

**Hesperia Community Schools  
Curriculum Mapping**

Teacher: V. Grodus

Course: English 3

Timeline	HSCE's/GLCE's and CCSS	Content—the “WHAT” of teaching. Specific themes, units & topics.	Essential Skills: the “Important Details/Essential Questions” you are teaching (How & essential of What)	Content Vocabulary	Assessment: the products & performances of learning	Resources
First 9 Weeks	<p><b>CE 4.1.1</b> <b>CE 4.1.2</b> <b>CE 4.1.5</b> <b>CE 4.2.1</b> <b>CE 4.2.4</b> <b>CE 4.2.5</b> <b>CE 3.1.1</b> <b>CE 3.1.10</b> <b>CE 3.1.5</b> <b>CE 3.1.7</b> <b>CE 3.2.1</b> <b>CE 3.2.4</b> <b>CE 3.3.1</b> <b>CE 3.3.4</b> <b>CE 2.1.1</b> <b>CE 2.1.10</b> <b>CE 2.1.6</b> <b>CE 2.2.1</b> <b>CE 1.1.2</b> <b>CE 1.1.3</b> <b>CE 1.1.4</b> <b>CE 1.1.7</b> <b>CE 1.3.2</b></p>	<p><b>Unit 1 Theme: Encounters and Foundations 1492-1800</b></p> <p><b>Essential Questions:</b> How much responsibility does the individual have to his/her group or community? Is the loss of individual rights and freedoms justified in order to better society? How is wisdom gained in an individual and group?</p> <p><b>Unit Questions:</b> What are the authors’ purposes in writing the journals in the unit? What are the elements and the purpose of journals? What role does religion play in the formation of our country?</p>	<p><b>Reading:</b> Practice and apply active reading strategies Take notes while reading Make inferences Monitor comprehension Identify and analyze multiple literary elements</p> <p><b>Writing:</b> Learn proper paragraph structure, thesis statement Apply the writing process for formal writing Sustain, develop, and support an argument for a narrative essay</p> <p><b>Grammar/Conventions:</b> Parallel structure Active/passive voice Build on previously learned skills</p> <p><b>Speaking, Viewing, Listening:</b> Take notes from discussion Evaluate performances and presentations Watch and analyze video clips</p>	<p><b>Vocabulary:</b> Compile a vocabulary collection from assigned texts and other readings SQ3R</p> <p><b>Literary Terms:</b> Author’s purpose Stereotype Loaded language Symbolism Analysis Thesis statement Topic sentence Concrete detail Commentary sentence</p>	<p>Active reading notes Various quizzes (vocabulary, grammar, reading, others) Summaries Journals for various topics and purposes Narrative essay: analyzing a common theme in journals and diaries</p>	<p><b>Anchor Texts:</b> <i>Elements of Literature 5<sup>th</sup> Course</i></p> <p><b>Linking Texts:</b> “Sinners in the Hands...” Jonathan Edwards Video clips of anchor texts</p>

