

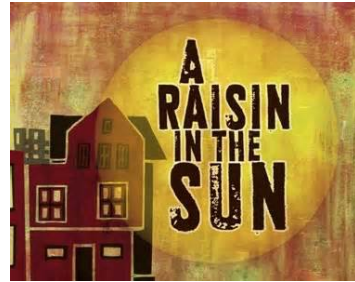
## English 3 Curriculum

### **Thematic Unit A: Advancement**

**Question:** In order to create positive changes in the world, is it more important to focus on the growth of society or on the growth of individuals within society?

**Main Text:**

A Raisin in the Sun (Play)



**Supplemental Texts:**

- At Home (Short Story)
- Mother Tongue (Essay)
- An Education (Essay)
- Society and Solitude (Essays)
- Crime and Punishment (Novel)
- Other texts selected by instructor (novels, excerpts, short stories, articles, essays, speeches, plays, poems, artistic works, and/or graphic organizers) that will augment the theme of the lesson and improve standards based instruction.

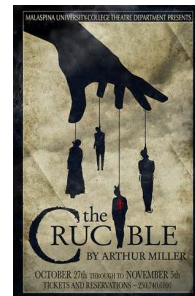
---

### **Thematic Unit B: Theocracy and Monarchy vs. Democracy**

**Essential Question:** Do governments based on monarchies or theocracies deter the individual from advancing to her/his maximum potential?

**Main Texts:**

The Crucible and/or The Scarlet Letter



**Supplementary Texts:**

- Common Sense (Essay)
- Walden (Essays)
- Bill of Rights (Primary Document)
- Declaration of Independence (Primary Document)
- Other texts selected by instructor (novels, excerpts, short stories, articles, essays, speeches, plays, poems, artistic works, and/or graphic organizers) that will augment the theme of the lesson and improve standards based instruction.

## Thematic Unit C: Happiness

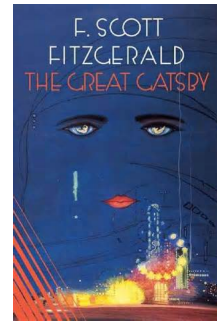
**Essential Question:** If we get what we want will we become happy, or is it part of our nature to always want more?

**Main Text:**

The Great Gatsby

**Supplemental Texts:**

- The Pardoners Tale (Poem)
- Female Orations (Essay)
- Declaration of Sentiments (Primary Document)
- Pride and Prejudice (Novel)
- Nothing Gold Can Stay (Poem)
- Other texts selected by instructor (novels, excerpts, short stories, articles, essays, speeches, plays, poems, artistic works, and/or graphic organizers) that will augment the theme of the lesson and improve standards based instruction.



---

## Thematic Unit D: When Awful Things Happen

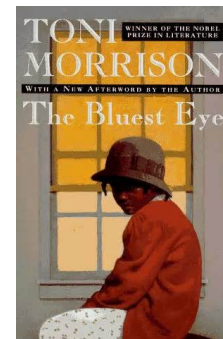
**Essential Question:** When humans do awful things to each other does a victim's faith in humanity slowly erode, or is it human nature to always believe that people can change and improve?

**Main Text:**

The Bluest Eye

**Supplemental Texts:**

- Black Boy (Novel)
- Africa to America (Poem)
- Song of Changan (Poem)
- Civil War Letter (Letter)
- Lee and Grant (Short Story)
- Other texts selected by instructor (novels, excerpts, short stories, articles, essays, speeches, plays, poems, artistic works, and/or graphic organizers) that will augment the theme of the lesson and improve standards based instruction.



## Thematic Unit E: The Power of our Actions

**Essential Question:** Should a crime that has been premeditated and planned be punished more severely than a crime that takes place due to passion/emotion, or should all crimes be punished equally regardless of malice or forethought?

**Main Text:**

Hamlet



**Supplemental Texts:**

- Cask of Amontillado (Short Story)
- Pardoner's Tale (Poem)
- Wife of Bath's Tale (Poem)
- Letter to Demeter (Poem)
- Other texts selected by instructor (novels, excerpts, short stories, articles, essays, speeches, plays, poems, artistic works, and/or graphic organizers) that will augment the theme of the lesson and improve standards based instruction.

---

## Thematic Unit F: Other People's Problems

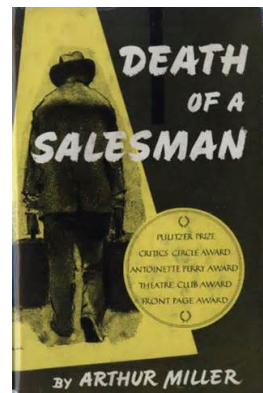
**Essential Question:** Is it more important for humans to embrace change or to embrace tradition?

