Pequannock Township School District Curriculum Syllabus

English III Academic - British Literature

Course Description:

English III (British Literature) is a course of studies crafted to prepare the student for English IV in his or her senior year and for the demands of college study and writing. Students will work independently and collaboratively through an overview of literary genres of varying length and complexity. Competencies in all discourse areas will be developed with emphasis on the analysis of literary forms and a strong concentration on composition and critical thinking skills. Students will approach British literature from the earliest known Anglo-Saxon works through samplings from our 21st century. The literature presented for study has been carefully selected to lead students to the discovery of universal themes that connect to their own lives and to highlight the techniques authors use to convey the complexities of character, plot, setting, and theme. Through novels, plays, essays, poetry, and films, students will sharpen reading, viewing, and interpretation skills while broadening their understanding of British literature and culture as the foremost source of American literary and cultural heritage. A mastery of essential language arts skills will prepare students for emerging technologies and 21st Century Literacy in our digital age. In addition, this course will foster an appreciation of multicultural literature and informational texts while implementing the New Jersey Student Learning Standards. The English III curriculum will assess mastery of all levels of the proficiencies addressed by the instructor, the Department of English, Pequannock Township High School Administration, and the Pequannock Township School District Board of Education.

Course Standards:

The following is a list of NJSLS that describe what students are expected to know and be able to do as a result of successfully completing this course. The following NJSLS are the basis of the assessment of student achievement. The learner will demonstrate mastery of:

Progress Indicators for Reading Literature
Grades 11-12

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Grades 11-12

Progress Indicators for Reading Literature

Key Ideas and Details
RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.11-12.2. 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.11-12.3. 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).

Craft and Structure
RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. 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.11-12.6. 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).

Integration of Knowledge and Ideas
RL.11-12.7. 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. (e.g., Shakespeare and other authors.)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity
RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above with scaffolding as needed.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. 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.

Craft and Structure

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. 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.

RI.11-12.6. 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.

Integration of Knowledge and Ideas

RI.11-12.7. 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.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global 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., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

Range of Reading and Level of Text Complexity

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above with scaffolding as needed.

By the end of grade 12, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above.

Grades 11-12

Progress Indicators for Writing

Text Types and Purposes

W.11-12.1. 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 avoiding common logical fallacies and using sound reasoning 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 transitions (e.g. words, phrases, clauses) 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 style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
A. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
E. e. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. f. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing
W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge
W.11-12.7. 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.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
A. Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics").

B. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal 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., *The Federalist*, presidential addresses]").

Range of Writing

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

Grades 11-12

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers 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. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), 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. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.3. 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.

Presentation of Knowledge and Ideas

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Grades 11-12

Progress Indicators for Language

Conventions of Standard English
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

   A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

   A. Observe hyphenation conventions.
   B. Spell correctly.

Knowledge of Language

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

   A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

   A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
   B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
   C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or

determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
B. Analyze nuances in the meaning of words with similar denotations.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Scope and Sequence

Unit 1 The Anglo-Saxons
Focus: The English Language and the Storytelling Tradition

Students will read literature and nonfiction, focusing mainly on determining themes and citing evidence. Students will practice and develop both informative and explanatory writing. Students will conduct discussions and show understanding of overarching ideas by reporting information. Students will show understanding of standard grammar conventions, such as using proper punctuation, maintaining parallel structure, compound and complex sentence structures, and effective use of pronouns.

Core Texts:*Beowulf* author unknown (epic poem) excerpted if/as necessary
The Canterbury Tales by Geoffrey Chaucer (tales in verse)
General Prologue and any 2-3 tales from the following:
(The Pardoner's Tale, The Wife of Bath's Prologue and/or Tale, The Miller's Tale, The Friar's Tale, The Summoner's Tale, The Nun's Priest's Tale, The Knight's Tale) *Sir Gawain and the Green Knight* author unknown (alliterative verse) excerpted if/as necessary

Unit 2 English Renaissance/ Elizabethan & Enlightenment
Focus: Shakespearean Tropes, Emerging Humanism, Women's Roles

Students will read literature and nonfiction, focusing mainly on how the author structures the text and draws on source material. Students will practice and develop argumentative writing. Students will conduct discussions using an inquiry-based approach and show understanding of overarching ideas by reporting information. Students will show understanding of standard grammar conventions, such as how language functions in different contexts.

