

PHS
ENG III
1st Six Weeks Syllabus

Student Expectations: Students will be learning to understand different literary forms, terms, and vocabulary in early American literary works. Students will be reading Native American literature that is taken from the oral tradition. Students will be learning to compare and contrast two literary selections.

August 24-29: Unit I. Students will learn about the Native American oral tradition. Students will read and analyze two Native American Myths, “The Sky Tree” and “How the World Was Made” found on pages 48-51. Students will create a Venn Diagram to map the two stories. Students will be assigned the first six weeks essay which will be a comparison/contrast essay over the two stories. Students will also read *from* The Iroquois Constitution found on 54-58. Assignments will include the vocabulary worksheets for the three stories and the selection quick checks for each selection.

Student Expectations: Students will be reading and analyzing different types of literature from the early American Puritan era including autobiographical accounts and poetry.

August 31-September 4: Students will be reading an autobiographical account of the Puritans arrival in American *from* Of Plymouth Plantation, by William Bradford found on pages 68-72. Students will also read poetry from the first American poet, Anne Bradstreet 76-79. Students will also read *from* *The Captivity of Mary Rowlandson*, a personal narrative about captivity found on pages 85-90. Students will be analyzing the connection between literature and historical events. Students will be expected to continue working on their Comparison/Contrast essay and to complete the vocabulary and end of selection assignments for the Puritan era writers.

Student Expectations: Students will read two selections and determine the tone of each. Students will also analyze the purpose of the two selections and the point of view of each.

September 8-11: Students will read and analyze the rhetoric used in a sermon from the Puritan era, “Sinners in the Hands of an Angry God” found on pages 101-104. Students will also read “Offer of Help” found on page 108. Students will also identify and analyze the use of imagery in writing and the use of emotional appeal in writing. Students will also analyze the importance of cultural diversity as it applies to literature. Students will be given an exam that covers the vocabulary used in the first three weeks, and the rough draft of their Comparison/Contrast essay will be due on September 11th.

Student Expectations: Unit II. Students will learn to draw inferences such as conclusions or generalizations and support them with evidence from text selections. Students will be using both inductive and deductive processes to support their generalizations and conclusions.

September 14-18: Students will be reading *from* *The Autobiography of Benjamin Franklin* found on pages 130-133. They will be analyzing the tone and mood of the selection. Students

will also read a selection of both proverbs and dichos found on pages 134-142. Students will analyze the shared cultural concepts of the two literary forms and make generalizations about those shared concepts. Students will be required to complete both vocabulary and end of selection assignments over all the selections.

Student Expectations: Students will be drawing inferences and using both inductive and deductive processes to validate and support conclusions in non-fiction selections. Students will be analyzing the use of persuasion and hyperbole in written selections.

September 21-25: Students will read and analyze the “Speech to the Second Virginia Convention” by Patrick Henry found on pages 147-149, and *from* The Crisis No. 1, by Thomas Paine 155-157. Students will begin *from* The Histories by Herodotus. Students will be learning to synthesize the important points of a work. Students will learn the importance of rhetoric and persuasion in written histories. Students will be required to complete vocabulary assignments for the two selections and end of selection questions.

Student Expectations: Student will be completing their comparison/contrast essays. Students will be studying for and completing their 1st six weeks exam which will cover all materials studied to date.

September 28-October 2: Students will complete *The Histories* and analyze the rhetorical strategies used by the historian to further one point of view of a battle. Students will complete a study guide in preparation for their exam and will turn in the final draft of their comparison/contrast essay on the day of their exam.

Parent’s signature _____

Pecos High School
English III, American Literature
2nd Six Weeks Syllabus

Student Expectations: Students will be analyzing letters and an autobiography and learning about the characteristics of the texts such as how the text is organized, syntax, word choice, punctuation and tone. Students will also learn to identify the theme of a work of literature. Students will also be comparing and contrasting aspects of the text such as themes, conflict, and allusion.

