

## Putnam City English III 2010-2011 PASS Curriculum Map

**Textbooks:** Literature Book—*McDougal Literature*; Writing/Grammar Book—*Language Network*

**Benchmark Test Schedule:** 1<sup>st</sup> Benchmark(Q1)—September 1-September 3; 2<sup>nd</sup> Benchmark(Q2)—October 25-November 5; 3<sup>rd</sup> Benchmark(Q3)—March 1-11.

**State EOI Test Dates:** Writing EOI is April 19 or April 20 (one prompt); Multiple Choice EOI Window is April 18-May 13.

English III PASS Reading/Literature	Q1	Q2	Q3	Q4	Activities/Resources
<b>PASS R/L Vocabulary 1.1.</b> - Apply knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to draw inferences about the meaning of scientific and mathematical terminology.		1 ques.		EOI	
<b>Pass R/L Vocabulary 1.2.</b> - Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.			1 ques.	EOI	
<b>PASS R/L Vocabulary 1.3.</b> - Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.	1 ques.			EOI	
<b>PASS R/L Vocabulary 1.4.</b> - Rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.	1 ques.	1 ques.		EOI	
<b>PASS R/L Vocabulary 1.5.</b> - Use word meanings within the appropriate context and verify these meanings by definition, restatement, example, and analogy.		1 ques,	1 ques.	EOI	
<b>PASS R/L Comprehension 2.1.a. Literal Understanding</b> - Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose.				EOI	
<b>PASS R/L Comprehension 2.1.b. Literal Understanding</b> - Select and explain specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language).	1 ques.	1 ques.		EOI	

**Putnam City English III 2010-2011 PASS Curriculum Map**

<b>PASS R/L Comprehension 2.1.c. Literal Understanding -</b> Use study strategies such as note taking, outlining, and using study guide questions to better understand texts.	1 ques.			EOI	
<b>PASS R/L Comprehension 2.1.d. Literal Understanding -</b> Construct images such as graphic organizers based on text descriptions and text structures.	1 ques.			EOI	
<b>PASS R/L Comprehension 2.2.a. Inference and Interpretation -</b> Interpret the possible inferences of the historical context on literary works.				EOI	
<b>PASS R/L Comprehension 2.2.b. Inference and Interpretation -</b> Describe the development of plot and identify conflict and how they are addressed and resolved.	1 ques.			EOI	
<b>PASS R/L Comprehension 2.2.c. Inference and Interpretation -</b> Investigate influences on a reader's response to a text (e.g., personal experience and values; perspective shaped by age, gender, class, or nationality).					
<b>PASS R/L Comprehension 2.2.d. Inferences and Interpretation -</b> Make reasonable assertions about author's arguments by using elements of the text to defend and clarify interpretations.	1 ques.	2 ques.	1 ques.	EOI	
<b>PASS R/L Comprehension 2.3.a. Summary and Generalization -</b> Determine the main idea, locate and interpret minor subtly stated details in complex passages.				EOI	
<b>PASS R/L Comprehension 2.3.b. Summary and Generalization -</b> Use text features and elements to support inferences and generalizations about information.	1 ques.	1 ques.		EOI	
<b>PASS R/L Comprehension 2.3.c. Summary and Generalization -</b> Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.		1 ques.		EOI	
<b>PASS R/L Comprehension 2.4.a. Analysis and Evaluation -</b> Compare and contrast aspects of texts such as themes, conflicts, and allusions both within and across texts.			1 ques.	EOI	

