

Course: English III
Unit #: 2: The Making of a Hero

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/>

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

- **Unit Standards:**

- **Content Standards**

- 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).
- 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.11-12.9. 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.
- 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.

- 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, 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.11-12.7. 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.
- 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.
- 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.
- 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.
- 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.

- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - 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.
 - L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
 - NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- **21st Century Life & Career Standards**
 - 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, *Social Studies Practice: Gathering and Evaluating Sources*).
 - 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., 7.1.AL.IPRET.6).
 - 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)

- **Interdisciplinary Content Standards**

- 6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

- **NJ Statutes**

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Transfer Goal: Students will be able to independently use their learning to understand the criteria for heroism in order to identify heroes within literature and their lives beyond high school.

As aligned with LRHSD Long Term Learning Goal(s):

- Make connections between and among texts as well as real-life experiences

- Produce clear and coherent writing of various text types and purposes; utilize research-based strategies to produce, present and distribute these texts
- Employ the writing process (planning, revising, editing, rewriting, publishing)
- Produce and engage in a range of conversations using a variety of media and formats
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Enduring Understandings

Students will understand that. . .

EU 1 authors create heroes to be a reflection of cultural values that change over time.

EU 2 every hero in literature and life undergoes a physical and/or mental journey, which requires personal sacrifice for the community.

EU 3 rhetoric of the hero and surrounding the hero generates an individual's perspective of heroism.

EU 4 an individual's personal and cultural experience determines the criteria for heroism.

Essential Questions

EU 1

- How have heroes changed over time?
- How do heroes fit within their society?
- What role does a hero serve to society?

EU 2

- How do all heroic journeys contain similar elements?
- What constitutes a sacrifice?
- Why is sacrifice an essential component of the hero's journey?

EU 3

- How does a hero's journey contribute to his/her legacy?
- How does the language a hero uses shape the audience's perception?
- How does the language surrounding the hero contribute to how a hero is perceived?

EU 4

- What determines community membership?

	<ul style="list-style-type: none"> • How do individuals become leaders / heroes within their communities?
<p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • the history and values of the cultures represented by the heroes in literature. (RI.11-12.9) • all heroes have specific traits . (L.11-12.5) • that cultural values change over time. (NJSLSA.R9) <p><i>EU 2</i></p> <ul style="list-style-type: none"> • the steps of a heroic journey. (L.11-12.5) • different types of journeys that exist. (NJSLSA.R9) • a working definition of sacrifice. (RL.11-12.4) <p><i>EU 3</i></p> <ul style="list-style-type: none"> • factors that go into the perception of a hero. (L.11-12.5) • rhetorical strategies employed by heroes. (SL.11-12.3) • the classic and modern descriptions of heroes. (SL.11-12.3) <p><i>EU 4</i></p>	<p><u>Skills</u> Students will be able to. . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • identify and discuss the traits of a hero in a given work. (RL.11-12.3) • apply the traits from the past works to heroes of today. (NJSLSA.R9) • establish the valued traits of a modern day hero. (RL.11-12.3) <p><i>EU 2</i></p> <ul style="list-style-type: none"> • identify and analyze the steps of the heroic journey in various works. (NJSLSA.R9) • differentiate between physical and mental journeys. (W.11-12.1) • evaluate a hero based on his / her journey. (W.11-12.1) • apply the working definition of sacrifice to literary works and examples from today's society. (NJSLSA.R9) <p><i>EU 3</i></p> <ul style="list-style-type: none"> • evaluate the actions of a hero on his / her journey. (W.11-12.1) • analyze the language a hero uses throughout the real or literary journey. (SL.11-12.3) • evaluate the language others use to describe or discuss a hero. (RL.11-12.4) <p><i>EU 4</i></p>

- various examples of cultural communities such as those based on race, ethnicity, gender, class, and religion. (SL.11-12.1)
- factors that go into the identification of a hero. (W.11-12.9)

- determine personal connections to various cultural communities. (RL.11-12.9)
- identify and support selections for heroes within their own cultural communities. (SL.11-12.4)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement}

