



English III Curriculum

Board Approved: 3/20/2025

Course Information

**High School
Full-year course**

Course Description:

This junior-level course will explore how American literature and writing has evolved. Students will explore text features, author purpose and style, societal background and influence, historical events and their impact on morale, the evolution of writing techniques and how they affect a text, and the overall experience of American culture on life and human nature.

Transfer Goals:

- Students will effectively read, write, and speak English to communicate, comprehend, analyze, and problem-solve as culturally literate, collaborative members of society.
- Students will read and comprehend a range of complex texts and media for various audiences and purposes.
- Students will compose blended genre writing responses to show comprehension and analysis of various audiences and purposes.
- Students will clearly and effectively communicate their understanding of materials to an authentic audience.

Curriculum Standards: [Missouri Learning Standards](#)

Curriculum Resource(s): *MyPerspectives ELA Grade 11 - American Literature - Savvas (2025)*

**priority standards indicated in bold*

English III Page 1

BOE Approved: 03/20/2025

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Unit 1: What is the American Dream?

Timeframe: 2-3 weeks

Unit Description: This unit uses a combination of teacher-selected and student-selected nonfiction texts to develop a working definition of the concept of the American Dream. Students will present their analysis of historical context, data, visualization, opposing viewpoints, and/or pop culture related to the concept of the American Dream. This analysis sets students up for an in-depth exploration of the American Dream throughout the course.

Enduring Understandings:

- The American Dream is complex, ever-changing, ongoing, and unique to each individual.
- Priming one's self with important background information can make complex topics more approachable.
- Consulting multiple reliable sources of information is important when formulating an opinion or understanding.

Essential Questions:

- What is the American Dream? Who can achieve it, and how?
- In what ways do literature and art reflect the complexities of the American Dream?
- How does consulting diverse sources impact one's understanding of an author's intent and the themes they explore?
- How do the concepts of identity and culture intersect with the American Dream in various literary texts?
- What role does personal narrative play in defining and redefining the American Dream?

Unit 1 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
RI1A	<ul style="list-style-type: none"> • I can draw conclusions, make inferences, and analyze texts by citing relevant evidence to support both what the text says directly and what can be inferred, including handling uncertainties in the text.
RI1B	<ul style="list-style-type: none"> • I can determine the meaning of words and phrases in a text, including figurative, connotative, and content-specific meanings, by using context, affixes, and reference materials.
RI1D	<ul style="list-style-type: none"> • I can identify and analyze two or more themes in a text, track how they develop, relate them to human nature and the world, and provide an objective and concise summary of the text.
W1A	<ul style="list-style-type: none"> • I can research by combining and comparing ideas from multiple texts to understand and explain complex issues.

**priority standards indicated in bold*

English III Page 2

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Unit 2: The Reality of the American Experience

Timeframe: 6-8 weeks

Unit Description: This unit is focused on exploring the portrayal of the American Dream through fiction, considering historical and social context, the development of themes, and the significance of point of view. Students will apply literary analysis skills practiced throughout their education thus far. The unit culminates in an analysis of character and the ever-changing American experience.

Enduring Understandings:

- A person's complex point of view shapes their experience and understanding of the world.
- Looking at the American experience through fiction can help us understand it in the real world.

Essential Questions:

- How do individual perspectives and experiences shape one's understanding of reality?
- How can fiction serve as a lens through which we examine and understand the complexities of the American experience?
- In what ways do authors use character development to convey complex points of view?
- How can exploring diverse viewpoints in literature enhance one's empathy and understanding of different cultures and experiences?

Unit 2 Standards	
STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
RL1A	<ul style="list-style-type: none"> • I can draw conclusions, make inferences, and analyze texts by citing relevant evidence to support both what the text says directly and what can be inferred, including handling uncertainties in the text.
RL1B	<ul style="list-style-type: none"> • I can determine the meaning of words and phrases in a text, including figurative, connotative, and content-specific meanings, by using context, affixes, and reference materials.
RL1D	<ul style="list-style-type: none"> • I can identify and analyze two or more themes in a text, track how they develop, relate them to human nature and the world, and provide an objective and concise summary of the text.
RL2D	<ul style="list-style-type: none"> • I can evaluate how an author's choices affect the development and connection of different elements within a text.
W1A	<ul style="list-style-type: none"> • I can research by combining and comparing ideas from multiple texts to understand and explain complex issues.
RL2B	<ul style="list-style-type: none"> • I can analyze a text by figuring out the difference between what is directly stated and what is implied by the story's point of view.

