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RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Content Area: English

Course: English III/Honors

Grade Level: 11

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Dr. Leslie Septor, Program Supervisor for English Language Arts

The Board acknowledges the following who contributed to the preparation of this curriculum.

David Mudrack

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Subject/Course Title:
Course Name **English III Honors**
Grade(s) **11**

Date of Board Adoption:
August 27, 2024

RAHWAY PUBLIC SCHOOLS CURRICULUM

Course Name: English III

PACING GUIDE

Unit	Title	Pacing
1	<i>Origins of Heroism / Heroes: The Hero as a Role Model: Anglo Saxon & Medieval Periods</i>	8 weeks
2	<i>Things Are Not What They Seem: Examining paradox, oxymoron, and irony /shared themes of power, ambition, fate, fatal flaws, hubris: The English Renaissance</i>	8 weeks
3	<i>Responding to the Times: The English Romantic Period.</i>	10 weeks
4	<i>Mankind and Relationships: Modern and Postmodernism</i>	10 weeks
5	Personal Narrative and College/Career Readiness: Writing your own Story	4 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>MLL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Give student a copy of the class notes. ● Provide written and oral instructions.

- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT OVERVIEW

Content Area: English

Unit I Title: *Origins of Heroism / Heroes: The Hero as a Role Model*

Target Course/Grade Level: English III & Honors, Grade 11

Unit Summary: Students will read *Beowulf* among other texts involving the representation of the hero and/or the regular citizen in different historical periods. This unit will focus on cultural influences being displayed through literary elements, specifically in what traits are assigned to a hero or monster. Students will analyze how the details in the text display beliefs or values about the historical period and the culture the literature originates from. The culminating task will require students to craft an argumentative essay that is supported by close reading and textual evidence.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text 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.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 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.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); 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.RW.11–12.7. 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.PE.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.

- 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.

SL.PI.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.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Career Readiness, Life Literacies, and Key Skills:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

Unit Understandings:

Students will understand that...

- storytelling is a product of the culture from which it comes
- the creation and description of characters, including heroes and monsters, reflect the beliefs and values that the author's culture held
- outside influences, such as military, politics, or religion, impact what and how stories are told
- language changes over time

Unit Essential Questions:

- How can cultural, historical, and religious factors influence the writing of a text?
- In what ways do the texts challenge or reinforce traditional gender roles and expectations, and how do these representations reflect the social and cultural contexts in which they were written?
- What is a hero? How does one's answer to that question reflect his or her values?
- What is the relationship between storytelling and the culture from which a story comes?

- What are the defining characteristics of a monster? Are they primarily visual/physical, or do they derive from actions or what one does?

Knowledge and Skills:

Students will know...

- the defining features of an epic poem, hero, and archetypes in ancient British literature.
- that heroism and monstrosity are social constructs reflective of the psychology of individuals and societies.
- that literary and structural devices affect meaning including theme, tone, and characterization.
- that literature is instructive and that authors have a purpose when writing.
- that a good claim (thesis statement) is one that is arguable and specific.
- that a strong argument will be one that utilizes specific textual evidence.

Students will be able to...

- determine how an author creates a hero or monster (characterization)
- identify major themes of a text by considering the literary and structural devices
- compare ancient and modern heroes
- analyze notions of heroism and monstrosity
- write a clear and arguable claim
- utilize strong textual evidence to defend a claim

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Quizzes- Quizzes will be used during the unit as formative assessment.
- Journal- Students will respond to the reading in their journals. This will be used as formative assessment throughout the unit.
- Paraphrase/Summarize- Students will be asked to paraphrase and/or summarize sections of the text to check for understanding.
- Text Annotation- Students will be asked to annotate sections of the text as an expression of their ability to identify key elements.
- English III Common Assessment Unit 1
 - Argumentative Essay: Students will develop an arguable claim based on their understanding of the reading. They will then need to utilize their close reading skills to find and analyze evidence that supports their claim.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Students will engage in large group discussions using a variety of formats including "Where Do You Stand" to introduce the overarching themes of the unit.
- Students will engage in small group discussions and think-pair-share to discuss daily topics.
- Students will write daily journal entries on prompted and unprompted questions.
- Students will use graphic organizers, sentence starters, and other scaffolding strategies to support struggling learners.
- Students will be given tiered assignments that provide differentiated tasks at different levels of complexity or difficulty.
- Students will be given multimodal learning activities that provide multiple modes of learning, such as videos, audio recordings, or hands-on activities.

