Course: English III Unit #: *3: Leadership and Power*	Year of Implementation: 2022-2023

Curriculum Team Members *Matt Carr (mcarr@lrhsd.org), Lora Griffin (lgriffin@lrhsd.org), Laura Lamberto (llamberto@lrhsd.org), Jeff Misuraco (jmisuraco@lrhsd.org), Jenn Strobl (jstrobl@lrhsd.org)*

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.11-12.1. 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.11-12.4. 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.11-12.6. 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).

    - ■ 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)

- ■ 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.

- ■ W.11-12.1.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.

- ■ 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.

- ■ 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.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively 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.11-12.3. 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.

- ■ L.11-12.3. Apply knowledge of language to make effective choices for meaning or style, and to comprehend more fully when reading or writing, speaking or listening.

- ○ *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.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

    - 1.5.12adv.Cn11a: Assess the impact of an artist or group of artists on the beliefs, values, and behaviors of a society.

  - ○ ***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 critique fictional and non-fictional leaders in order to evaluate leaders in their own lives.

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

- understand key ideas and details in various texts of all genres; analyze and evaluate text structure and its impact on the meaning of text
- 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
- evaluate speakers' use of evidence, point of view, logic and rhetoric
- evaluate and respond to their and others' oral and written communication, including reading, writing, speaking and listening
- demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Enduring Understandings Students will understand that. . .	_Essential Questions_
EU 1 authors utilize rhetoric and propaganda to expose leaders as effective or ineffective.	EU 1 ● How is propaganda/rhetoric used by leaders/government? ● How does propaganda/rhetoric effectively maintain control? ● What makes a leader/government effective or ineffective?
EU 2 authors work to expose the effects of power on leadership.	EU 2 ● Why is power so desirable? ● What are the consequences of irresponsible leadership? ● How do power and ambition potentially lead to corruption?
EU 3 authors' works validate the individual's inalienable right to question and challenge people in positions of power.	EU 3 ● When is it appropriate for an individual to question authority?

	● When is it necessary to disband a government or overthrow an authority figure? ● What criteria does an individual use to judge a leader?
EU 4 authors utilize the dystopian genre as a means to comment on the government institutions currently and/or historically in place. *EU 5 Critical reading gives students the skills necessary to identify, understand, question, challenge, and defend the themes revealed in literature.*	*EU 4* ● What is dystopia and how is it portrayed in fiction? ● How does a dystopia reflect issues of the leaders and government currently and/or historically in place? EU 5 ● Why is it important to read for more than a surface-level understanding of a work?
<u>*Knowledge*</u> *Students will know . . .* EU 1 ● definitions of propaganda and rhetoric. (RL.11-12.4) ● factors that establish effective/ineffective leadership. (SL.11-12.3) ● various forms of propaganda. (RL.11-12.4) ● methods of persuasion and rhetoric (written and oral). (RL.11-12.4) ● definitions of authority/government (such as dystopia, totalitarianism, etc. (RL.11-12.4) ● the components of effective written and oral communication. (W.11-12.1) EU 2 ● privileges and responsibilities of leadership.(RL.11-12.2) ● factors that influence the use of power in literature and life (RL.11-12.6)	<u>*Skills*</u> Students will be able to. . . *EU 1* ● evaluate the need for authority/government. (RI.11-12.9.) ● defend factors for effective/ineffective leadership.(RI.11-12.1) ● compare and contrast different functions of authority/government (RI.11-12.2) ● analyze whether leadership reflects and meets the needs of society.(RI.11-12.9.) ● identify, explain, and evaluate various rhetorical techniques utilized by governments/authority figures (logos, pathos, ethos).(RI. 11-12.6.) ● identify and evaluate various forms of propaganda.(RI. 11-12.6.) ● compose a work of propaganda that addresses a given scenario. (W.11-12.1) *EU 2* ● differentiate between intentional and unintentional abuses of leadership.(RI.11-12.10) ● identify and analyze forms of corruption.(RI.11-12.30).

- ways leaders abuse power and control (RI.11-12.30).

EU 3
- definition of an inalienable right (RI.11-12.3.).
- various ways to effect change in government (RI.11-12.10).
- factors that influence when an individual must take action (RL.11-12.9.) .

EU 4
- the characteristics of a dystopian society (RL.11-12.3).
- the ways dystopian literature comments on real life leaders and institutions (RL.11-12.2.).

EU 5
- reading comprehension strategies (RL.11-12.2).
- Bloom's Taxonomy terminology (RL.11-12.10).

- compare and contrast examples of corruption to identify the extent to which corruption occurs (RL.11-12.9.).
- evaluate how power and control can entice authority figures.(RL.11-12.9.).

