	Independent Project	Section C, page 15

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II.C.3.a	Correctly use reflexive case pronouns and nominative and objective case pronouns, including who and whom.	Independent Project	Section C, page 17
II.C.3.b	Correctly use punctuation such as the comma, semicolon, colon, hyphen, and dash.	Independent Project	Section C, pages 15-17
II.C.3.c	Correctly use like/as if, any/any other, this kind/these kinds, who/that, and every/many when they occur in a sentence.		
II.C.3.d	Correctly use verb forms with attention to subjunctive mood, subject/verb agreement, and active/passive voice.	Independent Project	Section C, pages 15-17
II.C.3.e	Correctly use the possessive pronoun before the gerund.	Independent Project	Section C, pages 15-17
II.D	Research		
0	The student will locate and use information in reference materials.	Independent Project	
II.D.1	Use print, electronic databases and online resources to access information, organize ideas, and develop writing.	Independent Project	Section A, page 7

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II.D.2	Identify key terms specific to research tools and processes.	Independent Project	Section A, page 8
II.D.3	Narrow the focus of a search by formulating a concise research question or thesis.	Independent Project	Section A, page 15
II.D.4	Develop a research plan.	Independent Project	Section A, page 11
II.D.5	Evaluate and organize relevant information from a variety of sources, verifying the accuracy and usefulness of gathered information.	Independent Project	Section A, page 13
II.D.6	Produce a report with detailed evidence to support a thesis.	Independent Project	Section A, page 16
II.D.7	Distinguish between reliable and questionable Internet sources and apply responsible use of technology.	Independent Project	Section A, page 7
II.D.8	Understand plagiarism and its consequences and identify ethical issues of research and documentation.	The Art of Persuasion	Section D, page 9
II.D.9	Organize and synthesize information from a variety of sources and present it in a logical manner.	Independent Project	Section B, page 6

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II.D.10	Credit sources for both quoted and paraphrased ideas.	Independent Project	Section C, page 10-14
II.D.11	Cite sources of information using a standard method of documentation, such as a style sheet from the Modern Language Association (MLA) or from the American Psychological Association (APA).	Independent Project	Section C, page 10-14
II.D.12	Proofread the final copy, format correctly and prepare the document for publication or submission.	Independent Project	Section C, page 15
II.E	Handwriting and Word Processing		
0	(Standards under this heading may be locally determined.)		
III	The student will speak clearly and effectively for a variety of purposes and audiences and actively listen to, view and evaluate oral communication and media.		
III.A	Speaking and Listening		
0	The student will demonstrate understanding and communicate effectively through listening and speaking.		

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III.A.1	Distinguish between speaker's opinion and verifiable facts and analyze the credibility of the presentation.	The Art of Persuasion	Section A, page 9
III.A.2	Deliver a speech in a logical manner using grammatically correct language, including vocabulary appropriate to the topic, audience and purpose.	The Art of Persuasion	Section B, page 13
III.A.3	Understand the relationship between nonverbal, interpersonal, and small group communication.	The Art of Persuasion	Section B, page 13
III.A.4	Describe the role of communication in everyday situations. (e.g., advertising, informal social, business, formal social, etc.)	Communication in the Workplace	Section B, page 6, 13
III.A.5	Understand the effects of media on society and culture.	Media and Its Importance	Sections' A, B, C, D
III.A.6	Identify and understand essential elements, skills and implications of persuasion, argumentation, and debate as essential oral skills.	The Art of Persuasion	Section A, pages' 3-14
III.A.7	Apply assessment criteria to self-evaluation of oral presentations.	The Art of Persuasion	Section B, page 13
III.B	Media Literacy		

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0	The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.	Media and Its Importance	Section A, page 8-10
III.B.1	Evaluate the accuracy and credibility of information found on Internet sites.	Media and Its Importance	Section A, page 14
III.B.2	Evaluate the logic of reasoning in both print and non-print selections.	Media and Its Importance	Section A, page 14
III.B.3	Evaluate the source's point of view, intended audience and authority.	Media and Its Importance	Section B, page 6
III.B.4	Determine whether the evidence in a selection is appropriate, adequate and accurate.	Media and Its Importance	Section B, page 6
III.B.5	Evaluate the content and effect of persuasive techniques used in print and broadcast media.	The Art of Persuasion	Section B, page 3
III.B.6	Make informed evaluations about television, radio, film productions, newspapers and magazines with regard to quality of production, accuracy of information, bias, purpose, message and audience.	Media and Its Importance	Section C, page 3, 4, 9, 13
III.B.7	Critically analyze the messages and points of view employed in different media, including advertising, news programs, web sites, and documentaries.	Media and Its Importance	Section C, page 13

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III.B.8	Formulate critical, evaluative questions relevant to a print or non-print selection.	Media and Its Importance	Section D, page 4
III.B.9	Critically analyze and evaluate the strategies employed in news broadcasts, documentaries, and web sites related to clarity, accuracy, effectiveness, bias and relevance of facts.	Media and Its Importance	Section C, page 3
III.B.10	Demonstrate an understanding of ethics in mass communication and describe the characteristics of ethical and unethical behavior.	The Art of Persuasion	Section D, page 5