**Main Texts:**

Death of a Salesman

**Supplemental Texts:**

- Fallacy of Success (Essay)
- Don Quixote (Novel)
- Ode to Suit (Poem)
- Latin Deli (Poem)
- Wait for Death (Poem)
- Dreaming in Cuban (Article)
- Other texts selected by instructor (novels, excerpts, short stories, articles, essays, speeches, plays, poems, artistic works, and/or graphic organizers) that will augment the theme of the lesson and improve standards based instruction.



## **Grade Weights:**

Tests and Projects:	25%
Quizzes:	15%
Class Participation and Homework:	20%
Written Work:	20%
Work Produced in Class:	20%



### **Common Core State Standards will be the focus of instruction**

## **English Language Arts Standards » Reading: Literature » Grade 11-12**

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

### *Key Ideas and Details:*

[CCSS.ELA-LITERACY.RL.11-12.1](#)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

[CCSS.ELA-LITERACY.RL.11-12.2](#)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

[CCSS.ELA-LITERACY.RL.11-12.3](#)

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

### *Craft and Structure:*

[CCSS.ELA-LITERACY.RL.11-12.4](#)

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

[CCSS.ELA-LITERACY.RL.11-12.5](#)

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

[CCSS.ELA-LITERACY.RL.11-12.6](#)

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

### *Integration of Knowledge and Ideas:*

[CCSS.ELA-LITERACY.RL.11-12.7](#)

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

CCSS.ELA-LITERACY.RL.11-12.8

(RL.11-12.8 not applicable to literature)

CCSS.ELA-LITERACY.RL.11-12.9

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

### *Range of Reading and Level of Text Complexity:*

CCSS.ELA-LITERACY.RL.11-12.10

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

## English Language Arts Standards » Reading: Informational Text » Grade 11-12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

### *Key Ideas and Details:*

CCSS.ELA-LITERACY.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RI.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.11-12.3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

### *Craft and Structure:*

CCSS.ELA-LITERACY.RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

[CCSS.ELA-LITERACY.RI.11-12.5](#)

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

[CCSS.ELA-LITERACY.RI.11-12.6](#)

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

### *Integration of Knowledge and Ideas:*

[CCSS.ELA-LITERACY.RI.11-12.7](#)

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

[CCSS.ELA-LITERACY.RI.11-12.8](#)

Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

[CCSS.ELA-LITERACY.RI.11-12.9](#)

Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

### *Range of Reading and Level of Text Complexity:*

[CCSS.ELA-LITERACY.RI.11-12.10](#)

By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

## English Language Arts Standards » Writing » Grade 11-12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

### *Text Types and Purposes:*

[CCSS.ELA-LITERACY.W.11-12.1](#)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-LITERACY.W.11-12.1.A](#)

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

[CCSS.ELA-LITERACY.W.11-12.1.B](#)

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

[CCSS.ELA-LITERACY.W.11-12.1.C](#)

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create

cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

[CCSS.ELA-LITERACY.W.11-12.1.D](#)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

[CCSS.ELA-LITERACY.W.11-12.1.E](#)

Provide a concluding statement or section that follows from and supports the argument presented.

[CCSS.ELA-LITERACY.W.11-12.2](#)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

[CCSS.ELA-LITERACY.W.11-12.2.A](#)

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

[CCSS.ELA-LITERACY.W.11-12.2.B](#)

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

[CCSS.ELA-LITERACY.W.11-12.2.C](#)

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

[CCSS.ELA-LITERACY.W.11-12.2.D](#)

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

[CCSS.ELA-LITERACY.W.11-12.2.E](#)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

[CCSS.ELA-LITERACY.W.11-12.2.F](#)

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[CCSS.ELA-LITERACY.W.11-12.3](#)

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

[CCSS.ELA-LITERACY.W.11-12.3.A](#)

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

[CCSS.ELA-LITERACY.W.11-12.3.B](#)

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

[CCSS.ELA-LITERACY.W.11-12.3.C](#)

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

[CCSS.ELA-LITERACY.W.11-12.3.D](#)

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

[CCSS.ELA-LITERACY.W.11-12.3.E](#)

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### *Production and Distribution of Writing:*

[CCSS.ELA-LITERACY.W.11-12.4](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

CCSS.ELA-LITERACY.W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

### *Research to Build and Present Knowledge:*

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.W.11-12.9

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

CCSS.ELA-LITERACY.W.11-12.9.A

Apply *grades 11-12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

CCSS.ELA-LITERACY.W.11-12.9.B

Apply *grades 11-12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

### *Range of Writing:*

CCSS.ELA-LITERACY.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.