EU 3
- demonstrate knowledge of ways to challenge authority/government (RI.11-12.6).
- determine the value and necessity of an individual's rights (RL.11-12.9.).
- synthesize ways in which authority/governments have been effectively challenged (RI.11-12.6).

EU 4
- define and describe dystopia (RL.11-12.5.).
- evaluate ways that literature reflects leadership and power (RL.11-12.2.).

EU 5
- actively read via annotation (RL.11-12.1).
- identify and interpret themes in literature RL.11-12.2).
- pose (and answer) questions using Bloom's Taxonomy (RL.11-12.10).

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} The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy):* Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection

- Mini-lessons on the research process. (A) (EU 5)
- Generate a list of rhetorical devices used by a figure in authority e.g.: ethos, logos, pathos, tones, repetition, etc.. (A) (EU 1)
- Identify and discuss components of dystopia (A) (EU 4)
- Employ various reading comprehension strategies (active reading, annotating, dialectical journals, highlighting, questioning the text, creating predictions). (A, M) (EU 5)
- Writers' workshop as modeled in English I & II: pre-write and draft ideas for research essays; write, evaluate and revise potential thesis statements. (M) (EU 5)
- Practice writing skills and concepts learned in English I & II: thesis, introduction, body paragraphs, conclusion, tone, diction, organization. (M) (EU 5)
- Use textual support in writing with paraphrases and direct quotes. (M) (EU 5)
- Through discussion and writing, interpret the concepts of effective and ineffective leadership. (M) (EU 2, 3)
- Identify and explain the protagonist's conflicts with authority. (M) (EU 2, 3)
- Write an essay comparing/contrasting speeches from a Shakespeare play and a modern play with movie versions of the speeches. (M) (EU 5)
- Find a slogan/war-time song used as propaganda, and discuss its effectiveness. (M) (EU 1)
- Gallery walk for evaluating images of historical propaganda. (M) (EU 1)
- Research a political campaign which made use of rhetoric/propaganda, and evaluate how effective it was. (M) (EU 1)
- Create a political poster for a literary figure, taking into account his/her character and how it would fit in our society. (M,T) (EU 1, 2, 3)
- Discuss scenarios in which literary or real-life individuals had to make difficult decisions, and what might have happened if the individuals made a different decision. (M,T) (EU 2, 3)
- Write an in-class essay illustrating how a passage from literature illustrates good or bad leadership. (M,T) (EU 2, 3)
- Compare/contrast the overthrow of a fictional government/leadership with a historical one. (M, T) (EU 3, 5)
- Identify and evaluate the responses of individuals to displays of overreach and censorship. (M, T) (EU 3)
- Discuss the topics of students' rights and how the school structure supports or suppresses those rights. (T) (EU 3)
- Present an advertisement which includes effective rhetoric, and discuss why it is effective for its target audience. (T) (EU 1)
- Create a chart illustrating good and bad traits of a modern-day leader. (T) (EU 2, 3)

- Create your own dystopia and justify how your choices help eliminate freedom and individuality (M, T) (EU 2, 4)
- Compare/contrast corruption in literature with corruption in modern-day examples. (T) (EU 2)

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	*Rhetoric*	Five weeks
2	*The Making of a Hero*	Eight weeks
3	*Leadership and Power*	Seven weeks
4	*Societal Pressures and Responses*	Eight weeks

5	*The Nature of Humanity*	Eight weeks
6	*Personal Narrative/College Essay*	Four weeks

Instructional Materials
Suggested Major / Central Texts [Choose One]*: 1984* by George Orwell*, Macbeth* by William Shakespeare, *The Handmaid's Tale* Margaret Atwood Additional / Optional Works: ● William Lutz "No One Died in Tiananmen Square" ● Machiavelli "The Prince" ● *Inside North Korea* (documentary) ● Historical images of war propaganda ● Winston Churchill and King George speeches 1939 ● Mahatma Gandhi, "Quit India" https://genius.com/Mahatma-gandhi-quit-india-annotated ● *Henry V*, "St. Crispin's Day" William Shakespeare ● Queen Elizabeth's "Speech to the Troops at Tilbury" https://www.rmg.co.uk/stories/topics/queen-elizabeth-speech-troops-tilbury ● Queen Elizabeth's "Speech to her Last Parliament" https://www.wsfcs.k12.nc.us/cms/lib/NC01001395/Centricity/ModuleInstance/17583/Queen_Elizabeths_1601_speech_to_Parliament.pdf ● Edward Snowden Interview with *The Guardian: https://www.youtube.com/watch?v=0hLjuVyIIrs&t=78s*

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.