**priority standards indicated in bold*

English III Page 3

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RL2C	<ul style="list-style-type: none">• I can evaluate how the author's word choices and sentence structure affect the text's meaning, tone, and overall impact.
RL3C	<ul style="list-style-type: none">• I can evaluate how an author's work reflects their historical and cultural perspective
RL3D	<ul style="list-style-type: none">• I can read and understand literature, including stories, dramas, and poems, on my own and with proficiency.

**priority standards indicated in bold*

English III Page 4

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Unit 3: The Past Meets the Present – Navigating Change

Timeframe: 6-8 weeks

Unit Description: Students will continue their exploration of the American Dream through fiction, focusing on how the past informs the present and how forces bring about change. They will explore how authors draw from history while also exploring possible flaws and/or promoting desired change. Students will explore the characters' circumstances and evaluate their reactions to them. This unit culminates in an argumentative writing piece analyzing a character's response to change.

Enduring Understandings:

- Humans react to the circumstances around them, which drives their character traits and interactions with others.
- Literature serves as a mirror to history, highlighting the recurring patterns of human flaws, growth, and the desire for change.
- Character responses to challenges illustrate deeper truths about societal structures and the human condition.
- Themes of resilience and growth in literature resonate with the universal human experience and historical cycles.
- History repeats itself, and literature exposes our flaws, growth, and desires for change in this cycle.

Essential Questions:

- How do external circumstances shape a character's development and their interactions with others?
- How can literature reflect the cyclical nature of history and human behavior?
- In what ways do characters in literature confront or succumb to the challenges of their circumstances?
- How do the themes of resilience and growth in literature mirror the human experience throughout history?
- What role does literature play in advocating for change by exposing societal flaws?

Unit 3 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
RL1A RI1A	<ul style="list-style-type: none"> • I can draw conclusions, make inferences, and analyze texts by citing relevant evidence to support both what the text says directly and what can be inferred, including handling uncertainties in the text. • I can draw conclusions, make inferences, and analyze texts by using relevant and thorough evidence to support both explicit statements and inferences, even when the text is unclear.
RL1B RI1B	<ul style="list-style-type: none"> • I can determine the meaning of words and phrases in a text, including figurative and connotative meanings, by using context, affixes, and reference materials. • I can determine the meaning of words and phrases in a text, including figurative, connotative, and content-specific meanings, by using context, affixes, and reference materials.

**priority standards indicated in bold*

English III Page 5

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RL1D	<ul style="list-style-type: none"> ● I can identify and analyze two or more themes in a text, track how they develop, relate them to human nature and the world, and provide an objective and concise summary of the text.
RL2D RI2D	<ul style="list-style-type: none"> ● I can evaluate how an author's choices affect the development and connection of different elements within a text. ● I can evaluate an author's argument by assessing its effectiveness, validity, logic, credibility, and relevance of the evidence.
W2A	<ul style="list-style-type: none"> ● I can follow a writing process to create clear and well-organized writing that suits the task, purpose, and audience, using techniques from narrative, expository, and argumentative writing when appropriate.
W3A	<ul style="list-style-type: none"> ● I can review, revise, and edit my writing to make it clear and focused, using precise language, correct grammar, and appropriate transitions to enhance the reader's understanding and experience
RL2B	<ul style="list-style-type: none"> ● I can analyze a text by separating what is clearly stated from what is suggested or implied to understand the story's point of view.
RL3B	<ul style="list-style-type: none"> ● I can combine ideas from two or more texts on similar themes or topics to explain the complexity of the theme.
RI3C	<ul style="list-style-type: none"> ● I can evaluate how an author's work shows their historical and cultural perspective.
RI3D	<ul style="list-style-type: none"> ● I can read and understand informational texts on my own and with proficiency.
SL1C	<ul style="list-style-type: none"> ● I can thoughtfully respond to different viewpoints from various sources, combine claims from all sides of an issue, and adjust or support my own views based on the evidence and reasoning presented.
RL2B, RL3C, RL3D	<ul style="list-style-type: none"> ● Use the same "I can" statement from previous units for these standards.