RESOURCES

Teacher Resources:

Major Works:

“Beowulf”
Canterbury Tales

Additional Resources:

Nonfiction:

Jimmy Carter's Nobel Speech 2002
“The English Language—Old English: Where English Comes From” (p. 63)
Excerpts from *The Hero with a Thousand Faces*, Joseph Campbell

Graphic novel:

Hind, Gareth. *Beowulf*. Candlewick Press, 2007.
Coates, Ta-Nehisi. *Black Panther: A Nation Under Our Feet Book 1*. Marvel Universe, 2016.

Poetry:

“The Seafarer” (p. 56-58),
“Lord Randall” (p. 91),
“Edward Edward” (p. 92)

Film:

Beowulf. Dir. Robbery Zemeckis. Paramount Pictures, 2007 DVD.
Black Panther. Dir. Ryan Coogler. Walt Disney Studios Motion Pictures, 2018.

Equipment Needed:

- School-issued Chrome Books
- Occasional library access.
- Overhead projector or document camera.

UNIT OVERVIEW

Content Area: English

Unit 2 Title: *Things Are Not What They Seem: Examining paradox, oxymoron, and irony /shared themes of power, ambition, fate, fatal flaws, hubris: The English Renaissance and Neoclassical Periods 1500-1785*

Target Course/Grade Level: English III & Honors, Grade 11

Unit Summary: Students will read *Macbeth*, as well as other texts, that focus on concepts of power, ambition, fate, hubris, guilt, and evil. This unit will focus on character and how one can change or be corrupted. Students will be asked to work through the challenging language of early modern English and unpack figurative language to correctly assess the characters being described. Students will be expected to utilize their understanding of the characters and language to make some assessments regarding themes and historical context. The culminating task will require students to craft a character analysis essay that is supported by close reading and textual evidence.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text 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.CT.11–12.8. Demonstrate knowledge of, 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 how two or more texts from the same period treat similar themes or topics.

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

W.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) 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 metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); 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.RW.11–12.7. 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.PE.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.

- 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.
- 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.

SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
- B. Observe hyphenation conventions.
- C. Recognize spelling conventions.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

L.VL.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Career Readiness, Life Literacies, and Key Skills:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information in media or other sources.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

Unit Understandings:

Students will understand that...

- historical and social forces shaped the Renaissance and the writings of William Shakespeare.
- Shakespeare used imagery and figurative language to comment on and reinforce character, plot, atmosphere, and theme.
- language changes over time.
- Certain human traits, such as trust, ambition, greed, manipulation and violence are enduring.

Unit Essential Questions:

- Human Nature and Morality: Why do people behave the way they do? Which aspects of our nature do we suppress? Which do we embrace? Is morality necessary for human existence?
- Power/Greed: To what extent does power/greed affect individuals and/or relationships?
- Fate: To what degree is our fate in our own hands? How can a person's decisions and actions change his/her life?

Knowledge and Skills:

Students will know...

- that literary elements and figurative language contribute to the overall meaning of a work.
- the historical and cultural context of the text (*Macbeth*)
- the elements of a tragedy and a tragic hero.
- that themes are often recycled and enduring.
- how to cite works of Shakespeare.

Students will be able to ...

- identify and analyze the use of literary elements and figurative language in a text and explain how they contribute to the overall meaning of the work.
- compare and evaluate different interpretations (versions) of a text (film comparison).
- Identify and analyze key themes and motifs in a piece of literature.
- conduct close reading analyses of specific passages and explain what is being said and how it fits into the whole of the story.
- use and properly cite textual evidence to support arguments and interpretations
- analyze character using close reading skills.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- **END OF UNIT COMMON ASSESSMENT:** Students will read independently from a long or paired text set and answer a combination of multiple-choice and constructed-response questions about the text. Additionally, students will complete a writing task as follows:
Informative/Explanatory Writing Task (W2): After reading a short passage, students will describe, discuss, explain or analyze an aspect of the passage. They will draw on their own experiences or opinions to develop their ideas for the essay.
- Close reading and analysis of selected passages from *Macbeth*.
- Oral presentation that explores the historical and cultural contexts in which *Macbeth* was written.
- Essay Choice #1(Expository/Explanatory)- Lady Macbeth is sometimes regarded as a monster, ruthlessly ambitious and fiendishly cruel. What clues can you find in the play suggesting that Shakespeare did not want us to judge her so severely? In an essay, analyze her character as it is revealed through her words and actions and her relationship with Macbeth.
- Essay Choice #2- (Expository/Explanatory)- Shakespeare's use of imagery in *Macbeth* is brilliant, commenting on and reinforcing character, plot, atmosphere, and theme. Choose one of the motifs identified in class and analyze how the images presented contribute to the atmosphere, foreshadow or echo plot events, and/or reveal the characters' inner feelings. Cite evidence from the text to support your analysis.
- Essay Choice #4- (Argumentative)- Are the witches responsible in any way for Macbeth's actions, or are they merely reporting that which is already destined? In other words, was Macbeth a victim of fate, or was his downfall a result of his own free will? Include 2-3 specific examples from the play and at least 1 direct quote to support your argument.