**Putnam City English III 2010-2011 PASS Curriculum Map**

<b>PASS R/L Comprehension 2.4.b. Analysis and Evaluation</b> - Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.	1 ques.		1 ques.	EOI	
<b>PASS R/L Comprehension 2.4.c. Analysis and Evaluation</b> - Examine the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.		1 ques.		EOI	
<b>PASS R/L Comprehension 2.4.d. Analysis and Evaluation</b> - Analyze the way in which authors have used archetypes (universal modes or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings.	1 ques.	1 ques.		EOI	
<b>PASS R/L Literature 3.1.a. Literary Genres</b> - Analyze the characteristics of genres including short story, novel, drama, poetry, and essay.	1 ques.	2 ques.	1 ques.	EOI	
<b>PASS R/L Literature 3.1.b. Literary Genres</b> - Analyze the characteristics of subgenres including allegory and ballad.	1 ques.			EOI	
<b>PASS R/L Literature 3.2.a. Literary Elements</b> - Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.	1 ques.		1 ques.	EOI	
<b>PASS R/L Literature 3.2.b. Literary Elements</b> - Analyze the way in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (communication) or aesthetic (artistic) purposes or both.				EOI	
<b>PASS R/L Literature 3.2.c. Literary Elements</b> - Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy.	1 ques.		1 ques.	EOI	
<b>PASS R/L Literature 3.2.d. Literary Elements</b> - Evaluate the significance of various literary devices and techniques, including imagery, irony, tone, allegory, and symbolism, and explain their appeal.	1 ques.	1 ques.	3 ques.	EOI	
<b>PASS R/L Literature 3.2.e. Literary Elements</b> - Evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing or flashbacks.	1 ques.		1 ques.	EOI	

**Putnam City English III 2010-2011 PASS Curriculum Map**

<b>PASS R/L Literature 3.3.a. Figurative Language and Sound Devices</b> - Identify and explain figurative language and sound devices (including analogy, hyperbole, metaphor, personification, and simile) and analyze how they affect the development of a literary work.	2 ques.	2 ques.	6 ques.	EOI	
<b>PASS R/L Literature 3.3.b. Figurative Language and Sound Devices</b> - Identify and explain sound devices including alliteration and rhyme.	1 ques.	1 ques.		EOI	
<b>PASS R/L Literature 3.3.c. Figurative Language and Sound Devices</b> - Analyze the melodies of literary language, including its use of evocative words, rhythms and rhymes.					
<b>PASS R/L Literature 3.4.a. Literary Works</b> - Analyze and evaluate works of literature and the historical context in which they were written.		2 ques.	1 ques.	EOI	
<b>PASS R/L Literature 3.4.b. Literary Works</b> - Analyze and evaluate literature from various cultures to broaden cultural awareness.				EOI	
<b>PASS R/L Literature 3.4.c. Literary Works</b> - Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.			1 ques.	EOI	
<b>PASS R/L Literature 3.4.d. Literary Works</b> - Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.		1 ques.		EOI	
<b>PASS R/L Research and Information - 4.1.a. Accessing Information</b> Access information from a variety of primary and secondary sources.		1 ques.		EOI	
<b>PASS R/L Research and Information - 4.1.b. Accessing Information</b> Skim text for an overall impression and scan text for particular information.		1 ques.		EOI	

Putnam City English III 2010-2011 PASS Curriculum Map

<b>PASS R/L Research and Information 4.1.c. Accessing Information</b> - Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).	1 ques.			EOI	
<b>PASS R/L Research and Information 4.2.a. Interpreting Information</b> Summarize, paraphrase, and/or quote relevant information.				EOI	
<b>PASS R/L Research and Information 4.2.b. Interpreting Information</b> - Determine the author's viewpoint to evaluate source credibility and reliability.		1 ques.		EOI	
<b>PASS R/L Research and Information 4.2.c. Interpreting Information</b> -Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.				EOI	
<b>PASS R/L Research and Information 4.2.d. Interpreting Information</b> - Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.				EOI	
<b>PASS R/L Research and Information 4.2.e. Interpreting Information</b> - Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources.					
<b>PASS GUM 2.3.4. Manuscript Conventions</b> - Apply appropriate manuscript conventions in writing including title page presentation, pagination, spacing and margins, and integration of sources and support material, by citing sources within the text, using direct quotations, and paraphrasing. (EOI III)			5 ques.	EOI	

