

**Course:** *English III*  
**Unit #6:** *Personal Narrative/College Essay*

**Year of Implementation:** 2022-2023

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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**

- 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.11-12.4. 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)
- 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.
- 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).
- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 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.11-12.7. 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.
- RL.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.
- C.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 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.
- **21st Century Life & Career Standards**
  - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
  - 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- **Interdisciplinary Content Standards**

- 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
- ***NJ Statutes:*** (Please cut/paste the following NJ statutes. This way a new teacher (or veteran) reading each curriculum unit understands the State law/mandate to include such information in their lesson design and instruction aligned to the curriculum.)

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 meaningful life experiences in order to reflect upon personal maturity and self-discovery.

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* reflection on past experiences leads to growth and maturity.

*EU 2* clear and fundamental writing skills are crucial for future communication and success.

Essential Questions

*EU 1*

- *Why is written expression of personal stories important?*
- *What is self-awareness and how does it factor into writing?*

*EU 2*

- *What is the process for crafting a meaningful personal narrative?*
- *How do writers keep their audiences engaged?*
- *What is SOAPS' (or SpaceCat's) role in a successful personal narrative?*

Knowledge

Skills

*Students will know . . .*

*EU 1*

- meaningful and appropriate brainstorming techniques (W.11-12.5.).

*EU 2*

- SOAPSTone and/or SpaceCat elements (W.11-12.4).
- elements of narrative writing (W.11-12.3.).
- the six traits of writing (W.11-12.4).
- annotation techniques (W.11-12.5).

Students will be able to . . .

*EU 1*

- recognize the significance of specific life experiences (W.11-12.3.).
- brainstorm responses to selected essay prompts (W.11-12.5.).

*EU 2*

- connect knowledge of SOAPSTone and/or SpaceCat to a personal essay (W.11-12.4).
- apply specific traits of appealing and stylistic narrative writing to a personal essay (W.11-12.3).
- critique sample personal narratives through annotations and discussion (RI.11-12.5.).

**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 reviewing SOAPSTONE and *ethos, logos, pathos* (A) (EU2)
- Mini-lessons on grammar and punctuation seminal to writing, including, but not limited to, commas, semicolons, and colons (A)(EU2)
- Mini-lessons on rhetorical strategies (A) (EU2)
- Evaluate model student college essays, mapping them for SOAPSTONE, effective introductions and conclusions, specificity, and creativity (M) (EU2)
- Evaluate the role of a college essay in terms of furthering a student's future goals. (M) (EU1)
- Students will brainstorm on how to begin and conclude a speech or an essay (M)(EU 1)
- Evaluate various texts, fiction and nonfiction, for SOAPSTONE and appeals, including impactful historical speeches. (M) (EU2)
- Students will individually evaluate their personal traits, including strengths and weaknesses, and how these have impacted their lifestyle. (M) (EU1)
- Evaluate various texts for the persuasive techniques (rhetorical) the author uses to persuade his/her audience.(M) (EU2)
- Given a real-life or literary example, identify the target audience and justify the choice. (M) (EU2)
- Quick write journal responses to be built upon (M)(EU2)
- Students will speak and/or write about a significant life experience and the effect that experience has had on the way they are today (M-T). (EU1 and EU2)
- Role-playing for introductory scenarios beyond high school, i.e, "interviews" and "orientation groups" (T) (EU2)

## 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

- *50 Successful Ivy League Application Essays* - Gen and Kelly Tanabe  
<http://www.qianmu.org/u/lystu/school/file/0hme5mn180002vc/0hmlotdce00040a.pdf>
- *Write Your Way into College: College Admissions Essay*  
[https://schools.saisd.net/upload/page/13625/docs/Write\\_Your\\_Way\\_into\\_College\\_Admissions\\_Essay.pdf](https://schools.saisd.net/upload/page/13625/docs/Write_Your_Way_into_College_Admissions_Essay.pdf)
- Purdue OWL - Narrative Writing  
[https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/essay\\_writing/narrative\\_essays.html](https://owl.purdue.edu/owl/general_writing/academic_writing/essay_writing/narrative_essays.html)
- “Writing tips and techniques for your college essay” - Khan Academy  
<https://www.khanacademy.org/college-careers-more/college-admissions/applying-to-college/admissions-essays/a/writing-tips-and-techniques-for-your-college-essay>
- “Essays that Worked” - Johns Hopkins Undergraduate Admissions  
<https://apply.jhu.edu/application-process/essays-that-worked/>

## 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.