

# High School Course Description for **English III**

**Course Title:** English III

**Curricular Area:** English

**Course Number:** ENG301/302; ENG381/382

**Length:** One year

**Grade Level(s):** 11

**Prerequisites:** None

**Meets a UC a-g Requirement:** b English

**Meets NCAA Requirement:** Yes

**Meets High School Graduation Requirement for:**  
English

## Course Description

In English III, students will explore concepts that have shaped American thought and discourse since its revolution through the study of American literature and rhetoric. To analyze how authors' perspectives and purposes specifically shape complex ideas in multiple genres, students will read foundational U.S. documents, and quintessential American literature, essays, and poetry. These texts will help students gather evidence to incorporate in writing, speeches, performances, and presentations about the American Dream, what it means to be an American, the freedom of speech, the role of media in a democracy, and literary movements like Transcendentalism and the Harlem Renaissance. In specialized genres such as editorials and satire, students will express how the unique American cultural experience—individuals/groups challenging the views of contemporary society—colors the major American political, philosophical, and literary movements of American history.

## Alignment

This course is aligned to the California Common Core State Standards for English Language Arts/Literacy in History/Social Studies, Science and Technical Subjects.

## Instructional Materials

### Required Textbook(s)

1. *SpringBoard English Language Arts Grade 11—California Edition*. The College Board (2017). ISBN:978-1-4573-0467-5

### Supplemental Materials

2. *SpringBoard Writing Workshop Grade 11—California Edition*. The College Board (2017). ISBN: xxx
3. *SpringBoard Close Reading Workshop Grade 11—California Edition*. The College Board (2017). ISBN: xxx

### Full Texts and Other Media

1. *Their Eyes Were Watching God*, directed by Darnell Martin
2. *The Crucible*, by Arthur Miller
3. *Into the Wild*, by Jon Krakauer
4. *Their Eyes Were Watching God*, by Zora Neale Hurston

### Web Sites

1. *SpringBoard Online*  
<https://coltonjointunifiedca.springboardonline.org>

## Exit Criteria

### Activities

	<u>Percentage</u>
Learning Tasks/ Activities .....	35%
<ul style="list-style-type: none"> <li>• (Including but not limited to meaning making, skill development, critical reading, annotations, quick writes, homework, classwork)</li> </ul>	
Student Applications .....	40%
<ul style="list-style-type: none"> <li>• (Activities/Assignments in which students apply the learning from Learning Tasks with increasing levels of independence. Including but not limited to short writes, Socratic Seminars, Quizzes, informal presentations, Cold read, etc.)</li> </ul>	
Unit Culminating Tasks/ Assessments.....	25%
<ul style="list-style-type: none"> <li>• (Including but not limited to Embedded Assessments, SpringBoard Unit Assessments, Full Writes, Extended Projects, etc.)</li> </ul>	
Total: .....	100%

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Total: 100%

### **Development Team**

This Course of Study was developed/revised in 2018 by Eileen Garza (CHS), Angelica Guzman (BHS), David Johnson(Wash IS), Vincent LaFarge (BHS), Alexandra Medina (CHS), Esmeralda Shreiner (GTHS), and Kimberli Thompson-Irvin (GTHS).

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### **Learning Experiences and Instruction:**

Teachers utilize the Direct Interactive Instruction model to introduce new skills and concepts that are essential to the grade level content standards, then reinforce and develop those skills each quarter with the goal of bringing students to mastery by the end of the fourth quarter. All instruction will be based on the “I do, We do, You do” scaffolding model with an emphasis on individual differentiation as needed. Teachers will use a variety of the following:

- Inquiry-based learning
- Annotated reading
- Think-pair-share
- Reciprocal teaching
- Cloze reading & writing
- Guided reading & writing
- Cognitive modeling
- Text-based questioning strategies
- Graphic organizers/concept attainment
- Student-led groups
- Peer pairing
- Metacognitive learning: self-regulation, goal-setting, self-monitoring, and self-questioning

### **Support for English Language Learners:**

Extra time or modified versions of assignments will be given. The District will provide a language assistant. Additional strategies will be developed through the Response to Intervention plans –such as:

- SDAIE strategies
- Texts/materials in first language.
- Flexible grouping
- Structured engagement
- Peer pairing
- Academic vocabulary development
- Realia