**Putnam City English III 2010-2011 PASS Curriculum Map**

<b>English III PASS Grammar/Usage/Mechanics</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Activities/Resources</b>
<b>PASS GUM 3.1.a. Standard English Usage</b> -Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect). (EOI, PSAT) (PSAT Test items: there/they're; who's/whose; it's/its)	1 ques		1 ques.	EOI	
<b>PASS GUM 3.1.b. Standard English Usage</b> - Identify and use correct verb forms and tenses. (Correct and consistent verb tense - EOI, PSAT, SAT, ACT)	1 ques.		1 ques.	EOI	
<b>PASS GUM 3.1.c. Standard English Usage</b> (Subject-Verb Agreement) - Identify and use correct subject-verb agreement: collective noun as sub., s/v in inverted order, s/v after long prep. phrase, s/v with indef. pron. subj. (EOI, PSAT, SAT, ACT)	1 ques.		1 ques.	EOI	
<b>PASS GUM 3.1.d. Standard English Usage</b> - Identify and use active and passive voice. (EOI, ACT)	1 ques.		1 ques.	EOI	
<b>PASS GUM 3.1.e. Standard English Usage</b> - Identify and use concrete, abstract, and collective nouns.					
<b>PASS GUM 3.1.f. Standard English Usage</b> - Identify and use nominative, objective, and possessive nouns.					
<b>PASS GUM 3.1.g. (old 3.1.e) Standard English Usage</b> - Identify and use correct pronoun/antecedent agreement and clear pronoun reference. (EOI, PSAT, SAT, ACT)		1 ques.	2 ques.	EOI	
<b>PASS GUM 3.1.h.(old 3.1.f) Standard English Usage</b> - Use correct forms of positive, comparative, and superlative adjectives and adverbs.		1 ques.		EOI	
<b>PASS GUM 3.1.i. Standard English Usage</b> - Identify and use coordinating, correlating, and subordinating conjunctions.					
<b>PASS GUM 3.1.j. Standard English Usage</b> - Identify and use appositives and verbals.					
<b>PASS GUM 3.2.a. Mechanics and Spelling</b> - Demonstrate correct use of capitals including but not limited to the following:	1 ques.			EOI	
▪ <b>GUM 3.2.a.</b> Capitalize geographical names (towns, cities, countries, states, counties, islands, bodies of				EOI	

Putnam City English III 2010-2011 PASS Curriculum Map

water, forests, parks, streets, mountains, continents).					
▪ <b>GUM 3.2.a.</b> Capitalize nationalities, races, and peoples.				EOI	
▪ <b>GUM 3.2.a.</b> Capitalize historical events and periods, special events, and calendar items.				EOI	
▪ <b>GUM 3.2.a.</b> Capitalize a word showing family relationship when the word is used before or in place of person's name. (EOI)				EOI	
▪ <b>GUM 3.2.a.</b> Capitalize first/last words and all important words in titles of books, newspapers, magazines, poems, short stories, historical documents, movies, television programs, works of art and music.				EOI	
<b>PASS GUM 3.2.b (old 3.2c). Mechanics and Spelling -</b> Demonstrate correct use of punctuation and recognize its effect on sentence structure including but not limited to the following:	1 ques.			EOI	
▪ <b>GUM 3.2.b.i</b> Use commas to separate items in a series. (ACT)				EOI	
▪ <b>GUM 3.2.b.i.</b> Use a comma before <i>and, but, for, nor, or, so, and yet</i> when they join independent clauses. (PSAT, SAT)				EOI	
▪ <b>GUM 3.2.b.i.</b> Use commas to set off nonessential participial phrases.				EOI	
▪ <b>GUM 3.2.b.i.</b> Use commas to set off nonessential clauses. (PSAT, SAT)		1 question		EOI	
▪ <b>GUM 3.2.b.i.</b> Use a comma after an introductory adverb clause. (EOI, PSAT, SAT)				EOI	
▪ <b>GUM 3.2.b.i.</b> Use a comma to set off appositives/appositive phrases.				EOI	

