

English III / Grade 11 Curriculum

Course Anthology: Open Educational Resources (OER)

OER are freely and publicly available teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others.

Unit 1: Exploring Independence Essential Question: How do we define independence? Enduring Understandings: • Speakers thoughtfully manipulate and appropriate language to convey the desired message for the specific purpose and audience. • Writers compose works that are supported and enhanced through organizational structures and patterns. • Literature reflects the historical, social, and cultural challenges of a particular era.	
Maryland College and Career Ready Frameworks, Grades 9-12 <ul style="list-style-type: none"> • Reading Literature Framework • Reading Informational Texts Framework • Writing Framework • Speaking and Listening Framework • Language Framework 	
Text Title and Author	Maryland College and Career Ready Standards for English Grades 9-12
Unit Introduction and Opener: How do we define independence?	RI.11-12.2
“Juneteenth and General Order No. 3” / <i>Declaration of Independence</i> (CL)	RI.11-12.3, RI.11-12.4, RI.11-12.6, RI.11-12.8, RI.11-12.9
“Speech at the Virginia Convention” (speech) by Patrick Henry	RI.11-12.2, RI.11-12.4, RI.11-12.6, RI.11-12.8
“Sympathy” (CL) (poem) by Paul Laurence Dunbar / “I, Too, Sing America” (CL) (poem) by Langston Hughes	RL.11-12.2, RL.11-12.4, RL.11-12.5, L.11-12.5a, L.11-12.5b
“The Story of an Hour” (CL) (short story) by Kate Chopin	RL.11-12.2, RL.11-12.4, RL.11-12.6
“The Yellow Wallpaper” (CL) (short story) by Charlotte Perkins Gilman	RL.11-12.3, RL.11-12.5, RL.11-12.6
Short, focused research: Research a topic of interest related to “The Yellow Wallpaper.”	RI.11-12.2, RL.11-12.3, RI.11-12.7, RI.11-12.8, W.11-12.7
“I Hear America Singing” (CL) (poem) by Walt Whitman / from “Song of Myself” (CL) (poem) by Walt Whitman	RL.11-12.2, RL.11-12.4
Novel study: Novels for consideration are listed below. Teachers may select a novel for class study or create book clubs of selected texts.	Teachers will determine the focus standard(s) for instruction.

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Full-process writing: Informative/Expository <ul style="list-style-type: none"> • Informative/Explanatory Rubric, Grades 6-8 and 10 	W.11-12.2, W.11-12.2a, W.11-12.2b, W.11-12.2c, W.11-12.2d, W.11-12.2e, W.11-12.2f
Unit 2: Voices of Society Essential Question: How do individual voices reflect or challenge societal beliefs? Enduring Understandings: • Literature is an opportunity to explore different voices and how they are impacted by social condition. • Literature reflects the beliefs, the thinking, and the philosophies of the author’s society and influences. • Writers provide historical context by which to view contemporary issues.	
Maryland College and Career Ready Frameworks, Grades 9-12 <ul style="list-style-type: none"> • Reading Literature Framework • Reading Informational Texts Framework • Writing Framework • Speaking and Listening Framework • Language Framework 	
Text Title and Author	Maryland College and Career Ready Standards for English Grades 9-12
Unit Introduction and Opener: How do individual voices reflect or challenge societal beliefs? / “I Sit and Look Out” (poem) by Walt Whitman	RL.11-12.2, SL.11-12.1d, SL.11-12.5
“A Mystery of Heroism” (short story) by Stephen Crane	RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5
“A Rose for Emily” (CL) (short story) by William Faulkner	RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5
“Ain’t I a Woman?” (CL) (speech) by Sojourner Truth / “Still I Rise” (CL) (poem) by Maya Angelou	RI.11-12.4, RI.11-12.5, RI.11-12.6
“Ambush” (short story) by Tim O’Brien	RL.11-12.2, RL.11-12.3, RL.11-12.6
Poems by Emily Dickinson: “Hope” is the thing with feathers” / “She Rose to His Requirement” / “The Soul selects her own Society” / “They shut me up in Prose” / “Much Madness is divinest Sense”	RL.11-12.2, RL.11-12.3, RL11-12.4, RL.11-12.6

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“Harlem” (CL) (poem) by Langston Hughes / “How It Feels to Be Colored Me” (CL) (short story) by Zora Neale Hurston	RL.11-12.4, RL.11-12.5, RL.11-12.6, RL.11-12.9
from <i>The Interesting Narrative of the Life of Olaudah Equiano</i> (CL) (memoir) by Olaudah Equiano	RI.11-12.6, RI.11-12.7
Short, focused research: Research a “voice of society” to answer how that “voice” answers the EQ.	RI.11-12.2, RI.11-12.3, RI.11-12.4, RI.11-12.5, W.11-12.7
Novel study: Novels for consideration are listed below. Teachers may select a novel for class study or create book clubs of selected texts.	Teachers will determine the focus standard(s) for instruction.
Full-process writing: Narrative <ul style="list-style-type: none"> • Narrative Rubric, Grades 6-8 and 10 	W.11-12.1 or W.11-12.3

Unit 3: Individualism

Essential Question: What is the value of individualism?

Enduring Understanding: • Individualism is an essential concept for writers of the American experience. • Understanding a writer’s social, cultural, and historical identity enhances the reader’s ability to comprehend the value a writer places on individualism.