### **Support for Special Education Students:**

Extra time or modified versions of assignments will be given. The District will provide an instructional assistant. Additional strategies will be developed through the Individual Education Plan process – such as:

- Realia
- Texts/materials in first language
- SDAIE strategies
- Flexible grouping
- Peer pairing
- Audio & visual aids
- Individualized academic instruction
- Modified assignments
- Modified texts
- Testing accommodations
- Tutoring (peer & teacher)

### **Stretching the Lesson for GATE Students:**

Differentiated curriculum will be provided to challenge the student and provide the student with opportunities to develop their identified talent. Teachers will use a variety of the following:

- Independent study supplemented with mentoring/tutoring
- Compacting
- Acceleration
- Depth & Complexity icons
- Modified texts
- Modified assignments
- Flexible grouping
- Inquiry-based Learning
- Enriched materials and learning experiences

Colton Joint Unified School District Course of Study  
High School Curriculum Map for **English III**

## Grade 11 ELA Curriculum Map Introduction

### Annotated Map

The annotated map is provided to clarify each section of the Curriculum Map.

### Per Year/ Unit Requirements

*Each grade has determined per year and/or per unit requirements.*

### ELD Requirements

ELD designated will be teaching out of the designated grade level Springboard text. Texts with two asterisks on the ELA core curriculum map are shared texts with the companion ELD designated curriculum and must be included in the core instructional path. If you replace a shared text, you must collaborate with ELD teacher in developing ELD curriculum that still meets the same language outcomes as the original unit. Note: The ELD course is not designed to support ELA; rather its purpose is to develop language.

Scaffolds that are provided throughout instruction must be in place throughout assessments as well. Focus should be on gradual release in terms of preparing students to complete assessments without specific scaffolds.

### Need-to-knows

- Semester 1: Units ordered 3,2,1
- Unit 3- up to EA1 only, second half will be optional. (Collab with ELD on this)
- Semester 2: Unit 4 do not have to do entire novel: *Into the Wild*; teachers should communicate with ERWC teachers before opting to do the entire texts as it used in that course. ERWC teachers should be aware that excerpts from the novel are used throughout the unit
- Unit 5 assessment = Semester 2 Final

### Definitions

- *Close reading* – multiple readings of the same text to uncover layers of meaning that lead to deep comprehension.
- *Writing process* – a recursive process that includes prewriting, drafting, editing, and revising.
- *On demand write* – writing that takes place in a set amount of time.
- *Full write* – writing that takes place over time and provides the time for editing and revising.
- *Cold read* – independent read of an unfamiliar grade level text without teacher instruction or intervention. Students may self-select/apply strategies and scaffolds.

### Caveat: Living Document

This curriculum map was designed to be a living document. We are to revisit it each school year to determine if any changes are needed.

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**Unit One—*American Forums: The Marketplace of Ideas (SpringBoard Unit 3)***

**OVERVIEW**

Central to any democracy is the way writers use language to influence public opinion. Consequently, one of our foremost obligations as teachers of English may be to teach students how to discern between arguments that use careful reasoning based on sound evidence and those that rely instead on manipulation, biased language, and fallacious reasoning. This unit focuses on these issues, examining editorial writing as a key genre through which writers make statements about issues of the day. Through careful study of how writers use language and evidence, the unit explores the distinction between persuasion and manipulation, and challenges students to construct their own, well-crafted texts.