Putnam City English III 2010-2011 PASS Curriculum Map

<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.b.i.</b> Use a comma to set off parenthetical expressions. (PSAT, SAT, ACT)</li> </ul>				EOI	
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.b.i.</b> Do not use unnecessary commas. (PSAT, SAT, ACT)</li> </ul>				EOI	
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.b.ii</b> Use quotation marks correctly. Place commas and periods inside closing quotation marks.</li> </ul>				EOI	
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.b.iii</b> Use apostrophes, colons, and semicolons correctly. Use an apostrophe and <i>-s</i> for the possessive form of a singular noun; use an apostrophe alone to form the possessive of a plural noun ending in <i>-s</i>.(EOI, PSAT, SAT). Use an apostrophe and <i>-s</i> to form the possessive of a plural noun not ending in <i>-s</i>. (ACT)</li> </ul>				EOI	
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.b.iii</b> Use a semicolon between independent clauses joined by conjunctive adverbs or transitional expressions followed by a comma (however, therefore, nevertheless, moreover, furthermore, etc.) (PSAT, SAT, ACT)</li> </ul>				EOI	
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.b.iii</b> Use a colon before a list of items to mean <i>note what follows</i> (not following a verb or preposition).</li> </ul>				EOI	
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.b.iv</b> Use ellipsis correctly.</li> </ul>				EOI	
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.b.v</b> Use hyphens, dashes, parentheses, and brackets correctly. Use a dash to mean <i>namely, in other words, that is,</i> and similar expressions before an explanation. (ACT)</li> </ul>				EOI	
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.b.v</b> Use a hyphen to divide a compound adjective that precedes a noun. (ACT)</li> </ul>				EOI	

**Putnam City English III 2010-2011 PASS Curriculum Map**

<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.b.</b> Italicize titles of books, plays, periodicals, films, television programs, works of art, long musical compositions; names of trains, ships, aircraft, and spacecraft. (Underlining is italics when you are writing by hand.)</li> </ul>				EOI	
<ul style="list-style-type: none"> <li>▪ <b>GUM 3.2.c</b> Demonstrate correct use of punctuation in research writing including: i. formal outline; ii. parenthetical documentation; iii. works cited/bibliography</li> </ul>				EOI	
<b>PASS GUM 3.2.d (old 3.2.b)</b> Use correct formation of plurals.. (EOI, PSAT, SAT, ACT)	1 ques.			EOI	
<b>PASS GUM 3.2.e. (old 3.2.d)</b> Use correct spelling including: i. commonly misspelled words and homonyms  ii. spell consonant changes correctly (example: recede/recession; transmit/transmission)  iii. spell Greek and Latin derivatives (words that come from a base or common root word) by applying correct spelling of bases and affixes (prefixes and suffixes)		1 ques.		EOI	
<b>PASS GUM 3.3.a. Sentence Structure</b> - Maintain parallel structure in writing. (EOI, PSAT, SAT, ACT)	1 ques.		1 ques.	EOI	
<b>PASS GUM 3.3.b. Sentence Structure</b> - Correct dangling and misplaced modifiers. (EOI, PSAT, SAT, ACT)		1 ques.		EOI	
<b>PASS GUM 3.3.c. Sentence Structure</b> - Correct run-on sentences. (EOI, PSAT, SAT, ACT)		1 ques.	1 ques.	EOI	
<b>PASS GUM 3.3.d. Sentence Structure</b> -Identify and correct sentence fragments. (EOI, PSAT, SAT, ACT)	1 ques.			EOI	
<b>PASS GUM 3.3.e Sentence Structure</b> - Correct comma splices.				EOI	