- Engage in a mini-lesson on synthesis writing. (A EU 1, EU 2)
- Acquire background information on the history and culture of the texts. (A EU 1, EU 2)
- Employ various reading comprehension strategies (active reading, dialectical journals, note-taking journals, highlighting, questioning the text, marginal notes). (A, M EU 1, EU 2)
- Define, locate and evaluate literary devices, figurative language, diction and syntax within various forms of texts. (A, M EU 3)
- Read and annotate a larger work. (A, M EU 1, EU 2, EU 3)
- Identify and explain the conflicts and relationships of the hero within a society. (M EU 1, EU 2)
- Identify and explain the components of a classic and modern hero's journey. (M EU 2, EU 4)
- Writing and speaking opportunities centered on personal and cultural experiences that shape perspective. (M, T EU 3, EU 4)
- Explore historical, psychological, cultural, and societal background that is necessary for characterization and comprehension (A, M EU 4)

- Pre-write and draft ideas for an oral persuasive piece connected to heroism. (M, T EU 1, EU 2, EU 3, EU 4)
- Practice writing skills and concepts learned in English I & II: thesis, introduction, body paragraphs, conclusion, tone, diction, organization, paraphrasing; mini-lessons as needed. (M, T EU 1, EU 2, EU 3)
- Use textual support in writing with paraphrases and direct quotes. (M, T EU 1, EU 2, EU 3)
- **Reflective self-assessment on writing progress; goal setting.** (M, T EU 3)
- Read and annotate selected nonfiction text, distinguishing claims from examples. Select one claim. Directly quote or paraphrase the claim and apply other pieces of literature to support or refute. (A, M, T EU 1, EU 2, EU 3, EU 4)
- Analyze the strategies and devices employed within classic and modern heroic speeches. (A, M, T EU 1, EU 3)
- Through discussion and writing interpret the big ideas related to the hero and his or her individual journey in the literature. Suggested strategies: the Frayer model, gallery walk, carousel, Socratic seminar, collaborative learning groups, mini group presentations, etc. (M EU 3, EU 4)
- Choose an element of figurative language and generate an original example that connects to a heroic journey. (T EU 3)
- **Select other types of media (classic and contemporary works of art, photographs, comics, songs, videos, podcasts etc.) that relate to individual journeys and/or its basis in the culture of the given work.** (T EU 4)
- Compare and contrast the actions of the hero in a given work to the choices. (T EU 4)
- Write a story from the perspective of the antagonist. (T EU 4)
- Create a dialogue with a partner to role play an interview with a character from a given work. (T EU 4)

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	<i>Rhetoric</i>	Five weeks
2	<i>The Making of a Hero</i>	Eight weeks
3	<i>Leadership and Power</i>	Seven weeks
4	<i>Societal Pressures and Responses</i>	Eight weeks
5	<i>The Nature of Humanity</i>	Eight weeks

Instructional Materials

Choose from any of the recommended options below. Suggested texts and works include:

- *Beowulf*
- *Lone Survivor*
- Student self-select a work - book, article, documentary, etc - about someone they consider to be a hero
- "What Makes a Hero?" TED ED - Matthew Winkler
https://www.ted.com/talks/matthew_winkler_what_makes_a_hero?language=en
- "Letter from a Birmingham Jail" - MLK <https://www.csuchico.edu/iege/assets/documents/susi-letter-from-birmingham-jail.pdf>
- "The Real New York Giants" by Rick Reilly
<https://www.anderson1.org/site/handlers/filedownload.ashx?moduleinstanceid=6075&dataid=38690&FileName=The%20Real%20New%20York%20Giants.pdf>
- *9/11 After the Towers Fell video (Discovery Log-In Needed)
- Theodore Roosevelt, "Duties of American Citizenship" <https://www.theodoreroosevelt.net/p/duties-of-american-citizenship.html>
- Winston Churchill, "We Shall Fight on the Beaches" <https://www.presentationmagazine.com/winston-churchill-speech-we-shall-fight-them-on-the-beaches-8003.htm>
- Frederick Douglass, "What to the Slave is the Fourth of July?"
<https://liberalarts.utexas.edu/coretexts/files/resources/texts/c/1852%20Douglass%20July%204.pdf>
- Mahatma Gandhi, "Quit India" <https://genius.com/Mahatma-gandhi-quit-india-annotated>
- Henry V St. Crispin's Day <https://poetrysociety.org.uk/poems/the-st-crispins-day-speech-from-henry-v/>
- Finding Joe <https://www.youtube.com/watch?v=s8nFACrLxr0>
- CNN Everyday Heroes <https://www.cnn.com/specials/cnn-heroes>
- NPR Hero's Journey <https://www.npr.org/programs/ted-radio-hour/458496650/the-heros-journey>

- Global Citizens: Heroes in the LGBTQ Community <https://www.globalcitizen.org/en/content/lgbtq-pride-activists-advocates-johnson-milk/>

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.