**UNIT OBJECTIVES TO BE ASSESSED**

<b>Reading/ Listening Objectives</b>	<b>Content Standards</b>	<b>Where Assessed</b>
<ul style="list-style-type: none"> <li>Analyze editorial and opinion pieces</li> </ul>	<ul style="list-style-type: none"> <li>R.1, R.2, R.3, R.4, R.5, R.6</li> </ul>	<ul style="list-style-type: none"> <li>EA1</li> </ul>
<ul style="list-style-type: none"> <li>Analyze how writers use logic, evidence, fallacious reasoning and rhetoric to advance opinions</li> </ul>	<ul style="list-style-type: none"> <li>R.2, R.3, R.5, R.6</li> </ul>	<ul style="list-style-type: none"> <li>EA1</li> </ul>
<ul style="list-style-type: none"> <li>Analyze how writers effectively use rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>R.5, R.6, R.4</li> </ul>	<ul style="list-style-type: none"> <li>EA1</li> </ul>
<b>Writing/ Speaking Objectives</b>	<b>Content Standards</b>	<b>Where Assessed</b>
<ul style="list-style-type: none"> <li>Create an editorial and opinion pieces</li> </ul>	<ul style="list-style-type: none"> <li>W.1a-f</li> </ul>	<ul style="list-style-type: none"> <li>EA1</li> </ul>
<ul style="list-style-type: none"> <li>Apply the appeals and devices of rhetoric</li> </ul>	<ul style="list-style-type: none"> <li>W.1f, L.5, L.3, L.3a</li> </ul>	<ul style="list-style-type: none"> <li>EA1</li> </ul>
<ul style="list-style-type: none"> <li>Represent an editorial perspective through a variety of genres</li> </ul>	<ul style="list-style-type: none"> <li>W.1a-f</li> </ul>	<ul style="list-style-type: none"> <li>EA1</li> </ul>

**UNIT ASSESSMENT:**

EA1: Working in groups or individually, plan, develop, write, revise, and present an informational article on a timely and debatable issue. After completing the article, develop a variety of editorial products that reflect a point of view (agreement, alternative, or opposing) on the topic. Include at least two different pieces, such as cartoons, editorials, letters, posters, photos, and so on.

**MAJOR TASKS**

- Activity 3.11 is a shared text; use to support ELD instruction
- Activity 3.9: Targets and tasks in this activity are essential to prepare for EA Opportunities but can be done with alternate texts. Must use at least two texts with different positions on the same topic, (ex. Activity 3.9)

**ESSENTIAL PRACTICES**

- Evaluating multiple sources
- Synthesizing multiple sources
- Close Reading with annotation
- Focus on revision process with use of exemplars for modeling and peer discussion for the purpose of improving a specific piece
- Socratic Seminar
- SOAPStone

**SHARED TEXTS**

## High School Curriculum Map for English III

- Editorial:  
“Why I Hate Cell Phones” by Sara Reihani\*\*
- Satirical Article:  
“Girl Moved To Tears by Of Mice and Men Cliffs Notes” by The Onion\*\*
- Satirical Essay:  
“How to Poison the Earth” by Linnea Saukko\*\*

### ELD STANDARDS

Emerging	Expanding	Bridging
<ul style="list-style-type: none"> <li>• <b>PI.2:</b> Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.</li> <li>• <b>PI.4:</b> Adjust language choices according to the context (e.g., classroom, community) and audience (e.g., peers, teachers).</li> <li>• <b>PI.5:</b> Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions with prompting and substantial support.</li> <li>• <b>PI.7:</b> Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing evidence to support claims or connecting points in an argument) or create other specific effects.</li> <li>• <b>PI.8:</b> Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., describing a character or action as aggressive versus bold) produces nuances or different effects on the audience.</li> <li>• <b>PII.6:</b> Combine clauses in a few basic ways (e.g., creating compound sentences using and, but, so; creating complex sentences using because) to make connections between and join ideas (e.g., I want to read this book because it tells the history of Pi).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PI.2:</b> Collaborate with peers to engage in increasingly complex grade-appropriate written exchanges and writing projects, using technology as appropriate.</li> <li>• <b>PI.4:</b> Adjust language choices according to the context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), task, and audience (e.g., peers, teachers, guest lecturer).</li> <li>• <b>PI.5:</b> Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments with moderate support.</li> <li>• <b>PI.7:</b> Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with moderate support.</li> <li>• <b>PI.8:</b> Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., using figurative language or words with multiple meanings to describe an event or character) produces nuances and different effects on the audience.</li> <li>• <b>PII.6:</b> Combine clauses in a growing number of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to express a reason (e.g., He stayed at home on Sunday in order to study for Monday’s exam) or to make a concession (e.g., She studied all night</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PI.2:</b> Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate.</li> <li>• <b>PI.4:</b> Adjust language choices according to the task, context, and audience.</li> <li>• <b>PI.5:</b> Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments with light support.</li> <li>• <b>PI.7:</b> Explain how successfully writers and speakers structure texts and use language to persuade the reader or create other specific effects, with light support.</li> <li>• <b>PI.8:</b> Explain how a writer’s or speaker’s choice of a variety of different types of phrasing or words produces nuances and different effects on the audience.</li> <li>• <b>PII.6:</b> Combine clauses in a variety of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to make a concession, or to establish cause.</li> </ul>

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	even though she wasn't feeling well).	
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\*\* Noted items are shared with the companion ELD Designated curriculum and must be addressed in the ELA classroom. In addition, the noted texts must be included in the core instructional path.