**Putnam City English III 2010-2011 PASS Curriculum Map**

<b>PASS GUM 3.3.f Sentence Structure</b> - Use dependent /independent and restrictive (essential)/nonrestrictive (nonessential) clauses to designate the importance of information					
<b>PASS GUM 3.3.g Sentence Structure</b> - Effectively use a variety of sentence structures and lengths to create a specific effect.				EOI	
<b>English III Writing/Grammar/Usage/Mechanics</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	
<b>The student will express ideas effectively in written modes for a variety of purposes and audiences.</b> Write coherent and focused texts that show a well defined point of view and tightly reasoned argument. The writing demonstrates progression through the stages of the writing process. Work independently and in self-directed writing teams to edit and revise.				EOI	
<b>W. 1.0 Writing Process.</b> The student will use the writing process to write coherently.				EOI	
<p><b>W 1.1.a</b> Use a variety of prewriting strategies such as brainstorming, free writing, outlining, discussing, clustering, webbing, using graphic organizers, notes, logs, or reading to generate ideas, develop voice, gather information, and plan.</p> <p><b>W 1.1.b.</b> Develop main idea/thesis. Evaluate results of prewriting activities and select appropriate topic.</p> <p><b>W 1.1.c.</b> Evaluate audience and purpose:</p> <p>i. consider specific purposes for writing (e.g., to reflect, inform, explain, persuade, make social and/or political statements, or share an experience or emotion).</p> <p>ii. evaluate possible modes/genres and select one, remembering that the choice of the mode/genre will guide the treatment of the topic, the development of a stance toward the audience, and the organizational structure.</p> <p><b>W 1.1.d</b> Develop multiple drafts, individually and collaboratively, to categorize ideas, organize them into paragraphs, and blend paragraphs into larger text.</p> <p><b>W 1.1.e</b> Revise drafts for organization, content, and style.</p> <p><b>W 1.1.f</b> Edit for specific purposes such as to ensure</p>				EOI	

Putnam City English III 2010-2011 PASS Curriculum Map

<p>standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.</p> <p><b>W 1.1.g</b> Refine selected pieces to publish for general and specific audiences.</p>					
<p><b>W. 1.2 Writing Process</b> Use elaboration to develop an idea:</p> <p>a. Draft a text with a clear, controlling idea or thesis.</p> <p>b. Develop a coherent progression of ideas applying organizational strategies such as spatial, chronological, order of importance, compare/contrast, logical order, cause/effect, or classification/division.</p> <p>c. Apply different methods of support, such as facts, reasons, examples, sensory details, anecdotes, paraphrases, quotes, reflections, and dialogue.</p> <p>d. Apply a consistent and appropriate point of view, establish a credible voice, and create a suitable tone.</p> <p>e. Understand and apply formal and informal diction for a desired effect.</p>				EOI	
<p><b>W1.3 Writing Process</b> Demonstrate organization, unity, and coherence during revision process:</p> <p>a. Read the draft from the intended audience's point of view to evaluate clarity of purpose.</p> <p>b. Evaluate whether ideas and organizational patterns are clear and support the overall purpose of the piece.</p> <p>c. Evaluate whether topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas is clear, focused, smooth, and coherent.</p> <p>d. Evaluate whether ideas are adequately developed.</p> <p>e. Apply a consistent and appropriate point of view.</p> <p>f. Understand and apply formal and informal diction.</p>				EOI	
<p><b>W 1.4 Writing Process</b> Editing/proofreading and evaluating:</p> <p>a. Apply Standard English usage and correct spelling in text.</p> <p>b. Employ specified editing/proofreading strategies and consult resources (e.g., handbooks and style manuals, spell checks, personal spelling lists, dictionaries, thesauruses, or style sheets) to correct errors in spelling, capitalization, and</p>				EOI	

Putnam City English III 2010-2011 PASS Curriculum Map

<p>punctuation, including punctuation of quotations.</p> <p>c. Use a specified format for in-text citation of source materials for bibliographies and for lists of works cited, and check against original source for accuracy.</p> <p>d. Demonstrate an understanding of the ethics of writing by creating a document free from plagiarism.</p>					
<p><b>W 1.5 Writing Process</b> Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes.</p>				EOI	
<p><b>W 1.6 Writing Process</b> Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.</p>				EOI	
<p><b>W 1.7 Writing Process</b> - Evaluate own writing and others' writing to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.</p>				EOI	
<p><b>W 2.0 Modes and Forms of Writing. The student will write for a variety of purposes and audiences using creative, narrative, descriptive, expository, persuasive, and reflective modes.</b> At Grade 11, continue to combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 1,500 words. Refine reflective compositions and become familiar with forms of job applications and resumes. Deliver multimedia presentations on varied topics. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</p>				EOI	
<p><b>W 2.1 Modes and Forms of Writing</b> - Compose fictional, biographical or autobiographical narratives that</p> <p>a. create and develop dynamic and static characters who experience internal and external conflicts, including character motivation, gestures, and feelings;</p> <p>b. create and develop a plot that effectively communicates the author's purpose;</p> <p>c. create and self-select first or third person point of view appropriate for the author's purpose;</p>				EOI	

