

**Honors English III Curriculum
Gasconade County R-2 School District
2017-18**

Grade Level: 11

Subject: English III

Month	Reading/Speaking and Listening/Writing	Key Vocabulary	Reading Links to New MLS	Science and Social Studies Big Ideas to use in ELA	Essential Questions
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August	RL.1.B, RI.1.B (ACT, AP, SAT targeted words)	analogies base words cause and effect clues connotation context clues contrast clues definition/ explanation clues dictionary definition (denotation) for example clues Latin roots prefixes reading strategically restatement clues root words sentence completion sound clues suffixes synonyms words in context word structure	Missouri Learning Standards		1. Why learn new words? 2. What strategies and resources do I use to figure out unknown vocabulary? 3. How do strategic readers create meaning from informational and literary text?
August	W.3.A	abbreviations adjective forms adverb forms capitalization comma splice deadwood dangling modifiers fair language fragment misplaced modifiers numbers parallel structure			1. What is the purpose of applying grammar, mechanics, and spelling skills? 2. Why is it important to use correct grammar, mechanics, and spelling? 3. How can usage of grammar, mechanics, and spelling rules and patterns improve written communication? 4. What are the benefits of using

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August	RL.1.A, RL.1.D, RL.3.C., RL.3.D RI.1.A, RI.1.D, RI.3.C, RI.3.D RL.1.B, R.I.1.B	plurals pronoun problems punctuation rambling sentences run-on sentences verb problems wordiness analyze compare contrast cultural details Five Nations Mirage people origin myths oral tradition sacred directions synthesize wampum -tion ablutions confederate deliberation protruded disposition cultural details author's styles besought calabashes detail diction		<u>Research/Discuss</u> <u>Big Ideas:</u> <u>Social Studies</u> In what ways is the United States Constitution similar to the Iroquois Constitution? In what ways is it different?	grammar, mechanics, and spelling rules and patterns? 1.Analyze how the actions of the animal characters exhibit the best of human nature. 2.Compare and contrast how two tales (#2 and #3) differ in their attitudes toward nature and evaluate with which attitude you most identify? 3.Synthesize how well the qualities of the Iroquois Constitution apply to the

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August	<p>RI.3.C, RI.3.D</p> <p>RL.1.B, R.I.1.B</p> <p>RL.3.D, RI.3.D</p>	<p>fulling mills flyers huswifery ordinances ought pinked Puritan Plain Style quills</p> <p>manifold persevere recompense</p> <p>paraphrasing</p>		<p><u>Research/Discuss</u> <u>Big Ideas:</u> <u>History Connection</u> What was the Puritan attitude toward material wealth and spirituality? In our culture today, what is the general view of the relationship between the two?</p>	<p>his purpose for describing them in that way.</p> <p>1.Which aspects of each poem are not typical of the Puritan Plain Style? 2.A <i>conceit</i> is an elaborate comparison between two very different subjects. -How does Taylor’s use of conceit help to structure his poem? -By contrast, how does Bradstreet build the ideas in her poem?</p> <p>Graphically illustrate the meanings of words from page 25 (either original artistic design or “found” art)</p> <p>Paraphrase the three excerpts on page 27 from Taylor’s and Bradstreet’s poems.</p>
September	<p>RL.1.B, RI.1.B (ACT, AP, SAT targeted words)</p>	<p>analogies base words cause and effect clues connotation context clues contrast clues definition/</p>	<p>Missouri Learning Standards</p>		<p>1.Why learn new words? 2.What strategies and resources do I use to figure out unknown vocabulary? 3. How do strategic readers create meaning from informational and literary text?</p>