Core Texts: Sonnets 29, 116 – William Shakespeare
 Hamlet by William Shakespeare (drama)
"A Valediction: Forbidding Mourning" by John Donne (poetry)
"Holy Sonnet 10" by John Donne (poetry)
"Meditation 17" by John Donne
"To the Virgins, to Make Much of Time" by Robert Herrick (poetry)
"To His Coy Mistress" by Andrew Marvell (poetry)
"Sonnet XIX" by John Milton (poetry)

Unit 3 The Romantic Era
Focus: Gothic Elements, Individualism, Discourse With Nature

Students will read literature and nonfiction, focusing mainly on point of view, attitude and tone, and the use of figurative language. Students will practice and develop narrative writing. Students will conduct discussions and show understanding of overarching ideas by reporting information. Students will show understanding of standard grammar conventions, such as determining the meaning of unknown and/or multiple meaning words.

Core Texts: "The World is Too Much With Us" by William Wordsworth (poetry)
"Ode on a Grecian Urn" by John Keats (poetry)
"When I Have Fears That I May Cease to Be" by John Keats (poetry)
"Ozymandias" by Percy Bysshe Shelley (poetry)
Frankenstein by Mary Shelley

Unit 4 The Victorian & Modern Eras
Focus: The Industrial Revolution, Social Criticism, Loss of Innocence

Students will show mastery in the comprehension of both literature and nonfiction. Students will produce well-developed, organized writing. Students will conduct discussions and show understanding of overarching ideas by reporting information. Students will show understanding of standard grammar conventions, such as demonstrating understanding of word relationships and figurative language.

Core Texts: *The Importance of Being Earnest by Oscar Wilde* (drama)
Peter Pan, or, the Boy Who Wouldn't Grow Up by J. M. Barrie (novel)
Lord of the Flies by William Golding

Assessments

Evaluation of student achievement in this course will be based on the following:

- Observational data collected by teachers as students are learning and responding.
- Formative assessments given by teachers to gauge progress toward each standard.

- Quizzes that gauge comprehension of texts read through the year (poems, novels, plays, and informative texts).
- Summative responses to texts read through the year (constructed responses and thesis-driven essays).
- Common assessments required by District initiative.

Curriculum Resources

Teaching and Learning Principles https://www.cmu.edu/teaching/principles/index.html

*Formative and Summative Assessmen*ts   http://www.learnnc.org/lp/pages/5212

https://www.azwestern.edu/learning_services/instruction/assessment/resources/downloads/formative%20and_summative_assessment.pdf

http://schools.nyc.gov/NR/rdonlyres/33148188-6FB5-4593-A8DF-8EAB8CA002AA/0/2010_11_Formative_Summative_Assessment.pdf

Learning Targets

http://www.nassauboces.org/cms/lib5/NY18000988/Centricity/Domain/319/9th_10thGradeLearningTargets.pdf

Higher Order Questioning

http://commoncoreinstitute.org/materials/facchat1resources.pdf

http://www.teachthought.com/learning/wiziq-posts/

Socratic Seminars https://www.teachingchannel.org/videos/bring-socratic-seminars-to-the-classroom

https://www.nwabr.org/sites/default/files/SocSem.pdf

Integrating sources:

http://isites.harvard.edu/icb/icb.do?keyword=k70847&tabgroupid=icb.tabgroup108986

MLA and Works Cited https://owl.english.purdue.edu/owl/resource/747/08/

annotated bibliography http://guides.library.cornell.edu/annotatedbibliography

https://owl.english.purdue.edu/owl/resource/614/01/

http://bcs.bedfordstmartins.com/writersref6e/lmcontent/ch07/PDF/Hacker-Orlov-MLA-Biblio.pdf

Romanticism

http://www.readwritethink.org/files/resources/lesson_images/lesson1142/CharacteristicsRomanticism.pdf

http://academic.brooklyn.cuny.edu/english/melani/novel_19c/wuthering/romantic.html

Gothic literature

http://www.wwnorton.com/college/english/nael/romantic/topic_2/welcome.htm

Feminist criticism https://owl.english.purdue.edu/owl/resource/722/11/

Victorian literature https://faculty.unlv.edu/kirschen/handouts/victorian.html

http://campuses.fortbendisd.com/campuses/documents/Teacher/2013%5Cteacher_20130225_0819.pdf

Home and School Connection

Parents are encouraged to support the ongoing educational practice of their children. Specific assignments, tasks, resources, texts, and materials are made readily available through each individual teacher's Google Classroom page. Additional support may be found on the school and library websites and also through the links provided below.

https://owl.purdue.edu/owl/purdue_owl.html
https://www.collegeboard.org/
https://www.khanacademy.org/signup?isparent=1
https://www.turnitin.com/login_page.asp?lang=en_us