Putnam City English III 2010-2011 PASS Curriculum Map

<p>d. create and develop a setting within a narrative that is relevant to the overall meaning of the work;</p> <p>e. use a range of narrative devices such as dialogue, interior monologue, suspense, foreshadowing, characterization, flashback, symbolism, and allusion;</p> <p>f. present action segments to accommodate changes in time and mood.</p>					
<p><b>W 2.2 Modes and Forms of Writing-</b> Compose expository compositions, including analytical essays, historical investigations, and research reports that</p> <p>a. integrate evidence in support of a thesis including information on all relevant perspectives;</p> <p>b. quote, summarize, and paraphrase information and ideas from primary and secondary sources, including technical terms and notations, accurately and coherently;</p> <p>c. integrate a variety of suitable, credible modern/historical reference sources such as print, pictorial, audio, archives (records), interviews, and reliable Internet sources to locate information in support of topic;</p> <p>d. use technology to integrate and create visual aids such as charts, data tables, maps, and graphs;</p> <p>e. identify and address reader's potential misunderstandings, biases, and expectations, establishing and adjusting tone accordingly through a focus on appropriate diction.</p>				EOI	
<p><b>W 2.3 Modes and Forms of Writing-</b> Compose persuasive compositions that</p> <p>a. include a well-defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion;</p> <p>b. use exposition, narration, description, and argumentation to support the main argument;</p> <p>c. use specific rhetorical devices to support assertions such as personal anecdote, case study, analogy, or logical, emotional, and/or ethical appeal;</p> <p>d. clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.</p>				EOI	

Putnam City English III 2010-2011 PASS Curriculum Map

<p><b>W. 2.4 Modes and Forms of Writing</b> - Compose reflective compositions that</p> <ul style="list-style-type: none"> <li>a. express the individual's insight into conditions or situations, detailing the author's role in the outcome and demonstrating an understanding of external influences;</li> <li>b. connect lessons from literature, history, current events, and movies/media to personal experiences and ideas.</li> </ul>				EOI	
<p><b>W.2.5 Modes and Forms of Writing</b> - Create documents related to career development that</p> <ul style="list-style-type: none"> <li>a. follow conventional format for formal letter, e-mail, and memorandum;</li> <li>b. provide clear, purposeful information and address the intended audience appropriately;</li> <li>c. indicate varied levels, patterns, and types of language to achieve intended effects and aid comprehension;</li> <li>d. modify the tone to fit the purpose and audience;</li> <li>e. follow the conventional style for that type of document (resume, cover letter of application) and use page format, fonts (typeface), and spacing that contribute to the readability and impact of the document;</li> <li>f. use accurate information to create an effective resume.</li> </ul>					
<p><b>W. 2.6 Modes and Forms of Writing</b> - Compose responses to literature that</p> <ul style="list-style-type: none"> <li>a. evaluate the significant ideas of literary works or passages including plot development and characterization;</li> <li>b. integrate textual references, integrated quotations, and interpretive commentary to create an accurate and consistent composition;</li> <li>c. evaluate the impact of genre, cultural, and historical context on the work;</li> <li>d. evaluate the impact of literary elements/devices, ambiguities, and complexities within the work.</li> </ul>				EOI	
<p><b>W.2.7 Modes and Forms of Writing</b> - Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. Continue to produce other writing forms introduced in earlier grades.</p>				EOI	

