

Griswold High School Grade 11 English III Curriculum Map

Subject/Course Title: English III	Unit Title: Unit 1 - Life
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Unit Overview

After community building, a review of American periods of thought, and initial evaluations, students will engage the foundations of American values (Life, Liberty, and the Pursuit of Happiness) by considering the question of what makes a life valuable or successful. Students will consider how thinkers throughout American history and literature have approached this topic and defined “success.” Students will be challenged to think critically about the impact of their own experiences on their views, and also to incorporate what they have learned from assigned and choice readings.

Selections from key nonfiction writers will be used, along with the modern novel *The Great Gatsby*, to present students with different perspectives on views of success, and to provide them with “sources” upon which to draw as they compose their own definitions of success. In the unit context, students will receive instruction in vocabulary acquisition, appropriate participation in discussions, and the basics of writing for different purposes.

Time Frame	Priority Standards	Essential Questions	Instructional Strategies	Assessments	Key Resources/Texts
7 Weeks	RL3 RI 5 SL1 W2 W4 L4	<ol style="list-style-type: none"> 1. <i>What do we do with the lives we are given?</i> 2. <i>What makes a “successful” life?</i> 3. <i>How do the choices authors make impact their readers?</i> 4. <i>What makes writing successful?</i> 	<ul style="list-style-type: none"> ● Vocabulary ● Close reading ● Activating prior knowledge ● Direct instruction ● Lecture ● Modeling ● Cooperative learning ● Journaling ● Read-aloud ● Inquiry-based learning ● Strategic grouping ● Integration of content areas ● Summarizing ● Graphic organizers ● KWL Activities ● Direct Reading-Thinking Activity ● Question-Answer Relationship 	<p>CFAs: Short essays/responses to literature addressing how authors’ choices impact the development of ideas</p> <p>Writing: Summative Analysis Essay: How the author of your book used structure and/or development for a particular effect/impact.</p> <p>Performance Task/Writing Personal definition of success: how do you select what to include/leave out? (incorporate ideas of others)</p> <p style="color: red;">Performance Task: Book Discussion</p>	<p style="text-align: center;"><i>Adventures in American Literature</i></p> <p>Readings: Quality of Life Core/Mentor text: <i>The Great Gatsby</i> **The Declaration of Independence Nonfiction text set (select models as appropriate from...)</p> <ul style="list-style-type: none"> ● <i>The Last Lecture</i> ● <i>Outliers</i> ● <i>Autobiography of Ben Franklin</i> ● <i>Having Our Say</i> ● <i>Ghosts of War</i> <p>Independent Reading:</p> <ol style="list-style-type: none"> 1. Free Choice 2. Autobiography/Memoir/Biography (to continue into Qtr 2)

Subject/Course Title: English III	Unit Title: Unit 2 - Liberty
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Unit Overview

Students will consider the questions of what is worth fighting for and what “freedom” really means. Students will consider how thinkers throughout American history and literature have approached this topic and defined “liberty.” Selections from key nonfiction and fiction writers will be used, along with the modern play, *The Crucible*, to present students with different perspectives on and views of liberty, and to provide them with “sources” upon which to draw inspiration from for rhetorical effectiveness. The ways authors use literary devices will be covered extensively, as students will be asked to analyze the way that an author’s word/style choices impact meaning and character development and write clearly to defend a point, using appropriate textual evidence. In the unit context, students will receive instruction in oral presentation skills, language skills, and argumentative writing.

Time Frame	Priority Standards	Essential Questions	Instructional Strategies	Assessments	Key Resources/Texts
10 weeks	RL4 RI4 RI6 RL6 W1 SL4 L1	<ol style="list-style-type: none"> 1. <i>What is worth fighting for?</i> 2. <i>What does freedom look like?</i> 3. <i>How do authors use figurative language and rhetorical devices to advance their point of view and shape their audience’s views and actions?</i> 	<ul style="list-style-type: none"> ● Vocabulary ● Close reading ● Activating prior knowledge ● Direct instruction ● Lecture ● Modeling ● Cooperative learning ● Journaling ● Read-aloud ● Inquiry-based learning ● Strategic grouping ● Integration of content areas ● Summarizing ● Graphic organizers ● KWL Activities ● Effective internet research ● Direct Reading-Thinking Activity ● Question-Answer Relationship 	<p>CFAs: Short essays/responses to literature addressing how the authors use purposeful diction and rhetoric</p> <p>Performance Task/Writing: Write a short essay analyzing how the selection(s) use language to advance a POV.</p> <p>Performance Task: Oral Presentation</p> <p>Writing Argument (editorial, speech, etc.) on what is worth fighting for</p> <p>*Midterm: Metacognitive piece that justifies their rhetorical choices</p>	<p style="text-align: center;"><i>Adventures in American Literature</i></p> <p>Readings: Struggles for Freedom Core/Mentor texts: <i>The Crucible</i> Nonfiction text set (select models as appropriate from...)</p> <ul style="list-style-type: none"> ● “On Civil Disobedience” ● Patrick Henry’s speech to the Virginia Convention ● Thomas Paine “Common Sense” ● Slave Narratives ● Edwards “Sinners in the Hands of an Angry God” ● Federalist/Antifederalist Papers <p>Fiction text set (select models as appropriate from...)</p> <ul style="list-style-type: none"> ● <i>The Adventures of Huckleberry Finn</i> ● <i>The Red Badge of Courage</i> <p>Independent Reading: 2. Continue nonfiction from Qtr 1 3. Free Choice</p>