October 5-9: Unit 2 continued. Students will be reading, analyzing, and comparing and contrasting two letters written by women in vastly different circumstances. They will read the letter/poem "To His Excellency General Washington," by Phillis Wheatly, a slave, found on pages 178-179 and "Letter to Her Daughter," by Abigail Adams, wife of President John Adams, found on pages 182-185. Students will also analyze the methods a slave narrative uses to expose the horrors of slavery. *From The Life of Olaudah Equiano* is found on pages 189-194. Students will also be assigned the 2nd six weeks essay which will be a personal "reflective" essay. The instructions for the essay will be found on pages 196-200. The rough draft of this essay will be due on October 20th. Assignments will include vocabulary for the three selections and end of selection questions.

Student Expectations: Students will continue working on their reflective essay. Students will be analyzing characters and their motivations. They will also be looking at the use of time frame and tone in a short story. Students will begin studying the Romantic movement in American literature.

October 12-16: Begin Unit 3. Students will be reading the short story, "The Devil and Tom Walker," by Washington Irving about a man who makes a pact with the devil. Students will be analyzing the characters in the story and their motives. Students will also explore this theme in current popular culture with an examination of The Simpson's episode, "Bart Sells His Soul to the Devil," found on 216. Assignments will include the vocabulary for the selection and end of selection quick checks.

Student Expectations: Students will turn in the rough draft of the reflective essay on the 20th. Students will continue the literature of the Romantic period with a selection of romantic poetry. Students will be examining the structure of poems from this period, and analyze the importance of the time period to the poems.

October 19-23: Students will be reading and analyzing the following poems from the Romantic era of literature: "To a Waterfowl" and "Thanatopsis" by William Cullen Bryant, found on pages 218-222. "Old Ironsides" and "The Chambered Nautilus" by Oliver Wendell Holmes found on pages 225-227. Students will explore the features of Romanticism and analyze the poems' place in the Romantic era. Students will examine the Fibonnacci Spiral in a mathematics connection. Assignments will include vocabulary and end of selection questions.

Note: Any student re-taking TAKS tests will be responsible for the readings done in class this week and will be required to complete any assignments as homework.

Student Expectations: Conclude Romanticism and begin the Transcendentalism movement. Students will learn about the first truly American literary movement. Students will focus on tone, mood and style. Students will learn the function of setting as a way to influence mood and

tone in a selection. Students will use elements of the text to defend, clarify, and negotiate responses. Students will explore the role of nature in their lives and as a tool to reach transcendence. Students will examine the value of non-conformity and the importance of independence of thought.

October 26-30: Students will read and analyze the following poems from the Romantic era: “The First Snowfall” by James Russell Lowell, found on page 230-232. “The Tide Rise, the Tide Falls” by Henry Longfellow found on pages 235-236. “Concord Hymn” by Ralph Waldo Emerson found on page 240. Students will read non-fiction essays concerning Transcendentalism written by Emerson, *from Nature*, and *from Self-Reliance* found on pages 242-247. Assignments will include vocabulary for the selections and end of selection quick checks.

Student Expectations: Students will continue the Transcendentalist movement and examine the features of Transcendentalism. Students will read and analyze non-fiction essays that deal with life-altering experiences. Students will learn to recognize the elements of an argumentative/persuasive essay. Students will explore the relevance of setting and time frame to a text’s meaning.

November 2-6: Students will read and analyze the non-fiction essays written by Henry David Thoreau, *from Walden* found on pages 250-255, and *from Civil Disobedience* found on pages 258-262. Students will conclude the section on Transcendentalism. Assignments will include vocabulary for the selections and the end of selections questions/quick checks.

Student Expectations: Conclude Transcendentalism and prepare for 2nd six weeks exam. The reflective essay will be due on the day of the exam.

November 9-13: Complete the study guide for the second six weeks exam. Take the 2nd six weeks exam.

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3rd Six Weeks Syllabus

Student Expectations: Students will learn to identify and analyze the rising action in a plot. They will learn to identify the elements that contribute to a story's suspense. Students will learn to identify and analyze figurative language such as imagery in a short story. Students will also learn to write a descriptive essay.

Nov. 16-20: Students will be reading and analyzing Ali Deb's short story "The Three Piece Suit" found on pages 279-281, which is about how new clothes change a man's life. Students will be assigned the third six weeks essay on descriptive writing. Students will be writing a travel article. Students will learn to peer edit with this essay. Students will also begin reading a story of suspense by Edgar Allen Poe entitled "The Pit and the Pendulum," found on pages 292-304. Assignments, aside from the essay, will include vocabulary from the selections and the selection quick checks.