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**Unit Two—*The Power of Persuasion***

**OVERVIEW**

This unit sets a historical context by focusing on texts set in colonial and revolutionary America and continues to build on the idea of the American Dream. The unit highlights America’s commitment to freedom of speech by looking closely at the rhetorical tools used by writers and speakers to persuade an audience and to make a statement about American society. The first part of the unit focuses on Arthur Miller’s play *The Crucible*, as students examine the methods an author can incorporate within a work of fiction to persuade an audience to his or her point of view. Through a close reading of *The Crucible*, students gain an understanding of the significance of literature in America’s social conscience. Then, the focus shifts to persuasive speeches and an investigation of how rhetorical appeals and rhetorical devices are used in classic American speeches such as Abraham Lincoln’s Gettysburg Address and Franklin D. Roosevelt’s First Inaugural Address.

**UNIT OBJECTIVES AND CONTENT STANDARDS TO BE ASSESSED**

<b>Reading/ Listening Objectives</b>	<b>Content Standards</b>	<b>Where Assessed</b>
<ul style="list-style-type: none"> <li>Analyze the social, cultural, political, and historical contexts of a literary text and its contributions to society</li> </ul>	<ul style="list-style-type: none"> <li>R.1, R.6, R.7, R.8, R.9</li> </ul>	<ul style="list-style-type: none"> <li>EA1</li> </ul>
<ul style="list-style-type: none"> <li>Analyze an argument and persuasive speech</li> </ul>	<ul style="list-style-type: none"> <li>R.1, R.2, R.3, R.4, R.5, R.6</li> </ul>	<ul style="list-style-type: none"> <li>EA2, UA</li> </ul>
<ul style="list-style-type: none"> <li>Analyze rhetorical devices and techniques used in creating persuasive speeches</li> </ul>	<ul style="list-style-type: none"> <li>R.4, R.5, R.6</li> </ul>	<ul style="list-style-type: none"> <li>EA2, UA</li> </ul>
<ul style="list-style-type: none"> <li>Analyze a dramatic work of lasting literary merit in order to arrive at multiple interpretations</li> </ul>	<ul style="list-style-type: none"> <li>R.9, R.7, R.2, R.1</li> </ul>	<ul style="list-style-type: none"> <li>EA1</li> </ul>
<b>Writing/ Speaking Objectives</b>	<b>Content Standards</b>	<b>Where Assessed</b>
<ul style="list-style-type: none"> <li>Create and present a persuasive speech that includes rhetorical devices and techniques</li> </ul>	<ul style="list-style-type: none"> <li>SL.4, SL.4b, W1.a-f, L.5</li> </ul>	<ul style="list-style-type: none"> <li>EA2</li> </ul>
<ul style="list-style-type: none"> <li>Develop stylistic elements, include a controlling tone, establish and maintain voice, and achieve appropriate emphasis through diction and sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>L.3a, L.3, W.1c, W.1d, W.2d, W.3d</li> </ul>	<ul style="list-style-type: none"> <li>EA1, EA2, UA</li> </ul>
<ul style="list-style-type: none"> <li>Collaborate to create and present a product in which you make a statement about a social conflict or issue</li> </ul>	<ul style="list-style-type: none"> <li>SL.1a-d, SL.2, SL.4, SL.4b, SL.5, W.1a-f</li> </ul>	<ul style="list-style-type: none"> <li>EA1</li> </ul>

**UNIT ASSESSMENT:**

EA 2: Your assignment is to write and present an original, persuasive two- to three-minute speech that addresses a contemporary issue.\*\*

**MAJOR TASKS**

**ESSENTIAL PRACTICES**

- EA 1: Work with a group to create an original product in which you make a statement about a social conflict or contemporary issue.

