

# English III

# Des Moines Public Schools

The Des Moines Public Schools Curriculum guide contains the prioritized standards, required pacing, materials and resources, and assessment correlates for the school year. This document is intended to be used in conjunction with the District Level Assessment and classroom assessments to scaffold our students in mastery of the Iowa Core State Standards.

2015-2016  
Curriculum Guide

**English III****1 year – 1.0 credit*****A Portrait of our Des Moines Public School Student***

To prepare the students of Des Moines Public Schools for college and career readiness, English III is aligned with the Iowa Core Standards and will provide students instruction in reading, writing, speaking, listening, and language. Students will read works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Through wide and deep reading of literature and literary nonfiction and thoughtful exposure to visual media of steadily increasing sophistication, English III will provide literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

When writing in English III, students will take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They will combine elements of different kinds of writing to produce complex and nuanced writing. They will use technology strategically when creating, refining, and collaborating on writing and visual media. They will become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. Students will produce high-quality first draft text under a tight deadline as well as revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

English III students will have opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They will work to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline.

Students will learn conventions of Standard English. In English III, students will be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. Students will work to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them.

***This course***

The content of English III will focus around the guiding questions and American Literature, to be taught in 4 units over the length of the school year. English III builds on the structures of reading and writing, using a variety of materials representing different literary forms and authors. An emphasis on American literature through a global perspective will support critical analysis of author's style, character motivation, point of view, mood, and tone. Composition will focus on synthesizing new understandings with background knowledge and gain insight into the author's craft while adhering to conventions generally established in grammar, usage, syntax, and style.

## How to use this document

The curriculum guide breaks the school year into four units. Units 1 and 2 are to be completed by the end of Semester 1, and Units 3 and 4 are to be completed by the end of Semester 2. The standards should be cycled through as students and teachers advance through the curriculum guide – so a standard taught in Unit 1 may be revisited again in units 2-4. Appendix A contains the standards that should be embedded year-round into instruction.

Each unit has listed *Priority Standards* (in gray boxes) which come directly from the Iowa Core and must be taught. The unit also has *Supporting Standards* (in white boxes) that come from the Core and are used to assist in the teaching of the Priority Standards. The complete language of the standards is available at <http://www.corestandards.org>. Each unit has an *essential question* that can be answered through study of the learner objectives for that unit.

Each learner objective needs to be mastered by the end of the unit. The column *Instructional Focus* is a list of concepts and vocabulary that should be used abundantly with students. *Potential Material* contains both items from the Prentice Hall text (corresponding page number listed in parentheses behind story) book as well as hyperlinked resources available on the internet. These texts were chosen because they lend themselves in structure and style to the instructional focus.

The standards listed are the curriculum. The potential materials are resources, vehicles to mastery of the standard. Shaded standards are **essential** to the next level of learning, and must be mastered by the end of the school year. Students should engage in at least one full-length text (novel, play, or non-fiction book) per semester, either independently, with small groups, or whole class.

**Test item** refers to question number on the district level assessment that matches the corresponding learner objective. (For example, “2” in the test item column refers to question number 2 on the assessment which tests students’ ability to analyze the meaning of a text, or learner objective RL.7.1.a)

Priority Standard	Test Item	Learner Objectives – Students can	Instructional Focus	Potential Material
<u>RL 1</u>	2, 3	a. Analyze the meaning of a text	Text Analysis	• “Everyday Use” (p.50)
	9	b. Generate inferences using prior experience and details from the text	Making inferences	• <a href="#">“Little Things are Big”</a> by Jesus Colon
	1, 4	c. Support analysis with explicit details and inferences drawn from a text	Prioritizing evidence from text	• “The Possibility of Evil” (p. 204)
	5	d. Prioritize quality of textual evidence to select strong supporting examples	Providing significant supporting detail	• <a href="#">“Where I’m From”</a> (poem) by George Ella Lyon

All standards listed in this column are standards that students are expected to master and will be assessed over district-wide by district level assessments. They are listed in full in the appendix, and hyper-linked to the Common Core website.

- ❖ Any text that is underlined throughout the document is hyperlinked. Click on it and it will lead you to more information.
- ❖ Please visit the [secondaryliteracy.dmschools.org](http://secondaryliteracy.dmschools.org) for more ideas and lesson plan sharing.