**Putnam City English III 2010-2011 PASS Curriculum Map**

<p><b>W. 2.8. Modes and Forms of Writing</b> - Compose documented papers that</p> <ul style="list-style-type: none"> <li>a. integrate relevant quotations, summary, and paraphrase with commentary;</li> <li>b. include internal citations using various formats of research writing;</li> <li>c. contain a works cited/bibliography consistent with the selected research-writing format.</li> </ul>				EOI	
<p><b>W. 2.9 Modes and Forms of Writing</b> - Use appropriate timed-writing and essay test-taking strategies that</p> <ul style="list-style-type: none"> <li>a. budget time for prewriting, drafting, revising, and editing;</li> <li>b. prioritize question/prompt;</li> <li>c. identify common directives from the prompt (identify common verbs: <i>explain, compare, evaluate, define, and develop, etc.</i> );</li> <li>d. analyze the question/prompt and determine the appropriate mode of writing, audience, and tone; prepare for five different modes: reflective, descriptive, persuasive, expository, and narrative;</li> <li>e. apply appropriate organizational methods to thoroughly address the prompt;</li> <li>f. evaluate work using editing checklist or rubric if available including the state EOI rubric which includes these traits:             <ul style="list-style-type: none"> <li>1. ideas and development</li> <li>2. organization, unity, and coherence</li> <li>3. word choice</li> <li>4. sentences and paragraphs</li> <li>5. grammar, usage, and mechanics</li> </ul> </li> </ul>				EOI	
<p><b>Oral Language/Listening and Speaking</b> - <b>The student will demonstrate thinking skills in listening and speaking.</b> Formulate thoughtful judgments about oral communication. Deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning,. Deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. Use gestures, tone, and vocabulary appropriate to the audience and purpose. Use the same Standard English conventions for oral speech that</p>					

**Putnam City English III 2010-2011 PASS Curriculum Map**

are used in writing. Participate independently and in groups to create oral presentations.					
<b>1.0 Listening - The student will listen for information and for pleasure.</b>					
<b>1.1 Listening</b> - Demonstrate proficiency in critical, empathetic, appreciative, and reflective listening to interpret, respond and evaluate speaker's messages.					
<b>1.2 Listening</b> - Use effective strategies for listening that prepare for listening, identify the types of listening, and adopt appropriate strategies.					
<b>1.3 Listening</b> - Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.					
<b>1.4 Listening</b> - Use effective strategies to evaluate own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention.					
<b>1.5 Listening</b> - Use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.					
<b>2.0 Speaking - The student will express ideas and opinions in group or individual situations.</b>					
<b>2.1 Speaking</b> - Use a variety of verbal and nonverbal techniques in presenting oral messages such as pitch and tone of voice, posture, and eye contact, and demonstrate poise and control while presenting.					
<b>2.2 Speaking</b> - Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.					
<b>2.3 Speaking</b> - Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective presentations.					
<b>2.4 Speaking</b> - Ask clear questions for a variety of purpose and respond appropriately to the questions of others.					

Putnam City English III 2010-2011 PASS Curriculum Map

<p><b>Visual Literacy: The student will interpret, evaluate, and compose visual messages.</b></p> <p><b>1.0 Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers including graphic artists, illustrators, and news photographers represent meaning.</b></p>					
<p><b>1.1 Interpret Meaning - Use a range of strategies to interpret visual media (e.g., draw conclusions, make generalizations, synthesize material viewed, refer to images or information in visual media to support point of view.</b></p>					
<p><b>1.2 Interpret Meaning - Describe how editing shapes meaning in visual media (e.g., omission of alternative perspectives; filtered or implied viewpoints; emphasis of specific ideas, images, or information in order to serve particular interests).</b></p>					
<p><b>2.0 Evaluate Media- The student will evaluate visual and electronic media, such as film, as compared with print messages.</b></p>					
<p><b>2.1 Evaluate Media - Use a variety of criteria (e.g., clarity, accuracy, effectiveness, bias, relevance of facts) to evaluate informational media (e.g., Web sites, documentaries, news programs).</b></p>					
<p><b>2.2 Evaluate Media - Identify the rules and expectations about genre that can be manipulated for particular effects or purposes (e.g., combining or altering conventions of different genres, such as presenting news as entertainment; blurring of genres, such as drama-documentaries).</b></p>					
<p><b>3.0 Compose Visual Messages- The student will create a visual message that effectively communicates an idea.</b></p>					
<p><b>3.1 Compose Visual Messages - Design and develop genres such as nightly news, news magazines, and documentaries and identify the unique properties of each.</b></p>					
<p><b>3.2 Compose Visual Messages - Compare, contrast, and critique various media coverage of the same events such as in newspapers, television, and on the Internet, and compose a study of the results.</b></p>					