**priority standards indicated in bold*

English III Page 6

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Unit 4: Fitting In or Standing Out – Individualism vs. Society

Timeframe: 6-8 weeks

Unit Description: Building on skills from previous ELA coursework, students will collaborate in small groups to read and analyze texts around the unit theme. When reading, students will focus on society’s impact on the individual and how that individual responds to social pressures and norms. Students will explore nonfiction pieces to deepen their understanding of identity. They will answer an original research question by synthesizing various sources studied throughout the unit.

Enduring Understandings:

- Students will understand the nuances of societal expectations placed upon us and our responses to these expectations.
- Society influences our identity, and it is human nature to examine, question, develop, and/or conform to societal norms.

Essential Questions:

- What societal expectations shape one’s identity, and how do people respond to them?
- How do individuals negotiate the tension between personal beliefs and societal norms?
- In what ways does literature reflect the struggle between individualism and societal expectations?

Unit 4 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<u>RL1A</u> <u>RI1A</u>	<ul style="list-style-type: none"> • I can draw conclusions, make inferences, and analyze texts by citing relevant evidence to support both what the text says directly and what can be inferred, including handling uncertainties in the text. • I can draw conclusions, make inferences, and analyze texts by using relevant and thorough evidence to support both explicit statements and inferences, even when the text is unclear.
<u>RL1B</u> <u>RI1B</u>	<ul style="list-style-type: none"> • I can determine the meaning of words and phrases in a text, including figurative and connotative meanings, by using context, affixes, and reference materials. • I can determine the meaning of words and phrases in a text, including figurative, connotative, and content-specific meanings, by using context, affixes, and reference materials.
<u>RL1D</u> <u>RI1D</u>	<ul style="list-style-type: none"> • I can identify and analyze two or more themes in a text, track how they develop, relate them to human nature and the world, and provide an objective and concise summary of the text. • I can explain two or more central ideas in a text, analyze how they develop, relate them to human nature and the world, and provide an objective and concise summary of the text.

**priority standards indicated in bold*

English III Page 7

BOE Approved: 03/20/2025

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RL2D RI2D	<ul style="list-style-type: none"> • I can evaluate how an author's choices affect the development and connection of different elements within a text. • I can evaluate an author's argument by assessing its effectiveness, validity, logic, credibility, and relevance of the evidence.
W1A	<ul style="list-style-type: none"> • I can research by combining and comparing ideas from multiple texts to understand and explain complex issues.
W2A	<ul style="list-style-type: none"> • I can follow a writing process to create clear and well-organized writing that suits the task, purpose, and audience, using techniques from narrative, expository, and argumentative writing when appropriate.
W3A	<ul style="list-style-type: none"> • I can review, revise, and edit my writing to make it clear and focused, using precise language, correct grammar, and appropriate transitions to enhance the reader's understanding and experience
SL1A	<ul style="list-style-type: none"> • I can work with my peers to have respectful, functional discussions and make decisions, set clear goals and deadlines, and define individual roles as needed.
SL1B	<ul style="list-style-type: none"> • I can analyze a speaker's argument by evaluating their point of view, reasoning, and evidence, and use this analysis to drive discussions by asking and answering questions that explore reasoning and evidence, ensuring all perspectives are heard, and encouraging diverse and creative viewpoints.
SL2B	<ul style="list-style-type: none"> • I can maintain eye contact with different listeners while speaking, use gestures or movements to highlight important points and avoid distracting body language or mannerisms.
RL2B , RI2B , RL3B , RI3B , RL3C , RI3C , RL3D , RI3D , SL1C	<ul style="list-style-type: none"> • Use the same "I can" statement from previous units for these standards.

**priority standards indicated in bold*

English III Page 8

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Unit 5: The Evolution of the American Dream

Timeframe: 6-8 weeks

Unit Description: In this unit, students will explore a variety of fiction texts and art to identify and celebrate various aspects of American culture. Students will explore what it means to be an American and the variety of experiences that make up the definition of the American Dream. The thematic learning in the unit will be presented in a series of collaborative, multimodal presentations where students examine the validity of the American Dream for a variety of stakeholders.