**Unit 1 Essential Question:** What is the result of separating beliefs from action?

Priority Standard	Learner Objective ( <i>Students Can...</i> )	Instructional focus	Potential Materials
RL 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).	<ul style="list-style-type: none"> <li>• Hyperbole</li> <li>• Metaphor</li> <li>• Personification</li> <li>• Point-of-view</li> <li>• Simile</li> <li>• Verbal irony</li> <li>• Situational irony</li> <li>• Dramatic irony</li> <li>• Understatement</li> </ul>	Native American Myths <ul style="list-style-type: none"> <li>• ...Turtle's Back (16)</li> <li>• When Grizzlies (19)</li> </ul> Young Goodman Brown The Minister's Black Veil (336) Emily Dickson's poetry (420) Walt Whitman's poetry (434) <i>The Scarlet Letter</i> <i>The Crucible</i> Of Plymouth Plantation (78) Journal of the First Voyage (62) Sinners in the Hands (108) City Upon a Hill Captivity Narratives (68) I Will Fight no More Forever (602)
RI 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.		
RI 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.		
RI 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.		
W 1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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. 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. 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. 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. e. Provide a concluding statement or section that follows from and supports the argument presented.		
SL 1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	<ul style="list-style-type: none"> <li>• Collaborative conversations</li> <li>• Collaborative decision-making</li> <li>• Setting rules for effective discussions</li> <li>• Diverse partners</li> <li>• Respectfully disagreeing</li> </ul>	Class Discussions (673, 999) Opinion forums (1348)

**Unit 2 Essential Question:** How do passion and reason govern our decision making process?

Priority Standard	Learner Objective ( <i>Students Can...</i> )	Instructional focus	Potential Materials
RI 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.	<ul style="list-style-type: none"> <li>• Claim, evidence, reasons, and solution</li> <li>• Author's purpose</li> <li>• Theme</li> <li>• Rhetorical analysis:</li> <li>• Audience, purpose</li> <li>• Appeals</li> <li>• Structure and form of composition</li> <li>• Features (diction, syntax, imagery, figurative language)</li> <li>• Foundational US documents</li> <li>• Argument</li> <li>• Thesis</li> <li>• Counter claim</li> <li>• Citing sources</li> <li>• Syntax</li> <li>• Formal style</li> </ul>	<i>Inherit the Wind</i> The Devil and Tom...(242) An Episode of War (476) An Occurrence at Owl... (508) Story of an Hour (634) <a href="#">Yellow Wallpaper</a> , Gilman The Raven (326) Fall of the House of ... (308) <b>Required:</b> The Declaration of Independence (156) The Preamble <b>Suggested:</b> Autobiography (140) Poor Richards ... (146) Crisis, Number 1 (160) Arrogance and Cruelty of Power*: <a href="#">part 1</a> , <a href="#">part 2</a> , Point and Counterpoint (709) Anticipating opponents (416) Elaborating to support (625) Refuting (333)
RL 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.		
RI 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.		
W 1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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. 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. 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. 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. e. Provide a concluding statement or section that follows from and supports the argument presented.		
RI 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.	<ul style="list-style-type: none"> <li>• Point of view</li> <li>• Oral evidence and reasoning</li> <li>• Rhetorical analysis</li> <li>• Tone</li> <li>• Techniques for emphasis in speaking</li> </ul>	<b>Required:</b> Lincoln's Second Inaugural Address (523) <b>Recommended:</b> Virginia Convention (186) Gettysburg Address (522) Delivering a Speech (122) Evaluating a speech (1025)
RI 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., <i>The Federalist</i> , presidential addresses).		
SL 3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.		

**The English III District Writing Assessment is due at the conclusion of this unit.**

**Unit 3 Essential Question:** Is the American Dream real and attainable for everyone?

Priority Standard	Learner Objective ( <i>Students Can...</i> )	Instructional focus	Potential Materials
RL 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).	<ul style="list-style-type: none"> <li>Point of view</li> <li>Target audience</li> <li>Irony</li> <li>Understatement</li> <li>Analogy</li> <li>Euphemism</li> <li>Symbol</li> <li>Author's choices</li> <li>Form and Structure</li> </ul>	Outcast of Poker...(580) Notorious Jumping Frog (569) To Build A Fire (608) <a href="#">Hills Like White Elephants</a> The Far and the Near (786) In Another Country (809) The Corn Planting (815) Winter Dreams (744) A Worn Path (820) <a href="#">The Jilting of Granny...</a> <i>The Great Gatsby</i> <i>Secret Life of Bees</i> <i>Raisin in the Sun</i> <i>Of Mice and Men</i> (If not read in English I)
RL 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.		
RL 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.		
RL 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.		
RL 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).		
W 9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 11-12 Reading standards</i> 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"). b. Apply <i>grades 11-12 Reading standards</i> 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., <i>The Federalist</i> , presidential addresses]").	<ul style="list-style-type: none"> <li>Literary analysis</li> <li>Application of reading standards to writing</li> <li>Theme</li> </ul>	Writing about Lit (1342) Literary Analysis (625, 1189) Literary Analysis Index (R 50) Compare and Contrast Literary Themes (692)