Student Expectations: Students will be examining poetic form and figurative language in two poems and will continue writing their descriptive essay.

Nov. 23-Dec. 4: Students will continue reading Poe's "Pit" and will read two of his poems, "Helen," found on page 286, and "The Raven" found on pages 287-290. Students will be required to complete the rough draft of their descriptive essay before returning from the Thanksgiving break. After the break students will conduct peer review of each other's essays and continue the editing process. Students will complete the Suspense media connection on page 307.

Student Expectations: Students will begin reading and analyzing the literature of the Civil War era. Students will learn the historical significance of works, such as a series of Negro Spirituals and a section of a slave narrative, in the context of the Civil War.

Dec. 5-11: Students will read Fredrick Douglass' *from My Bondage and My Freedom*, found on pages 330-334. Students will also read three Negro Spirituals, "Swing Low Sweet Chariot," "Go Down Moses," and "Follow the Drinking Gourd," found on pages 337-339.

Student Expectations: Students will continue reading the literature of the Civil War era. : Students will read a speech given by a freed slave that discusses the need for equality not only between blacks and whites, but also between men and women. Students will read a short story about the Civil War and will view a filmed representation of the story. Students will compare and contrast the written version of a story to its' filmed counterpart.

Dec. 14-18: Students will read and discuss Sojourner Truth's speech, "And Ain't I a Woman?" found on page 346. Students will also read and analyze the surrealistic short story, "An Occurrence at Owl Creek Bridge" by Ambrose Bierce found on pages 367-376. Students will view the filmed version of the story and read the media connection found on page 377.

Student Expectations: Students will continue the literature of the Civil War era and will read a poem written about a famous Civil War battle. Students will also read and analyze a famous speech about the Civil War written by President Abraham Lincoln. Students will learn to recognize the rhetoric of persuasion in a speech.

Dec. 18-Jan. 8: Students will read and analyze the poetic elements of Herman Melville's poem about a famous Civil War battle entitled "Shiloh," found on page 382. Students will read and analyze "The Gettysburg Address" written by Abraham Lincoln found on pages 384-385. Students will complete their revisions of the descriptive essay and turn in the final draft prior to the Christmas Break.

Student Expectations: Students will be reviewing for and taking the semester exam.

Jan. 11-15: Students will complete a study guide for, and take, a semester exam that will cover all material covered to this date. The first half of the exam will be the third six week's test, and the second half of the exam will be short answer questions that cover the entire first semester.

Pecos High School
English III, American Literature
5th Six Weeks Syllabus

Student Expectations: Students will begin to learn how to gather and evaluate source material for a literary research paper. **Students will be instructed in the rules covering plagiarism and the penalties and consequences associated with plagiarizing material.** Students will receive the MLA handouts and other materials necessary to successfully complete their research paper. Students will practice the three types of note cards (paraphrase, summary, and direct quote) and source cards written for various types of source materials (I.E. books, magazine articles, journal articles, internet). Students will take the exit level ELA TAKS.

March 1-5: Students will practice the three types of note cards (paraphrase, summary, and direct quote) and source cards written for various types of source materials (I.E. books, magazine articles, journal articles, internet). Students will finalize their topic from the list provided to them

Note: Students and parents will read and sign the research paper commitment which includes the requirements, penalties for plagiarism, and all pertinent due dates.

Student Expectations: Students will use the MLA model for taking notes from sources (including paraphrasing, summarizing and direct quotes) in order to organize the information they gather from sources. Students will write a rough thesis statement or question to help guide their research efforts.

March 8-12: Students will begin the research process in the library. Students will begin generating source and note cards. Students are required to produce a minimum of four note cards daily for the ten days we will be working in the library for a total of forty note cards. This will be recorded as daily grades and will make up the bulk of the classroom grade for the six weeks. Students will also be required to generate a source card for each of their four sources. A quiz/test score will be taken for the source cards.

Note: THE PHS LIBRARY IS OPEN FROM 6 TO 8 PM EACH TUESDAY AND THURSDAY NIGHT FOR STUDENTS TO USE.