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September	W.3.A	<p> explanation clues dictionary definition (denotation) for example clues Latin roots prefixes reading strategically restatement clues root words sentence completion sound clues suffixes synonyms words in context word structure </p> <p> abbreviations adjective forms adverb forms capitalization comma splice deadwood dangling modifiers fair language fragment misplaced modifiers numbers parallel structure plurals pronoun problems punctuation rambling sentences run-on sentences verb problems wordiness </p>			<ol style="list-style-type: none"> 1.What is the purpose of applying grammar, mechanics, and spelling skills? 2.Why is it important to use correct grammar, mechanics, and spelling? 3.How can usage of grammar, mechanics, and spelling rules and patterns improve written communication? 4.What are the benefits of using grammar, mechanics, and spelling rules and patterns?
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September	<p>RL.1.A, RL.1.D, RL.3.C., RL.3.D RI.1.A, RI.1.D, RI.3.C, RI.3.D</p> <p>RL.1.B, R.I.1.B</p> <p>RL.3.D, RI.3.D</p> <p>RL.1.A, RL.1.D, RL.3.C., RL.3.D RI.1.A, RI.1.D, RI.3.C, RI.3.D</p> <p>RL.1.B, R.I.1.B</p> <p>RL.3.D, RI.3.D</p> <p>RL.1.A, RL.1.D, RL.3.C., RL.3.D RI.1.A, RI.1.D, RI.3.C, RI.3.D</p> <p>RL.1.B, R.I.1.B</p>	<p>aphorism autobiography conclusion every foppery Pythagoras</p> <p>arduous avarice disposition fasting felicity squander</p> <p>draw conclusions</p> <p>conjured despotism infidel mean parallelism persuasion Tories</p> <p>acquiesce consanguinity impious infidel magnanimity perfidy redress unalienable usurpations</p>		<p><u>Research/Discuss</u> <u>Big Ideas:</u> <u>Cultural Connection</u> Franklin’s aphorism “If your head is wax, don’t walk in the sun,” is similar to a Russian proverb that advises, “One who sits between two chairs may easily fall down.” -What do these proverbs mean? -How are they similar? -Why do different cultures preserve similar kinds of wisdom? -For class discussion, gather 3-5 proverbs from different parts of the world that mean the same thing.</p> <p><u>Research/Discuss</u> <u>Big Ideas:</u> <u>Social Studies</u> The Declaration of Independence has been a source of inspiration throughout the world, and</p>	<p>1.What does Franklin’s concern with moral virtue reveal about the period in which he lived? 2.Did Franklin achieve the virtue of humility? 3.Do you find any evidence of pride, humility’s opposite, in this account of his life? 4.How do you think the <i>Autobiography</i> would be different if it were written about Franklin rather than by him?</p> <p>Graphically illustrate the meanings of words from page 33 (either original artistic design or “found” art)</p> <p>After identifying four conclusions about Franklin, record supporting details and reasons that led to those conclusions.</p>
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September	<p>RL.1.A, RL.1.D, RL.3.C., RL.3.D RI.1.A, RI.1.D, RI.3.C, RI.3.D</p> <p>RL.1.B, RI.1.B</p> <p>RL.3.D, RI.3.D</p>	<p>betrayed with a kiss diction election fond having eyes...hear not moment next gale from the north persuasive techniques song of that siren speech The battle...alone</p> <p>arduous despotism infallibility insidious manifest posterity salutary subjugation unanimity vigilant</p> <p>evaluating persuasive appeals</p>		<p><u>Research/Discuss</u> <u>Big Ideas:</u> <u>Social Studies</u> At times of crisis, what role can political speeches like those of Henry and Franklin play in public life? Explain.</p>	<p>language and mood of each poem of praise reflect its distinct subject? 3.What effect does the inverted subject and verb order have on the modern reader?</p> <p>Graphically illustrate the meanings of words from page 41 (either original artistic design or “found” art)</p> <p>Clarify meaning of lines from the poems by rewriting them in more normal word order, substituting simpler or more modern words or phrases for the italicized words.</p> <p>1.To analyze the diction used by each speaker, find an example of ornate language from each speech. Rewrite the passage in plain language. Explain how the diction helps convey the message. 2.Compare and contrast the endings of these speeches and weigh their impact on an audience. Which is more effective. Why? 3.What words does each speaker use to refer to the country’s future? How does each man see his responsibility -- and that of his audience -- to that future? 4.How is Franklin’s experience as a diplomat reflected in his speech? How is Henry’s experience as a lawyer reflected in his?</p>
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September		<p> abbot Alexandria Alma Mater civil lists despotic epistle fact Georgetown opinion primary source document private letter / public letter <i>Ubi panis ibi patria</i> vegetative mold </p> <p> agues asylum despotic extricate penury subsistence </p> <p> fact opinion </p>		<p> <u>Research/Discuss</u> <u>Big Ideas:</u> <u>Social Studies</u> Crevecoeur implies that self-interest is valuable because it motivates people to work harder. Does modern society regard self-interest as a desirable quality? Explain. </p>	<p> Graphically illustrate the meanings of words from page 47 (either original artistic design or “found” art) </p> <p> Indicate whether selected passages appeal to reason, emotion, or both, and explain how each passage makes each appeal. </p> <ol style="list-style-type: none"> 1. Which writer presents a more idealized view of America? Explain. 2. Which writer presents a more realistic view? Explain. 3. Create a chart exploring ways in which you might rewrite Adams’s private letter for a public audience. <p> Graphically illustrate the meanings of words from page 53 (either original artistic design or “found” art) </p> <p> For a given paragraph, on a chart, list opinions in the left-hand column and facts that support them in the right-hand column. </p>
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October	RL.1.B, RI.1.B (ACT, AP, SAT targeted words)	analogies base words cause and effect clues connotation context clues contrast clues definition/ explanation clues dictionary definition (denotation) for example clues Latin roots prefixes reading strategically restatement clues root words sentence completion sound clues suffixes synonyms words in context word structure	Missouri Learning Standards		1. Why learn new words? 2. What strategies and resources do I use to figure out unknown vocabulary? 3. How do strategic readers create meaning from informational and literary text?
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October	W.3.A	abbreviations adjective forms adverb forms capitalization comma splice deadwood dangling modifiers fair language fragment misplaced modifiers numbers parallel structure plurals pronoun problems punctuation rambling sentences run-on sentences verb problems wordiness			<ol style="list-style-type: none"> 1.What is the purpose of applying grammar, mechanics, and spelling skills? 2.Why is it important to use correct grammar, mechanics, and spelling? 3.How can usage of grammar, mechanics, and spelling rules and patterns improve written communication? 4.What are the benefits of using grammar, mechanics, and spelling rules and patterns?
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<p>October October</p>	<p>RL.1.D, RL.3.C., RL.3.D RI.1.A, RI.1.D, RI.3.C, RI.3.D</p>	<p>cinquain couplet main numbers quatrain stanza form</p>		<p><u>Research/Discuss</u> <u>Big Ideas:</u> <u>Philosophy</u> What are the similarities and differences in the philosophies of life expressed in both poems?</p>	<p>How does Longfellow's attitude toward his life change between the first poem and the one he wrote forty years later?</p> <p>1.Create a graphic that identifies five images in these poems that suggest a broader meaning about the journey of life. Add a column that explains how the images contribute to the overall meaning of the poem. Add an additional column that explains how the images relate to life.</p> <p>2.Analyze the ways the images in each poem and the moods they evoke connect with the circumstances of Longfellow's life.</p> <p>Graphically illustrate the meanings of words from page 63 (either original artistic design or "found" art)</p> <p>Identify possible broader life themes for images in the poems.</p>
	<p>RL.1.B, R.I.1.B</p>	<p>bivouac efface sublime</p>			
	<p>RL.3.D, RI.3.D</p>	<p>associate images with life</p>			