**Unit 4 Essential Question:** How does the America of today reflect a change from previous generations?

Priority Standard	Learner Objective ( <i>Students Can...</i> )	Instructional focus	Potential Materials
RL 9	Demonstrate knowledge of eighteenth-, nineteenth-, twentieth-, and twenty-first-century works of American literature, including how two or more texts from differing periods treat similar themes or topics. <i>Note that this standard is amended at this level to better align with the 9th CCSS Anchor Standard for Reading Literature:</i> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	<ul style="list-style-type: none"> <li>• Theme</li> <li>• 18<sup>th</sup>/19<sup>th</sup> century fictional works</li> <li>• Foundational American Literature</li> </ul>	The Life you Save (972) The First Seven Years (988) The Brown Chest (1002) <i>I Know Why the Caged Bird Sings</i> <i>The Bluest Eye</i> <i>The Things They Carried</i> Brave New Words (968) Suspended (1049) The Names (1042) <i>Catcher in the Rye</i> <i>Secret Life of Bees</i> <i>Raisin in the Sun</i>
RL 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.)		
RI 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.		
SL 4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.		
SL 3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.		
W 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.	<ul style="list-style-type: none"> <li>• Research questions/problems to solve</li> <li>• Primary and secondary sources</li> <li>• Search engines</li> </ul>	Letter to His Son (525) Recollections of a Private (540) A Confederate Account of the Battle of Gettysburg (542)

## Appendix A

*Standards to be address yearlong* - Listed here are standards and objectives that should be taught with a high degree of frequency in your classrooms, embedded into all four units when appropriate.

Standard	Learner Objective ( <i>Students Can...</i> )	Instructional focus	Potential Materials
RL 4	a. Determine the meaning of words and phrases based on how they are used in a text b. Understand figurative and connotative meanings c. Analyze overall impact of word choice on meaning and tone d. Analyze the impact of words with multiple meanings e. Notice the impact of language chosen to enhance beauty or engagement	<ul style="list-style-type: none"> <li>• Context clues</li> <li>• Figurative language</li> <li>• Connotative language</li> <li>• Word choice and tone</li> <li>• Aesthetics</li> <li>• Technical language</li> </ul>	Figurative Language (R 14) Connotation (R 13) Tone (R 21)
RI 4	a. Determine meaning of unfamiliar words and phrases based on how they are used in a text b. Identify and explain figurative, connotative, and technical language with textual support c. Analyze an author's use of word choice to create meaning d. Analyze an author's depiction of a word through refinement throughout the text		
RL 10	a. Make meaning from appropriately complex stories, dramas, and poems b. Engage with and appreciate appropriately complex texts c. Utilize strategies for making meaning from difficult stories, dramas, and poetry d. Utilize techniques for engaging with and appreciating difficult texts e. Utilize Techniques for selecting texts that are interesting, motivating, and appropriate for who they are as readers	<ul style="list-style-type: none"> <li>• Genre of a text</li> <li>• Appreciation of a text</li> <li>• Fix-up strategies when meaning breaks down</li> <li>• Self-selection for interests when reading</li> </ul>	Reading Strategies Index (R 51)
RI 10	a. Make meaning from appropriately complex literary nonfiction b. Engage with and appreciate appropriately complex texts c. Utilize strategies for making meaning from difficult informational text d. Utilize techniques for engaging with and appreciating difficult texts e. Utilize techniques for selecting texts that are interesting, motivating, and appropriate for who they are as readers		
W 5	a. Use planning, revision, editing, rewriting, or a new approach to strengthen writing b. Revise to address what is most significant for a specific purpose or audience	<ul style="list-style-type: none"> <li>• Planning, revising, editing, rewriting</li> <li>• Peer-editing techniques</li> <li>• Addressing audience</li> </ul>	Writing Strategies Index, (R 55)
W 10	a. Complete various pieces of writing over varying lengths of time b. Organize clear and coherent pieces of writing for a variety of reasons and in a variety of settings	<ul style="list-style-type: none"> <li>• Purpose for writing</li> <li>• Audience</li> <li>• Varying tasks</li> </ul>	Writing Applications Index, (R 55)
L 4	a. Determine the meaning of words or phrases by drawing upon context clues b. Identify patters of word changes to indicate meanings or parts of speech c. Use reference materials in print and digital formats to ascertain or verify a word's pronunciation, precise meaning, etymology, part of speech, or standard usage	<ul style="list-style-type: none"> <li>• Parts of Speech</li> <li>• Digital reference materials</li> <li>• Print reference materials</li> </ul>	Words in context (40, 254, 518, 792, 908) Grammar and Style Index, (R52)