- Essay (required)--*The “Butterfly Effect”*
- We like to believe that the universe is in balance, and those who commit crimes or misdemeanors will be punished appropriately. In “Rime of the Ancient Mariner,” however, the universe appears to be unbalanced. Do you think the punishment the Mariner and his shipmates endure is fitting for the Mariner’s crime of killing the albatross? Why or why not?
- Participation in class discussions and debates that analyze the themes and motifs in *Macbeth*.
- Students will select one of Macbeth's soliloquies and "perform" it varying voice pitches, volume, tempo, rhythm, meter, and tone.

Other Evidence:

- Quizzes- Quizzes will be used during the unit as formative assessment.
- Journal- Students will respond to the reading in their journals. This will be used as formative assessment throughout the unit. Students will be asked to write in response to some of the essential questions, especially those pertaining to leadership. Students will clarify their ideas about effective and/or ineffective leadership in relation to King Duncan and Macbeth as well as in relation to real leaders past and present.
- Paraphrase/Summarize- Students will be asked to paraphrase and/or summarize sections of the text to check for understanding. Students will apply their understanding of syntax when interpreting complex lines in *Macbeth*.
- Text Annotation- Students will be asked to annotate sections of the text as an expression of their ability to identify key elements.
- Open Ended Questions- Students will respond to a variety of open-ended questions covering the many topics presented in the novel.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Differentiated Instruction:

- Graphic organizers, sentence starters, and other scaffolding strategies to support struggling learners.
- Tiered assignments that provide differentiated tasks at different levels of complexity or difficulty.
- Multimodal learning activities that provide multiple modes of learning, such as videos, audio recordings, or hands-on activities.
- Teachers will frame the learning by communicating big ideas or essential questions at the beginning of the unit and periodically throughout the unit.
- Students will engage in large group discussions using a variety of formats including "Where Do You Stand" to introduce the overarching themes of the unit.
- Students will engage in small group discussions and think-pair-share to discuss daily topics.
- Students will write daily journal entries on prompted and unprompted questions. Students may also write in small groups using Spencer Kagan's Single Round Robin, All Write Round Robin, or Timed Round Robin.
- Students will use a variety of learning structures to review material for quizzes. These may include Spencer Kagan's One Stray activity or whole group movement activities such as Quiz-Quiz-Trade.
- Students will review expository and persuasive writing techniques.

RESOURCES

Teacher Resources:

Major Work

- *Macbeth*

Additional Resources

Poetry:

- “The Rime of the Ancient Mariner” Coleridge (p. 683)
- Shakespearean Sonnet’s #18 and #116
- “Songs of Innocence and Experience”, Blake (p.647)
- “Ozymandias”, Shelley (p. 731).

Non-fiction:

- “Myth of Daedalus and Icarus”. *GreekMythology.com*. 2012.
- “The Tonya Harding and Nancy Kerrigan Scandal” 2018
- McBirney, Jessica. “The Tonya Harding and Nancy Kerrigan Scandal”. CommonLit, Inc. 2018.
- Nietzsche, Friedrich. “Morality as Anti-Nature” (CommonLit)
- Machiavelli, Niccolo. *The Prince* (Excerpt) – (CommonLit)

Films:

- *Macbeth*. Dir. Roman Polanski. Caliban Films, 1971. DVD.
- *Macbeth*. Dir. Joel Coen. A24 Films, 2021.
- *Throne of Blood*. Dir. Akira Kurosawa. Toho, 1957.

Equipment Needed:

- School-issued Chrome Books
- Occasional library access.
- Overhead projector or document camera.

UNIT OVERVIEW

Content Area: English

Unit 3 Title: Responding to the times: The English Romantic Period. (1785-1840)

Target Course/Grade Level: English III & Honors, Grade 11

Unit Summary: In this British literature unit, students will have the option to explore two classic works from the Romantic period: *Frankenstein* and *Pride and Prejudice*. These texts, while very different in topic, demonstrate the attempt by authors to critique societal practices and/or change. In *Frankenstein*, students will explore the dangers and problems that come with scientific and industrial advancement. In *Pride and Prejudice*, the use of satire as a form of commentary on strict societal expectations and limited class mobility will be observed by students. Throughout this unit, we will discuss the historical and cultural contexts in which these texts were written to fully grasp the critiques being made. The final essay will be a synthesis of the material used during the unit and will include critical literary analysis of one or more of the themes presented.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text 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.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 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.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

- C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); 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.SE.11–12.6. 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.RW.11–12.7. 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.

- 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. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), 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.

SL.ES.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.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.11–12.2. 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.