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<p>Second 9 Weeks</p>	<p><b>CE 4.1.1</b> <b>CE 4.1.2</b> <b>CE 4.1.3</b> <b>CE 4.2.1</b> <b>CE 4.2.3</b> <b>CE 3.16</b> <b>CE 3.1.1</b> <b>CE 3.1.10</b> <b>CE 3.1.9</b> <b>CE 3.1.7</b> <b>CE 3.2.1</b> <b>CE 3.2.4</b> <b>CE 3.3.3</b> <b>CE 3.3.4</b> <b>CE 2.1.12</b> <b>CE 2.1.10</b> <b>CE 2.1.3</b> <b>CE 2.2.2</b> <b>CE 2.3.6</b> <b>CE 1.1.1</b> <b>CE 1.1.2</b> <b>CE 1.1.3</b> <b>CE 1.1.4</b> <b>CE 1.1.6</b> <b>CE 1.1.7</b> <b>CE 1.3.2</b> <b>CE 1.3.3</b> <b>CE 1.3.7</b></p>	<p><b>Unit 2 Theme: Looking Inward: Reflecting on the Individual</b></p> <p><b>Essential Questions:</b> What can I learn from my positive and negative traits, and how will knowing that information affect my future? How do I build a context for change in my life?</p> <p><b>Unit Questions:</b> What can I learn about myself by analyzing characters in literature? Why is it important to study literary periods? What were the writers in this literary era saying about their society?</p>	<p><b>Reading:</b> Practice and apply active reading strategies Take notes while reading Critique authors' messages Identify and infer from key quotes Define unfamiliar words using context clues Compare/classify terms Determine characteristics of authors' styles</p> <p><b>Writing:</b> Sustain and develop an interpretation of a quote Use comparisons and contrasts to develop an argument and make conclusions about it</p> <p><b>Grammar/Conventions:</b> Misplaced modifiers Build on previously learned skills Take notes from discussion Listen to and evaluate readings of poetry</p>	<p><b>Vocabulary:</b> Compile a vocabulary collection from assigned texts and other readings</p> <p><b>Literary Terms:</b> Romanticism Transcendentalism Gothic literature Allegory Aphorism Paradox Compare/contrast</p>	<p>Active reading notes Various quizzes (vocabulary, grammar, reading, others) Summaries Journals for various topics and purposes Literary analysis essay: Writing a comparative-contrast essay</p>	<p><b>Anchor texts:</b> <u>Transcendentalism pieces / Romantic literature</u> Excerpts from "Self-Reliance" Emerson "Civil Disobedience," excerpts from <i>Walden</i> Thoreau <u>Gothic literature</u> "The Fall of the House of Usher" Poe "Dr. Heidegger's Experiment" Hawthorne</p> <p><b>Linking Texts:</b> "Walden" Thoreau "The Devil and Tom Walker" Irving</p>
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Third Nine Weeks	<p><b>CE 4.1.1</b> <b>CE 4.1.2</b> <b>CE 4.1.4</b> <b>CE 4.2.1</b> <b>CE 4.2.4</b> <b>CE 4.2.5</b> <b>CE 3.1.1</b> <b>CE 3.1.10</b> <b>CE 3.1.2</b> <b>CE 3.1.5</b> <b>CE 3.2.3</b> <b>CE 3.2.4</b> <b>CE 3.3.1</b> <b>CE 3.3.2</b> <b>CE 2.1.1</b> <b>CE 2.1.10</b> <b>CE 2.1.11</b> <b>CE 2.1.5</b> <b>CE 2.2.1</b> <b>CE 2.2.2</b> <b>CE 2.3.6</b> <b>CE 1.1.2</b> <b>CE 1.1.5</b> <b>CE 1.1.4</b></p>	<p><b>Unit 3: Theme: Imagination and Reality</b></p> <p><b>Essential Questions:</b> Is the American hero a reality or a myth? How do I fit into the American hero mold? Which decisions that I make today will affect me for my entire life?</p> <p><b>Unit Questions:</b> Why does the time period foster a depressing mood for writers? How is Modernism different from Romanticism?</p>	<p><b>Reading:</b> Practice and apply active reading strategies Take notes while reading Critique authors' messages Identify and infer from key quotes Define unfamiliar words using context clues Determine characteristics of authors' styles</p> <p><b>Writing:</b> Apply the writing process for formal writing Respond to literature using journals Develop a tone and voice in an essay</p> <p><b>Grammar/Conventions:</b> Dangling modifier Active/passive voice</p> <p><b>Speaking, Viewing, Listening:</b> Watch films and discuss</p>	<p><b>Vocabulary:</b> Compile a vocabulary collection from assigned texts and other readings</p> <p><b>Literary Terms:</b> Elements of drama Stereotype Structure Cause/effect? Problem/solution? Propaganda Stream of consciousness Dangling modifier Flashback Modernism Tone Voice</p>	<p>Active reading notes Various quizzes (vocabulary, grammar, reading, others) Definition essay: Define an American Hero Finding thesis statements and support Political assumptions underlying a text Quotation notebook Journals (all types/goal setting) Summaries Grammar quizzes Vocabulary quizzes</p>	<p><b>Anchor texts:</b> <u>Transcendentalism pieces / Romantic literature</u> Excerpts from "Occurrence at Owl Creek Bridge" Bierce "The Story of an Hour" Chopin <u>Modern literature</u> "The Secret Life of Walter Mitty" Thurber "The Open Boat" Crane <b>Linking Texts:</b> "Thurber Carnival" Thurber "Red Badge of Courage" Crane</p>

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	<b>CE 1.1.7</b> <b>CE 1.3.2</b>		comparisons and contrasts between novels and films			