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October October	RL.1.D, RL.3.C., RL.3.D RI.1.A, RI.1.D, RI.3.C, RI.3.D	Aladdin Amun Auburn Barcan buskina Carrara Chanticleer clean-winged hearth couch ere harpies meter mood narrow house Oregon pellicle Pisa's leaning miracle share spherule stanchion swain sweep "Take the wings of morning." trammels Turks' heads		<u>Research/Discuss</u> <u>Big Ideas:</u> <u>Cultural Connection</u> What are the similarities and differences in the philosophies of life expressed in both poems?	1. Contrast the moods of the two poems set in winter (First Snowfall and Snowbound). How does each poem's situation contribute to these moods? 2. What shift in mood occurs in line 31 of "Thanatopsis"? How does this mood shift offer comfort? 3. Which of the other poems in the this grouping best matches the mood of "Thanatopsis"? Why
October	RL.1.B, R.I.1.B				Graphically illustrate the meanings of words from page 67 (either original artistic design or "found" art)
	RL.3.D, RI.3.D	gloaming			Summarize three passages from the poems.

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		ominous patriarch pensive querulous sepulcher venerable			
November	RL.1.B, RI.1.B RL.1.B, RI.1.B (ACT, AP, SAT targeted words)	analogies base words cause and effect clues connotation context clues contrast clues definition/ explanation clues dictionary definition (denotation) for example clues Latin roots prefixes reading strategically restatement clues root words sentence completion sound clues suffixes synonyms words in context word structure	Missouri Learning Standards		1. Why learn new words? 2. What strategies and resources do I use to figure out unknown vocabulary? 3. How do strategic readers create meaning from informational and literary text?