Enduring Understandings:

- Culture makes the American identity dynamic.
- Respect for the individual creates unity.
- The American Dream is complex, ever-changing, ongoing, and unique to each individual.
- Opinions should be constantly evolving through consulting new, reliable sources of information.

Essential Questions:

- How do diverse cultural influences contribute to the evolving nature of the American identity?
- In what ways do personal stories and experiences shape our understanding of what the American Dream means?
- How can literature serve as a commentary on the complexities of the American Dream?
- How has the definition of the American Dream changed over time, and what factors contribute to this evolution?

Unit 5 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
RL1A	<ul style="list-style-type: none"> • I can draw conclusions, make inferences, and analyze texts by citing relevant evidence to support both what the text says directly and what can be inferred, including handling uncertainties in the text.
RL1B	<ul style="list-style-type: none"> • I can determine the meaning of words and phrases in a text, including figurative and connotative meanings, by using context, affixes, and reference materials.
RL1C	<ul style="list-style-type: none"> • I can understand and explain what pictures, diagrams, or other visual elements in a text mean, and use them to figure out important ideas about the text.
RL1D	<ul style="list-style-type: none"> • I can identify and analyze two or more themes in a text, track how they develop, relate them to human nature and the world, and provide an objective and concise summary of the text.
RL2D	<ul style="list-style-type: none"> • I can evaluate how an author's choices affect the development and connection of different elements within a text.
RL3A	<ul style="list-style-type: none"> • I can compare how a subject is shown in two different types of art and explain what each one focuses on or leaves out.

**priority standards indicated in bold*

English III Page 9

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<u>W1A</u>	<ul style="list-style-type: none"> ● I can research by combining and comparing ideas from multiple texts to understand and explain complex issues.
<u>SL2A</u>	<ul style="list-style-type: none"> ● I can speak clearly and directly, using appropriate language for the task, purpose, and audience, while varying my volume, pitch, and pace to keep listeners engaged.
<u>SL2C</u>	<ul style="list-style-type: none"> ● I can plan and deliver effective presentations tailored to the task, audience, and purpose, using multimedia strategically to enhance understanding, showcase findings and evidence, and convey a clear perspective.
<u>RL2B, RL2C, RL3B, RL3C, RL3D, SL1C</u>	<ul style="list-style-type: none"> ● Use the same “I can” statement from previous units for these standards.

**priority standards indicated in bold*

English III Page 10

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Unit 6: My Vision of the American Dream

Timeframe: 2-3 weeks

Unit Description: This is a writing workshop-based unit where students will continuously draft, revise, and reflect upon their learning throughout the year. The end product will be a multi-genre writing collection that argues what the American Dream means about their own goals and aspects of contemporary American culture that most resonate with them.

Enduring Understandings:

- The writing process is essential for developing clarity, coherence, and depth in expressing ideas.
- The American Dream is a multifaceted concept that varies based on individual experiences and cultural contexts.
- Multi-genre writing allows for creative expression and exploration of complex themes.

Essential Questions:

- In what ways does the American Dream differ for individuals based on their unique backgrounds and experiences?
- How can personal experiences inform and shape a person's understanding of broader societal issues reflected in the American Dream?
- What techniques can one employ to effectively convey multifaceted ideas about the American Dream in writing?

Unit 6 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
W1A	<ul style="list-style-type: none"> • I can research by combining and comparing ideas from multiple texts to understand and explain complex issues.
W2A	<ul style="list-style-type: none"> • I can follow a writing process to create clear and well-organized writing that suits the task, purpose, and audience, using techniques from narrative, expository, and argumentative writing when appropriate.
W3A	<ul style="list-style-type: none"> • I can review, revise, and edit my writing to make it clear and focused, using precise language, correct grammar, and appropriate transitions to enhance the reader's understanding and experience
SL1A	<ul style="list-style-type: none"> • I can work with my peers to have respectful, functional discussions and make decisions, set clear goals and deadlines, and define individual roles as needed.
SL1C	<ul style="list-style-type: none"> • I can thoughtfully respond to different viewpoints from various sources, combine claims from all sides of an issue, and adjust or support my own views based on the evidence and reasoning presented.

**priority standards indicated in bold*

English III Page 11

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