- Evaluating multiple sources
- Synthesizing multiple sources
- Close Reading with annotation
- Double-Entry Journal

**SHARED TEXTS**



## High School Curriculum Map for English III

- Informational Text:  
“Daily Life in the 1600s” by Anne de Ocejo\*\*
- Speech:  
*Speech to the Virginia Convention* by Patrick Henry\*\*
- Speech:  
*The Gettysburg Address* by Abraham Lincoln\*\*
- Drama Excerpt:  
*The Crucible Act 1* by Arthur Miller\*\*
- Drama Full Text:  
*The Crucible* by Arthur Miller

### ELD STANDARDS

Emerging	Expanding	Bridging
<ul style="list-style-type: none"> <li>● <b>PI.1:</b> Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering yes-no questions and wh-questions and responding using phrases and short sentences.</li> <li>● <b>PI.3:</b> Negotiate with or persuade others in conversations (e.g., ask for clarification or repetition) using learned phrases (e.g., Could you repeat that please? I believe . . .) and open responses to express and defend opinions.</li> <li>● <b>PI.4:</b> Adjust language choices according to the context (e.g., classroom, community) and audience (e.g., peers, teachers).</li> <li>● <b>PI.5:</b> Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions with prompting and substantial support.</li> <li>● <b>PI.6a:</b> Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using phrases, short sentences, and a select set of general academic and domain-specific words.</li> <li>● <b>PI.9:</b> Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>PI.1:</b> Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas.</li> <li>● <b>PI.3:</b> Negotiate with and persuade others (e.g., by presenting counter-arguments) in discussions and conversations using learned phrases (e.g., You make a valid point, but my view is . . .) and open responses to express and defend nuanced opinions.</li> <li>● <b>PI.4:</b> Adjust language choices according to the context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), task, and audience (e.g., peers, teachers, guest lecturer).</li> <li>● <b>PI.5:</b> Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments with moderate support.</li> <li>● <b>PI.6a:</b> Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and a range of general academic and domain-specific words.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>PI.1:</b> Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information.</li> <li>● <b>PI.3:</b> Negotiate with or persuade others in discussions and conversations in appropriate registers using a variety of learned phrases and open responses to express and defend nuanced opinions.</li> <li>● <b>PI.4:</b> Adjust language choices according to the task, context, and audience.</li> <li>● <b>PI.5:</b> Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments with light support.</li> <li>● <b>PI.6a:</b> Explain ideas, phenomena, processes, and relationships within and across texts based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and precise general academic and domain-specific words.</li> <li>● <b>PI.9:</b> Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that express complex and abstract ideas, well supported by evidence and reasoning, and are delivered by using an appropriate level of formality and understanding of register.</li> </ul>

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	<ul style="list-style-type: none"><li>● <b>PI.9:</b> Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas by using growing understanding of register.</li></ul>	
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\*\* Noted items are shared with the companion ELD Designated curriculum and must be addressed in the ELA classroom. In addition, the noted texts must be included in the core instructional path.

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**Unit Three: *The American Dream (SpringBoard Unit 1)***

**OVERVIEW**

This unit focuses on examining preconceived notions and exposing students to the historical and literary foundations of the American dream. The first half of the unit asks students to revisit and challenge their understanding by exposing them to a variety of authors in multiple genres, all of whom have a different and interesting take on the American Dream and what it means to be an American. After analyzing a variety of contemporary and historical texts, students refine their working definitions of the American Dream and synthesize information from the unit to create a thoughtful and coherent essay defining what it means to be an American. By considering the American Dream in its historical context, being exposed to multiple viewpoints, working with seminal historical documents, and revisiting preconceived notions, students will begin to understand the complex and difficult task of synthesizing information to create a clear and insightful argument about whether or not America still provides access to the American Dream.

**UNIT OBJECTIVES TO BE ASSESSED**

<b>Reading/Listening Objectives</b>	<b>Content Standards</b>	<b>Where Assessed</b>
● Identify and analyze the features and text structures of definition and synthesis essays.	● R.4, R.5, R.3	● EA1, EA2
● Identify and synthesize a variety of perspectives in a variety of texts.	● R.6, R.2, R.1, R.9	● EA1, EA2, UA
● Support inferences and interpretation of the nuances and complexities of a text with relevant evidence.	● R.1, R.2	● EA1, EA2, UA
● Analyze the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes the points clear, convincing, and engaging.	● R.5, R.2, R.1, R.6	● EA1, UA
● Analyze the impact of an author’s specific use of language on meaning and tone, including how he/she refines a key term over the course of a text (figurative, connotative, and technical meanings).	● R.4	● UA

