

Course: English III
Unit #: 5: The Nature of Humanity

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:** *(keep each of the following headings in place)*
 - **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.11-12.3. 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.11-12.5. 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.
 - 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.

- 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. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 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.
- 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.11-12.1. 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.
- **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., NJSLA.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***
 - 6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
 - 6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

- ***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 evaluate the innate nature of humanity as portrayed in fiction, non-fiction, and multimedia sources in order to develop perspective about living in a multicultural society.

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 . . .

EU 1 fiction, non-fiction, and multimedia sources reflect the innate nature of an individual

Essential Questions

EU 1

- What characteristics are inherent to an individual?
- How does the internal struggle drive the action?

EU 2 fiction, non-fiction, and multimedia sources reflect the external forces that shape the individual.

EU 3 protagonists are not all good and antagonists are not all bad.

*EU 4
Conducting research prepares students for a world in which sources of all mediums must be evaluated and assessed.*

*EU 5
Developing an original thesis through analysis and synthesis of sources reveals higher level thinking and creativity.*

- What are the positive and negative ways to deal with the internal struggle?

EU 2

- How is the true nature of a character revealed?
- How are internal and external forces influential?
- What do trials reveal about the characters' flaws?

EU 3

- Why do readers search for the positives in villains?
- How can the blurred lines between protagonists and antagonists reflect real life?

EU 4

- What is the purpose of conducting research?
- How will conducting research be beneficial in the future?

EU 5

- What is the purpose for reading various sources?
- How does the thesis guide the organization of the paper?

Knowledge

Students will know . . .

EU 1

- the types of innate characteristics of a person (RL.11-12.1.).
- the plot structure of a literary work (Exposition, Rising Action, Climax, Falling Action, and Resolution) (RL.11-12.5.).
- how motivation drives action (RL.11-12.1.).

EU 2

Skills

Students will be able to . . .

EU 1

- discuss common traits of human nature (SL.11-12.1.).
- evaluate what shapes the common traits of human nature (RL.11-12.1.).
- discuss factors that contribute to multiple perspectives on the same issue such as culture, religion, politics, & gender (RL.11-12.9.).
- analyze why the internal struggle is necessary (RL.11-12.1.).

EU 2

- various external forces that oppose characters (RL.11-12.3.).
- how external forces drive action (RL.11-12.5.).

EU 3

- tragic heroes and anti-heros are still considered protagonists (RL.11-12.3.).
- antagonists oppose the protagonist (RL.11-12.3.).
- extenuating circumstances serve as either motivation or justification for questionable acts (RL.11-12.5.).

EU 4

- where to find credible information (RI.11-12.1.).
- how to evaluate print, multimedia, and digital sources (RI.11-12.7.).

EU 5

- how to interpret and dissect individual sources (RI.11-12.5.).
- how to make connections between two or more sources (W.11-12.8.).
- effective thesis statements make a claim about a topic (W.11-12.1.).

- differentiate between the urgency and weight of external forces (RL.11-12.2.).
- analyze how an author presents the conflict with external forces and the impact it has on the reader (RL.11-12.5.).

EU 3

- discuss and rank characters' actions from good to evil (RL.11-12.3.).
- recognize actions that are definable by the terms good or evil (RL.11-12.2.).
- assess the impact of an extenuating circumstance on choice (RL.11-12.1.).

EU 4

- utilize and evaluate reliable sources (W.11-12.8.).
- assess the credibility of various sources (RI.11-12.5.).

EU 5

- take notes on source materials (W.11-12.5.).
- create an annotated bibliography (W.11-12.5.).
- articulate an argument that will serve as the thesis of a paper (W.11-12.1.).

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**

- Incorporate mini-lessons on various modes of argument. (A) (EU 4, 5)
- Interview a retired or enlisted member of the armed forces to compare/contrast his/her internal struggles with external demands. (A) (EU 2)
- Identify the five modes of characterization. (A) (EU1 , 3)
- Engage in discussions of nature vs. nurture. (A) (EU 1,2,3)
- Incorporate mini-lessons on various forms of appeals for context and occasion. (A, M) (EU 1, 4)
- Explore historical, psychological, cultural, and societal background that is necessary for characterization and comprehension (A, M) (EU 1, 2)
- Employ various reading comprehension strategies (active reading, annotating, dialectical journals, highlighting, questioning the text, creating predictions). (A, M) (EU 4, 5)
- Identify members of modern society who have experienced a public “fall from grace,” analyze and present findings related to the fall. (M) (EU 1, 2, 3)
- Identify and explain the protagonist’s conflicts with external forces. (M) (EU 2)
- Debate the actions of a character in terms of how they are good or bad and/or better or worse than other characters’ actions. (M) (EU 1, 2)
- Use textual support in writing with paraphrases and direct quotes. (M,T) (EU 4, 5)
- Compare/contrast how internal/external forces affect a chosen character from any work of literature or from real life. (M, T) (EU 1, 2)
- Choose a character who has the same innate nature as a real person – good or bad, and explain how they are similar. (M, T) (EU 1, 3)
- Complete graphic organizers demonstrating multiple sides of an issue (M, T) (EU 2, 3)
- Prepare a political campaign for a major character from a work utilizing rhetorical strategies (M, T) (EU 1, 2)
- Writer’s workshop as modeled in English I and II: pre-write and draft ideas for a persuasive piece; write, evaluate and revise potential thesis statements. (M,T) (EU 4, 5)

- Practice writing skills and concepts learned in English I: thesis introduction, body paragraphs, conclusion, tone, diction, organization, paraphrasing; mini-lessons as needed. (M,T) (EU 4, 5)
- Role play conversation between characters to identify motivations behind actions. (T) (EU 1, 2, 3)

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 |

| | | |
|---|---|------------|
| 6 | <i>Personal Narrative/College Essay</i> | Four weeks |
|---|---|------------|

Instructional Materials

Suggested Major / Central Texts [Choose One]: *Home Fire* by Kamila Shamsie, *Lord of the Flies* by William Golding, *Macbeth* by William Shakespeare, *Frankenstein* by Mary Shelley

Optional / Additional Works:

- *On Compassion* by Barbara Lazear Ascher
- *The Ways We Lie* by Stephanie Ericsson
- *Why Don't We Complain?* by William F. Buckley
- Excerpts from *Paradise Lost* by John Milton
- *Rime of the Ancient Mariner* William Taylor Coleridge
- Romantic poems by Wordsworth, Blake, Byron, Shelley, and Keats
- John Locke - philosophy
- Jean Jacques Rousseau - natural man, parental roles, "the noble savage"

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.