

# Unit 1

## *The Scarlet Letter/The Crucible*

### English III

#### Unit Length and Description:

12 weeks

This unit will introduce the students to Early American History, such as Native American, Puritan, and African American culture, through the use of *The Scarlet Letter* and *The Crucible* as anchor texts. Supplementary materials will provide the students deeper and more meaningful understanding of these cultures and anchor texts. Students will explore the role and impact religion had on the establishment of the American colonies and its continued influence throughout the formation of the American identity. Foundational literary works, speeches, and documents illustrate the nature of religious influence on periods in US history, and other informational texts provide students the opportunity to discuss the nature of religious influence in modern America.

#### Standards:

##### Reading Literature

**RL.11-12.1:** Cite strong, thorough, and relevant 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.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, including how the author develops character and setting, builds the plot and subplots, creates themes, and develops mood/atmosphere.

##### Reading Informational Texts

**RI.11-12.1:** Cite strong, thorough, and relevant 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.11-12.2:** 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.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.

##### Writing

**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) 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) 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) 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) Use precise language, domain-specific vocabulary, and techniques such as a metaphor, simile, and analogy to manage the complexity of the topic.
- e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**W.11-12.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.11-12.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

### **Speaking and Listening**

**SL.11.12.1:** 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.

### **Language**

**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.
- b) Resolve issues of complex or contested usage, consulting references as needed.

**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.

**Enduring Understandings:**

- Accomplished readers comprehend texts by reading fluently, strategically, and critically.
- American literature reflects and shapes American thought and ideals.
- The social values reflected in literature not only evolve over time, but they do so in sync with political change.
- Great literature addresses universal human desires, needs, problems or fears which transcend time or culture.

**Essential Questions:**

- How does reading strategically, critically, and fluently help me understand and enjoy reading?
- How does American literature reflect the American culture and different perspectives of the American dream?
- How can an understanding of recurrent themes in American Literature enhance the appreciation and understanding of a text?
- How does the changing political/ religious climate in the country impact the work of American authors?