<b>Writing/Speaking Objectives</b>	<b>Content Standards</b>	<b>Where Assessed</b>
● Apply the features and text structures of definition and synthesis essays.	● W.1a-f, W.2a-f	● EA1, EA2
● Voice a clear opinion that demonstrates an understanding of the nuances and complexities of the topic.	● W.1a, W.2a, SL.1d	● EA1, EA2
● Produce a polished and engaging definition of a complex concept; support the definition with evidence from various sources.	● W.2a-f, R.1	● EA1
● Synthesize different perspectives from a variety of texts as well as personal experience to defend, challenge, or qualify a claim	● W.1b, W.2b, R.1	● EA2
● Construct a strong argument using the elements of an argument appropriate textual support that relates to the central idea.	● W.1a-f	● EA2

**UNIT ASSESSMENT:**

- SB Unit Assessment and Open Response questions
  - (must clarify which scoring rubric to use)

**MAJOR TASKS**

**ESSENTIAL PRACTICES**

## High School Curriculum Map for English III

<ul style="list-style-type: none"> <li>● Embedded assessment 1: Definition Task assessed with SB EA1 scoring guide</li> <li>● Embedded Assessment 2: Argument Task assessed with SB EA2 scoring guide**</li> </ul> <p><b>Note:</b> if using alternate texts or tasks, teachers will model their EA prompt after the SpringBoard prompt.</p>	<ul style="list-style-type: none"> <li>● Focus on revision process with use of exemplars for modeling and peer discussion for the purpose of improving a specific piece</li> <li>● Brainstorming</li> <li>● Questioning the Text</li> <li>● SMELL</li> <li>● Socratic Seminar</li> </ul>
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### SHARED TEXTS

<ul style="list-style-type: none"> <li>● Essay: "Growing Up Asian in America" by Kesaya E. **</li> <li>● Short Story Excerpt: "America and I" by Anzia Yezierska**</li> <li>● Poetry: "Ellis Island" by Joseph Bruchac**</li> </ul>
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### ELD STANDARDS

Emerging	Expanding	Bridging
<ul style="list-style-type: none"> <li>● <b>PI.1:</b> Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering yes-no questions and wh-questions and responding using phrases and short sentences.</li> <li>● <b>PI.4:</b> Adjust language choices according to the context (e.g., classroom, community) and audience (e.g., peers, teachers).</li> <li>● <b>PI.6a:</b> Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using phrases, short sentences, and a select set of general academic and domain-specific words.</li> <li>● <b>PI.6b:</b> Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia, using familiar verbs (e.g., seems that).</li> <li>● <b>PI.6c:</b> Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.</li> <li>● <b>PI.10a:</b> Write short literary and informational texts (e.g., an argument</li> </ul>	<ul style="list-style-type: none"> <li>● <b>PI.1:</b> Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas.</li> <li>● <b>PI.4:</b> Adjust language choices according to the context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), task, and audience (e.g., peers, teachers, guest lecturer).</li> <li>● <b>PI.6a:</b> Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and a range of general academic and domain-specific words.</li> <li>● <b>PI.6b:</b> Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs and adverbials (e.g., indicates that, suggests, as a result).</li> <li>● <b>PI.6c:</b> Use knowledge of morphology</li> </ul>	<ul style="list-style-type: none"> <li>● <b>PI.1:</b> Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information.</li> <li>● <b>PI.4:</b> Adjust language choices according to the task, context, and audience.</li> <li>● <b>PI.6a:</b> Explain ideas, phenomena, processes, and relationships within and across texts based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and precise general academic and domain-specific words.</li> <li>● <b>PI.6b:</b> Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials.</li> <li>● <b>PI.6c:</b> Use knowledge of morphology, context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</li> <li>● <b>PI.10a:</b> Write longer and more detailed literary and informational texts</li> </ul>