Maryland College and Career Ready Frameworks, Grades 9-12

- [Reading Literature Framework](#)
- [Reading Informational Texts Framework](#)
- [Writing Framework](#)
- [Speaking and Listening Framework](#)
- [Language Framework](#)

Text Title and Author	Maryland College and Career Ready Standards for English Grades 9-12
Unit Introduction and Opener: What is the value of individualism?	RI.11-12.2, RI.11-12.4
“A Perfect Day for Bananafish” (short story) by J. D. Salinger	RL.11-12.2, RL.11-12.3, RL.11-12.5
from “Self-Reliance” (CL) (essay) by Ralph Waldo Emerson / from <i>Walden</i> (CL) (memoir) by Henry David Thoreau	RI.11-12.2, RI.11-12.4, RI.11-12.6, RI.11-12.9
Poems by Robert Frost: “Acquainted with the Night” / “Desert Places”	RL.11-12.4, RL.11-12.5, L.11-12.5b
Short, focused research: Research the concept and value of individualism.	W.11-12.6, W.11-12.7, W.11-12.8

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“My Dungeon Shook” (letter) by James Baldwin	RI.11-12.3, RI.11-12.4, RI.11-12.6, L.11-12.5a
Surrender Speech (speech) by Chief Joseph of the Nez Perce / “Do American Indians Celebrate the 4 th of July?” (article) by Dennis Zotigh	RI.11-12.8, RI.11-12.9
“Richard Cory” (poem) by Edwin Arlington Robinson / “We Wear the Mask” (CL) (poem) by Paul Laurence Dunbar	RL.11-12.2, RL.11-12.4, RL.11-12.5, RL.11-12.6
“Speech to the American Equal Rights Association” (speech) by Sojourner Truth	RI.11-12.4, RI.11-12.5, RI.11-12.6
Novel study: Novels for consideration are listed below. Teachers may select a novel for class study or create book clubs of selected texts.	Teachers will determine the focus standard(s) for instruction.
Full-process writing: Argumentative <ul style="list-style-type: none"> • Argumentative Rubric, Grades 6-8 and 10 	W.11-12.1, W.11-12.1a, W.11-12.1b, W.11-12.1c, W.11-12.1d, W.11-12.1e

Unit 4: American Experiences

Essential Question: Is the American Experience better described as a goal or a journey?

Enduring Understandings: • American Experiences are influenced by society’s definition of independence, the diverse cultural voices present in the American society, and the value society places on the individual’s pursuit of the American Dream. • The fluid concept of the American Dream is influenced by factors presented in a variety of genres including pop culture, art, media, etc.

Maryland College and Career Ready Frameworks, Grades 9-12

- [Reading Literature Framework](#)
- [Reading Informational Texts Framework](#)
- [Writing Framework](#)
- [Speaking and Listening Framework](#)
- [Language Framework](#)

Text Title and Author	Maryland College and Career Ready Standards for English Grades 9-12
Unit Introduction and Opener: Is the American Experience better described as a goal or a journey?	RI.11-12.2, RI.11-12.4
American Dream short stories: Teachers can choose from “Winter Dreams” by F. Scott Fitzgerald / “The Fall of the House of Usher” by Edgar Allan Poe / “America and I” by	RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5

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Anzia Yezierska / “In the American Society” by Jen Gish / other short stories related to the American Dream	
Short, focused research: Research an individual’s American Experience and whether it is best described as a goal or a journey.	RI.11-12.3, RI.11-12.7, W.11-12.7, W.11-12.8, W.11-12.9
“Let America Be America Again” (CL) (poem) by Langston Hughes	RL.11-12.2, RL.11-12.4, RL.11-12.5, L.11-12.5a, L.11-12.5b
“Lucinda Matlock” (poem) by Edgar Lee Masters / “Chicago” (CL) (poem) by Carl Sandburg	RL.11-12.4, RL.11-12.5, RL.11-12.9, L.11-12.5a, L.11-12.5b
NPR American Dream Series: Teachers can choose from “The American Dream: One Block Can Make All the Difference” (article) by Jasmine Garsd / “In ‘I Was Their American Dream,’ It’s Culture, Not Color, That Matters” (article) by Etelka Lehoczky / “Is There Hope for the American Dream? What Americans Think about Income Inequality” (article) by Joe Neel / other NPR materials related to the American Dream	RI.11-12.2, RI.11-12.7, W.11-12.8
TED Talk: “The Journey to My American Dream” (speech) by Diego Corzo / from <i>The Epic of America</i> (narrative) by James Truslow Adams	RI.11-12.2, RI.11-12.3, RI.11-12.7, SL.11-12.1d
“Winter Dreams” (short story) by F. Scott Fitzgerald	RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5
Novel study: Novels for consideration are listed below. Teachers may select a novel for class study or create book clubs of selected texts.	Teachers will determine the focus standard(s) for instruction.
Full-process writing: Teacher’s choice	Teachers will determine the focus standard(s) for instruction.

Novels for consideration: *Their Eyes Were Watching God* (CL), *Narrative of the Life of Frederick Douglass* (CL), *The Adventures of Huckleberry Finn**, *The Crucible* (CL), *Spoon River Anthology*, *The Things They Carried** (CL), *The Catcher in the Rye**, *O Pioneers!*, *The Old Man and the Sea* (CL), *The Fountainhead*, *The Scarlet Letter* (CL), *The Great Gatsby* (CL), *The Glass Castle**, *The Invention of Wings**, *Into the Wild*, *The Hotel on the Corner of Bitter and Sweet*, *Felix Ever After**, *A Raisin in the Sun* (CL), *Hiroshima**, *Slaughterhouse V** (book club use only), *Hester*, *All My Rage*

* Indicates novel that requires parent letter to be sent home prior to instruction.

CL indicates that the text is available in [CommonLit](https://www.commonlit.org/).

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For more information regarding the English III course content, curriculum, and pacing, please contact Kristine Scarry, Supervisor of Reading, English, Language Arts (Kristine.scarry@hcps.org) or Annmarie Steltzer, Assistant Supervisor of Reading, English, Language Arts (Annmarie.steltzer@hcps.org).