*******MARCH 15-19 SPRING BREAK--STUDENTS ARE ENCOURAGED TO CONTINUE THEIR RESEARCH PROCESS OVER THE BREAK.*******

Student Expectations: Students will continue their library work and will write a rough outline detailing how they will be organizing their paper.

March 22-26: Students will continue the research process in the library. Students will finish their note and source cards this week. Students will receive a test grade as a final grade for their completed set of forty note cards.

Student Expectations: Students will begin the drafting/editing/revising section of the research process.

March 29-April 2: Students will write a **final** thesis statement or question about their topic and a **final** outline, and write the **Works Cited** page for their papers. Each of these assignments count as a quiz grade.

Student Expectations: Students will complete the rough drafts of their papers and will use in-text citations according to MLA format. Students will help each other in peer review (using small groups)

April 5-9: Using the models from their handouts and their MLA handbook, students will cite

their sources in the text of their rough drafts. Students will turn in the rough draft of their paper with in-text citations, outline, and works cited page by the end of their class period on April 9th.

Note: Remember, the rough draft counts as the 5th six weeks essay grade which is 25% of the six weeks grade. It is imperative that students turn in this draft ON TIME. Severe penalties will be assessed to late drafts.

Student Expectations: Students will type their final draft at home or in the library. Oral reports on their research will be prepared for presenting to the class. These reports will count as ½ of the six weeks exam grade. The second half of the exam will cover the terms used in research and the research process.

April 12-16: Student reports will count as ½ of the six weeks exam grade. The second half of the exam will cover the terms used in research and the research process. Students will study for and take their 6 weeks exam.

Note: FINAL DRAFTS OF THE RESEARCH PAPER WILL BE DUE AT THE END OF CLASS ON APRIL 19TH. SEVERE PENALTIES WILL BE INCURRED FOR LATE PAPERS.

Pecos High School
English III, American Literature
6th Six Weeks Syllabus

Student Expectations: Students will be learning the elements of drama. Students will also be exploring the historical background of the play *The Crucible* and the relationship between the play and the “Red Scare” of the 1950s. Students will explore a website dedicated to the Witch Trials and explore the historical events of the time period.

April 19-23: Students will begin Theme 10, “Acting on an Idea” found on page 907. Students will read and analyze the “Literature Focus: Drama” section found on pages 908-909, The media connection found on page 910, and the Before you Read section found on page 911-912.

Students will receive a handout that relates the requirements for the Drama Project which will be presented the last week of school. This project will be a multi-media project and students may choose to work independently or in a group, depending on which project they choose. Students will receive a vocabulary handout that contains the terms used in drama. Students will begin Act I of *The Crucible* found on page 914.

Student Expectations: Students will be TAKS testing three days this week, the other two days we will spend finishing the first Act. Students will be discussing atmosphere and characterization in a drama.

April 26-May30: Students will continue to read and analyze Act I of the play *The Crucible*. Students will continue to work on their drama projects outside of class. Students will take a quiz over Act I of the play.

Note: If we are unable to finish reading Act I in class due to TAKS testing, students will be required to finish Act I outside of class.

Student Expectations: Students will read and analyze a play about the persecution of individuals for religious and personal reasons. Students will learn to identify and understand the uses of stage directions. Students will hone their listening skills as the class reads Act II of the play aloud.

May 3-7: Students will view Act I of the film and then read Act II found on page 937. Students will complete the Active reading guide over Act II and will take a quiz over Act II.

Student Expectations: Students will learn to read and identify the climax of a drama. Students will identify the motivation of characters in a drama.

May 10-14: Students will view Act II of the film, and then read Act III found on page 958. Students will continue to work outside of class on their drama projects. Students will take a quiz over Act III.

Student Expectations: Students will learn to identify the elements of a tragedy and the tragic hero. Students will connect the use of a historical basis in a fictional work. Students will analyze the psychology of mass hysteria.

May 17-21: Students will view Act III of the film and then read Act IV found on page 961. Students will take a quiz over Act IV. Students will draw numbers for order of presentation of the drama projects.

Student Expectations: Students will be expected to present their multimedia drama projects and to provide peer review of their classmates’ projects.