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	W.3.A	abbreviations adjective forms adverb forms capitalization comma splice deadwood dangling modifiers fair language fragment misplaced modifiers numbers parallel structure plurals pronoun problems punctuation rambling sentences run-on sentences verb problems wordiness			<ol style="list-style-type: none"> 1.What is the purpose of applying grammar, mechanics, and spelling skills? 2.Why is it important to use correct grammar, mechanics, and spelling? 3.How can usage of grammar, mechanics, and spelling rules and patterns improve written communication? 4.What are the benefits of using grammar, mechanics, and spelling rules and patterns?
December	RL.1.B, RI.1.B (ACT, AP, SAT targeted words)	analogies base words cause and effect clues connotation context clues contrast clues definition/ explanation clues dictionary definition (denotation) for example clues Latin roots prefixes	Missouri Learning Standards		<ol style="list-style-type: none"> 1.Why learn new words? 2.What strategies and resources do I use to figure out unknown vocabulary? 3. How do strategic readers create meaning from informational and literary text?

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December	W.3.A	<p>reading strategically restatement clues root words sentence completion sound clues suffixes synonyms words in context word structure</p> <p>abbreviations adjective forms adverb forms capitalization comma splice deadwood dangling modifiers fair language fragment misplaced modifiers numbers parallel structure plurals</p>			<p>1.What is the purpose of applying grammar, mechanics, and spelling skills? 2.Why is it important to use correct grammar, mechanics, and spelling? 3.How can usage of grammar, mechanics, and spelling rules and patterns improve written communication? 4.What are the benefits of using grammar, mechanics, and spelling rules and patterns?</p>
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		pronoun problems punctuation rambling sentences run-on sentences verb problems wordiness			
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February	RL.1.B, RI.1.B (ACT, AP, SAT targeted words)	analogies base words cause and effect clues connotation context clues contrast clues definition/ explanation clues dictionary definition (denotation) for example clues Latin roots prefixes reading strategically restatement clues root words sentence completion sound clues suffixes synonyms words in context word structure	Missouri Learning Standards		1. Why learn new words? 2. What strategies and resources do I use to figure out unknown vocabulary? 3. How do strategic readers create meaning from informational and literary text?
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March	W.3.A	restatement clues root words sentence completion sound clues suffixes synonyms words in context word structure abbreviations adjective forms adverb forms capitalization comma splice deadwood dangling modifiers fair language fragment misplaced modifiers numbers parallel structure plurals pronoun problems punctuation rambling sentences run-on sentences verb problems wordiness			<ol style="list-style-type: none"> 1.What is the purpose of applying grammar, mechanics, and spelling skills? 2.Why is it important to use correct grammar, mechanics, and spelling? 3.How can usage of grammar, mechanics, and spelling rules and patterns improve written communication? 4.What are the benefits of using grammar, mechanics, and spelling rules and patterns?
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April	RL.1.B, RI.1.B (ACT, AP, SAT targeted words)	analogies base words cause and effect clues connotation context clues contrast clues definition/ explanation clues dictionary definition (denotation) for example clues Latin roots prefixes reading strategically restatement clues root words sentence completion sound clues suffixes synonyms words in context word structure	Missouri Learning Standards		<ol style="list-style-type: none"> 1. Why learn new words? 2. What strategies and resources do I use to figure out unknown vocabulary? 3. How do strategic readers create meaning from informational and literary text?

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April	W.3.A	abbreviations adjective forms adverb forms capitalization comma splice deadwood dangling modifiers fair language fragment misplaced modifiers numbers parallel structure plurals pronoun problems punctuation rambling sentences run-on sentences verb problems wordiness			<ol style="list-style-type: none"> 1.What is the purpose of applying grammar, mechanics, and spelling skills? 2.Why is it important to use correct grammar, mechanics, and spelling? 3.How can usage of grammar, mechanics, and spelling rules and patterns improve written communication? 4.What are the benefits of using grammar, mechanics, and spelling rules and patterns?
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May	W.3.A	restatement clues root words sentence completion sound clues suffixes synonyms words in context word structure abbreviations adjective forms adverb forms capitalization comma splice deadwood dangling modifiers fair language fragment misplaced modifiers numbers parallel structure plurals pronoun problems punctuation rambling sentences run-on sentences verb problems wordiness			<ol style="list-style-type: none"> 1.What is the purpose of applying grammar, mechanics, and spelling skills? 2.Why is it important to use correct grammar, mechanics, and spelling? 3.How can usage of grammar, mechanics, and spelling rules and patterns improve written communication? 4.What are the benefits of using grammar, mechanics, and spelling rules and patterns?
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