Subject/Course Title: English III	Unit Title: Unit 3 - The Pursuit of Happiness
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Unit Overview

Students will consider the final part of the triad by looking at the different manners in which people have and still pursue happiness and by considering the idea of the “American dream.” Students will consider how American authors and thinkers have portrayed this dream and defined “happiness” by reading selections from key nonfiction and fiction writers and the core text *Of Mice and Men*. Students will consider how authors within and between time periods have treated the idea of the American dream and apply their knowledge to research more about how attainable a version or versions of the dream are today. Students will engage in oral and written argument on this topic, completing additional research to inform their perspectives. In the unit context, students will receive instruction in language skills, with a specific push toward remediation for areas of focus on the March SAT.

Time Frame	Priority Standards	Essential Questions	Instructional Strategies	Assessments	Key Resources/Texts
8 weeks	RL9 RI1 W1 W8 SL1 L2	<ol style="list-style-type: none"> 1. <i>What defines happiness?</i> 2. <i>What is the American dream?</i> 3. <i>How do the views and techniques of authors from different literary periods lead to different treatments of the American dream?</i> 	<ul style="list-style-type: none"> ● Socratic seminar ● Debate ● Close reading ● Activating prior knowledge ● Direct instruction ● Lecture ● Modeling ● Cooperative learning ● Journaling ● Read-aloud ● Inquiry-based learning ● Strategic grouping ● Integration of content areas ● Summarizing ● Graphic organizers ● KWL Activities ● Effective internet research ● Direct Reading-Thinking Activity ● Question-Answer Relationship 	<p>CFAs: Short essays/responses to literature comparing how authors treat topics</p> <p>Writing: Definition of the American dream</p> <p>Performance Task/Writing: The availability of the American dream researched essay</p> <p>Performance Task: Socratic seminar/debate</p>	<p style="text-align: center;"><i>Adventures in American Literature</i></p> <p>Readings: American Dream Core/Mentor text: <i>Of Mice and Men</i> Nonfiction text set (select models as appropriate from...)</p> <ul style="list-style-type: none"> ● Colonials (Bradstreet, Plymouth Plantation) ● Deerevecouer “Letters from American Farmer” ● Manifest Destiny <p>Fiction text set (select models as appropriate from...)</p> <ul style="list-style-type: none"> ● <i>Across a Hundred Mountains</i> ● <i>Our Town</i> ● <i>As I Lay Dying</i> ● <i>The Old Man and the Sea</i> ● “A Worn Path” ● “A Rose for Emily” ● *Other short stories <p>Independent Reading:</p> <ol style="list-style-type: none"> 4. Choice American text 5. Choice American text (encourage Top 100)

Subject/Course Title: English III

Unit Title: Unit 4 - [The Inalienable Rights](#)

Unit Overview

The concept of throwing away the old and embracing the new is a recurrent theme both in history and literature. Students will consider the totality of American beliefs by looking at the ways in which people determine, communicate, and advocate their values. By reading selections from key nonfiction and fiction writers and the core text *The Scarlet Letter*, students will explore how authors develop these themes with increasing complexity, nuance, and power. Reviewing skills from throughout the year, students will practice oral presentation and rhetorical analysis. In the unit context, students will receive instruction in focus areas of need for language, research, and writing to enable them to successfully complete their final metacognitive essay.

Time Frame	Priority Standards	Essential Questions	Instructional Strategies	Assessments	Key Resources/Texts
10 weeks	RL2 RI4 W8 SL3 SL4	<ol style="list-style-type: none"> 1. <i>What do we value?</i> 2. <i>How do we communicate the importance of those values?</i> 3. <i>How do values interact and build on one another to produce a complex accounting?</i> 	<ul style="list-style-type: none"> ● Vocabulary ● Close reading ● Activating prior knowledge ● Direct instruction ● Lecture ● Modeling ● Cooperative learning ● Journaling ● Read-aloud ● Inquiry-based learning ● Strategic grouping ● Integration of content areas ● Summarizing ● Graphic organizers ● KWL Activities ● Effective internet research ● Direct Reading-Thinking Activity ● Question-Answer Relationship 	<p>CFAs: Short essays/responses to literature comparing how authors develop themes</p> <p>Performance Task/Writing: The World View (American View) Essay</p> <p>Performance Task: Presentation of a poem (analysis)</p> <p>Performance Task: Analysis of a speech</p>	<p style="text-align: center;"><i>Adventures in American Literature</i></p> <p>Readings: Our Values Core/Mentor text: <i>The Scarlet Letter</i></p> <ul style="list-style-type: none"> ● Declaration of Independence <p>Nonfiction text set (select models as appropriate from...)</p> <ul style="list-style-type: none"> ● Emerson and Thoreau (Transcendentalists) ● Civil Rights Primary Documents (King, etc.) ● Gettysburg Address <p>Fiction text set (select models as appropriate from...)</p> <ul style="list-style-type: none"> ● Poetry <p>Independent Reading: 6. Top 100+</p>

[Link to outline](#)