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<p>about free speech) collaboratively (e.g., with peers) and independently</p> <ul style="list-style-type: none"> <li>● <b>PI.11a:</b> Justify opinions by articulating some textual evidence or background knowledge with visual support.</li> <li>● <b>PII.2b:</b> Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as first, second, finally) to comprehending and writing brief texts.</li> </ul>	<p>(e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</p> <ul style="list-style-type: none"> <li>● <b>PI.10a:</b> Write longer literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.</li> <li>● <b>PI.11a:</b> Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.</li> <li>● <b>PII.2b:</b> Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words and phrases, such as meanwhile, however, on the other hand) to comprehending texts and to writing increasingly cohesive texts for specific purposes and audiences.</li> </ul>	<p>collaboratively and independently by using appropriate text organization and register.</p> <ul style="list-style-type: none"> <li>● <b>PI.11a:</b> Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge by using appropriate register.</li> <li>● <b>PII.2b:</b> Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text to comprehending grade-level texts and writing cohesive texts for specific purposes and audiences.</li> </ul>
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\*\* Noted items are shared with the companion ELD Designated curriculum and must be addressed in the ELA classroom. In addition, the noted texts must be included in the core instructional path.

## Unit Four—*The Pursuit of Happiness*

### OVERVIEW

In this unit, students will consider the American Dream from the viewpoint of what it means to be happy and to pursue happiness. They will link this pursuit to the American Transcendentalist movement that finds its spiritual moorings in the natural world. Students explore this idea by analyzing a variety of texts, including a full text/extended genre study, that present similar and sometimes contrasting ideas of happiness and its pursuit. The texts in this unit invite students to question, challenge, and/or critique the multiple perspectives presented. Students will learn to appreciate the passion and stylistic techniques with which authors assert ideas, advance a theme, and convey meaning. With this knowledge, students will construct a personal essay.

### UNIT OBJECTIVES AND CONTENT STANDARDS TO BE ASSESSED

#### Reading/ Listening Objectives

- Analyze and evaluate the structural and stylistic features of texts
- Develop a working definition of Transcendentalism and its key tenets
- Analyze and evaluate an author’s choices: structural and stylistic techniques with which the author assert ideas, advances a theme, and conveys meaning.

#### Content Standards

- R.1, R.4, R.5
- R.4, R.9
- R.1, R.2, R.5

#### Where Assessed

- UA
- UA
- EA1, UA

#### Writing/ Speaking Objectives

- Compose a personal essay that describes an experience and conveys its significance to the reader. The essay must use an organizational structure that includes an event, a response, and a reflection, as well as stylistic techniques (i.e., consistent tone, purposeful diction, vivid detail, syntactic variation)

- W.3, W.4

#### Where Assessed

- EA1

### UNIT ASSESSMENT:

Springboard Unit Assessment

#### MAJOR TASKS

- EA1: *Write a and present multi-paragraph reflective essay about a significant personal experience that involves the pursuit of happiness and/or transcendental ideals, being sure to describe the experience and your immediate response to it, as well as to reflect on the significance of the experience.\*\**
- Activities 4.2, 4.5, and 4.13 are shared with ELD; use to support instruction.

#### ESSENTIAL PRACTICES

- Focus on revision process with use of exemplars for modeling and peer discussion for the purpose of improving a specific piece.
- OPTIC
- Summarizing

### SHARED TEXTS

- Essay:  
“Excerpt: Where I Lived, and What I Lived For” by Henry David Thoreau (4.2)\*\*
- Biography Excerpt:  
Into the Wild (Text excerpt is from 4.13 ELA and 3.3 ELD) by Jon Krakauer\*\*

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- Poetry:  
 “In the Depths of Solitude” by Tupac Shakur (4.5)\*\*

**ELD STANDARDS**

<b>Emerging</b>	<b>Extending</b>	<b>Expanding</b>
<ul style="list-style-type: none"> <li>• <b>PI.1:</b> Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering yes-no questions and wh- questions and responding using phrases and short sentences.</li> <li>• <b>PI.2:</b> Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.</li> <li>• <b>PI.4:</b> Adjust language choices according to the context (e.g., classroom, community) and audience (e.g., peers, teachers).</li> <li>• <b>PI.10a:</b> Write short literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently.</li> <li>• <b>PII.5:</b> Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar activities or processes.</li> <li>• <b>PII.6:</b> Combine clauses in a few basic ways (e.g., creating compound sentences using and, but, so; creating complex sentences using because) to make connections between and join ideas (e.g., I want to read this book because it tells the history of Pi).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PI.1:</b> Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas.</li> <li>• <b>PI.2:</b> Collaborate with peers to engage in increasingly complex grade-appropriate written exchanges and writing projects, using technology as appropriate.</li> <li>• <b>PI.4:</b> Adjust language choices according to the context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), task, and audience (e.g., peers, teachers, guest lecturer).</li> <li>• <b>PI.10a:</b> Write longer literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.</li> <li>• <b>PII.5:</b> Expand sentences with a growing variety of adverbials to provide details about familiar or new activities or processes.</li> <li>• <b>PII.6:</b> Combine clauses in a growing number of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to express a reason) or to make a concession.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PI.1:</b> Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information.</li> <li>• <b>PI.2:</b> Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate.</li> <li>• <b>PI.4:</b> Adjust language choices according to the task, context, and audience.</li> <li>• <b>PI.10a:</b> Write longer and more detailed literary and informational texts collaboratively and independently by using appropriate text organization and register.</li> <li>• <b>PII.5:</b> Expand sentences with a variety of adverbials to provide details about a variety of familiar and new activities and processes.</li> <li>• <b>PII.6:</b> Combine clauses in a variety of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to make a concession, or to establish cause.</li> </ul>