May 25-29: Students will view the conclusion of the film and then present their projects.

Note: Students projects will count as their final six weeks test grade. The semester exam will cover all material covered the second semester. REMEMBER, ANY STUDENT WHO PASSES THEIR EXIT LEVEL EXAM WILL BE EXEMPT FROM MY SEMESTER EXAM, PROVIDED THEY ARE PASSING MY CLASS AND HAVE NO MISSING ASSIGNMENTS!

Pecos High School
English III, American Literature
4th Six Weeks Syllabus

Student Expectations: Begin poetry unit. Students will be learning how to read and analyze poetry. Students will learn to analyze the melodies of literary language including its use of evocative words and rhythms.

Jan 19-22: Students will begin with background information on how to read and analyze poetry found in the Literature Focus: Poetry, found on pages 398-399 in their text. Students will read the background material of the great American poet Walt Whitman, including the media connection found on page 401. Students will begin to define the literary terms used in poetry analysis. Students will receive instruction on how their poetry notebooks should be compiled.

Student Expectations: Students will read and analyze a number of poems by Walt Whitman, arguably one of the most famous American poets of all time. Students will complete a poetry analysis worksheet for each of the poems discussed in this unit. (**Note:** The poetry analysis worksheets will count as ½ of the six weeks exam grade, so it is essential that students keep these worksheets in their notebooks and have a worksheet for each poem.) Students will also be expected to analyze various media representations and distinguish their purpose. This assignment will be given as homework; students will watch and analyze a television advertisement and explain its purpose to the class.

Jan. 25-29: Students will read and analyze, “I Hear America Singing” found on page 403, “When I heard the Learn’d Astronomer” found on page 404, “Beat! Beat! Drums” found on page 407, and they will begin “Song of Myself” found on page 410. Students will complete worksheets for each poem and will learn to apply the literary terms used in poetry analysis.

Student Expectations: Students will continue the poetry unit. Students will continue to apply their knowledge of literary elements to their poetry analysis. Students will analyze the use of poetic liberty as it applies to punctuation in poetry. Students will analyze how punctuation affects melody and rhythm in poetry.

Feb.1-5: Students will conclude “Song of Myself” and begin the background of the most famous female American poet, Emily Dickinson. Students will read and analyze the following poems by Dickinson, “If you were coming in the Fall” found on page 425, “My life closed twice” and “The Soul Selects” found on page 426, “Much Madness is divinist Sense” found on page 428, and “Success is Counted Sweetest” found on page 429. Students will complete poetry analysis work sheets for each poem.

Student Expectations: Students will continue studying poetry and will practice TAKS writing using the poems in this unit as a basis for answering both essay and crossover questions in preparation for their TAKS exam. Students will continue to complete their poetry analysis worksheets for the Dickinson poems. Students will be reading and analyzing three poems that deal with death.

Feb. 8-12: Students will read, analyze and complete worksheets for the following poems: “I heard a Fly buzz...” and “The Bustle in a house” both found on page 431, and “Because I Could not stop for Death” found on page 432. Students will wrap up the section on Dickinson with her poems, “There is a Certain Slant of Light” page 435, and “This is my letter to the World” found on page, 436.

Student Expectations: Students will also begin analyzing the purposes of various forms of media including informative, entertaining, and advertising. Students will also view and analyze visual representations and critique their significance. Students will answer questions concerning the visual representation in preparation for the TAKS examination.

Feb. 16-19: Students will experience representations from three different types of media concerning the same subject. Students will read the poem "The Starry Night" written by Don Mclean, and view a slide show of the Vincent Van Gogh paintings that inspired the poet, set to the song sung by Mclean that is taken from the poem. Students will analyze, compare and contrast and critique the media representation of the same subject in its written, audio, and visual forms.

Student Expectations: Review for the six weeks exam covering poetry. The exam will consist of multiple choice questions that are of the same type found on the TAKS exam. The second half of the exam grade will consist of the poetry notebook.

Feb. 22-26: Complete the poetry notebook (which students will be permitted to use during the exam) and complete a study guide which will cover the literary terms used in the analysis of poetry and questions that focus on the content and interpretation of the poems.