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## Unit Five—*An American Journey*

### OVERVIEW

In this unit, students will explore how the concept of a journey has evolved as a part of the American experience since the times of the Pilgrims. They will analyze how multiple perspectives converge in a literary movement by conducting research and analyzing a variety of texts to prepare a collaborative presentation on the. Their understanding of this cultural period in American History, famed for its creative outpouring of African American literature and arts, will prepare them to delve deeply into one work of fiction: either *Their Eyes Were Watching God* by Zora Neale Hurston or a flexible novel unit. They will apply their knowledge of the predominant philosophies, values, and beliefs of the Harlem Renaissance in order to analyze how the work connects to and departs from this literary movement.

### UNIT OBJECTIVES AND CONTENT STANDARDS TO BE ASSESSED

#### Reading/ Listening Objectives

- Analyze a writer’s complex writing and stylistic choices
- Analyzing the structure, style, and themes of a work of literary merit

#### Content Standards

- R.1, R.3, R.4, R.5
- R.2, R.4, R.5

#### Where Assessed

- 
- EA1

#### Writing/ Speaking Objectives

- Research and synthesize information about the influence of American historical/philosophical eras on America’s literary and social history in order to create a multimedia presentation

#### Content Standards

- R.9, W.7

#### Where Assessed

- EA1

### UNIT ASSESSMENT:

SpringBoard Embedded Assessment 1: Presenting a Literary Movement\*\*

Your assignment is to work individually or in a small group to create an interactive multimedia research presentation about a topic related to American historical/philosophical era and its influence on American literary and social history. This presentation should include a variety of genres and must also include an annotated bibliography. Your presentation should focus on some aspect of an era that represents the values and ideas of the time period, such as historical context, philosophy and beliefs, the arts, or daily life.

### MAJOR TASKS

Unit 5 EA2:

- Write an analytical essay in which you discuss how Zora Neale Hurston’s writing is both a reflection of and a departure from the ideas of the Harlem Renaissance.
- Include aspects of the Harlem Renaissance that you see reflected in Hurston’s writing as well as characteristics of Hurston’s writing that are departures from selected aspects of the Harlem Renaissance.

**OR**

Flexible Novel Unit EA2:

- Write an analytical essay about the novel. Choose one of the following prompts:
- Identify one or more significant subplots. Analyze the effect the subplots have on the main action of the

### ESSENTIAL PRACTICES

- Use analysis of literary texts covered as a model for students to reflect on and refine their own writing style
- Employing strategies for active independent reading and sophisticated literary analysis
- Discussion Groups
- Questioning the Text
- Double-Entry Journal



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- novel and how they work with the main plot to develop one of the themes of the novel.
- Discuss the interplay of setting with at least one other element, such as character, plot, tone, or character, in developing one of the themes of the novel.
  - Analyze how the author uses a minor character to affect the development of the narrator or main character, the central conflict of the novel, and the novel's theme.

### SHARED TEXTS

- Adapted Informational Text:  
"The Harlem Renaissance" by Kathleen Drowne and Patrick Huber\*\*
- Literary Criticism Excerpt:  
"On 'From the Dark Tower'" by Eugenia W. Collier\*\*
- Short Story Excerpt:  
"Sweat" by Zora Neale Hurston\*\*

### ELD STANDARDS

Emerging	Expanding	Bridging
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	adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar or new activities or processes.	
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