- A. 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.
- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Career Readiness, Life Literacies, and Key Skills:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.

9.4.12.IML.7: Develop an argument to support a claim regarding a current societal/ethical issue.

9.4.12.CI.3: Investigate new challenges for personal growth, advancement, and transition.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information in media or other sources.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Unit Understandings:

Students will understand that...

- Literature, much like an essay, can share concerns or criticisms that a person has about their society.
- In times of change and disruption, people like to look back at when they felt things were better.
- Identity is a product of how others view and interact with a person.

Unit Essential Questions:

- To what extent can a work share an author's concerns with a reader? Is literature a good medium for sharing concerns about one's society or changing environment?
- How does appearance affect the way people judge one another?
- How does one obtain his or her identity? To what extent are others required to formulate one's identity?
- How can one balance personal desire/interest and the responsibility to one's family or society?

Knowledge and Skills:

Students will know...

- the historical context of the work and how it relates to the texts (Romanticism).
- the specific traits of genres from the period (gothic/domestic/Romantic).
- that works of fiction can comment on and critique societal issues.

Students will be able to...

- identify and describe gothic elements in *Frankenstein*, domestic elements in *Pride and Prejudice*, and Romantic elements in both pieces.
- apply close reading strategies to decode the literal, inferential, and thematic meanings of the text.
- compose an essay which synthesizes multiple sources used in this unit including non-fiction articles about science and technology.
- identify the exigence of the author and assess the degree to which their work succeeds on persuading readers of their concerns.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

END OF UNIT COMMON ASSESSMENT: Students will read independently from a long or paired text set and answer a combination of multiple-choice and constructed-response questions about the text. Additionally, students will complete a writing task in the following genre:

Argumentative Essay (W1): After reading a passage(s), students will write an argument to support their claims with clear reasons and relevant textual evidence, including direct quotations from the passage.

Synthesis Essay: The presence of new technologies is a standard feature of life in the 21st century. Many considerations must be made as new technologies are introduced. Bioethics, for example, is a field concerned with the controversial ethics that arise with advancements in biology and medicine. Many people are excited about the possibilities that such advancements pose, but others are concerned that rapid advancement prevents the overly ambitious from carefully considering all aspects of implementing new technologies without a clear understanding of all possible consequences.

Consider the sources used during the unit on *Frankenstein*, both fiction and nonfiction, and write an essay that synthesizes at least three of the sources as you evaluate the most important factors that should be considered before using new technologies.

Other Evidence:

- Quizzes- Quizzes will be used during the unit as formative assessment.
- Journal- Students will respond to the reading in their journals. This will be used as formative assessment throughout the unit.
- Paraphrase/Summarize- Students will be asked to paraphrase and/or summarize sections of the text to check for understanding.
- English III Common Assessment Unit 3
- Close Reading: Students will choose a passage from either *Pride and Prejudice* or *Frankenstein* that relates to one of the essential questions and conduct a close reading analysis. Students should analyze the language, imagery, and symbolism present in the passage, and explain how it contributes to their understanding of the essential question.
- Socratic Seminar: students will discuss the essential questions for the piece. Students should prepare by reading and annotating the text and should come to the discussion with specific examples from the works to support their arguments.
- Feminist critique (optional): Students will write a feminist critique essay in which they analyze how women are portrayed in *Pride and Prejudice* or *Frankenstein*. Students should use a feminist lens to critique the works and draw conclusions about the role of women in society during the time the works were written.
- Film Analysis (optional): Students will watch a film adaptation of the works and analyze how the director's interpretation reflects or challenges the essential questions. Students should identify key scenes or elements of the film that relate to the essential questions and explain how they contribute to their understanding of the works.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Teacher will provide graphic organizers, sentence starters, and other scaffolding strategies to support struggling learners.
- Students will engage in guided discussions comparing the Polanski and Coen versions of the play.
- Teacher will provide tiered assignments that provide differentiated tasks at different levels of complexity or difficulty.
- Students will self-select into groups with different essential questions to explore. Have each group read and analyze the text in relation to their assigned question, and then present their findings to the class.
- Teachers will provide multimodal learning activities that provide multiple modes of learning, such as videos, audio recordings, or hands-on activities.
- Teachers will frame the learning by communicating big ideas or essential questions at the beginning of the unit and periodically throughout the unit.
- Students will engage in large group discussions using a variety of formats including "Where Do You Stand" to introduce the overarching themes of the unit.
- Students will engage in small group discussions and think-pair-share to discuss daily topics.
- Students will use a variety of learning structures to review material for quizzes. These may include Spencer Kagan's One Stray activity or whole group movement activities such as Quiz-Quiz-Trade.
- Students will review expository and persuasive writing techniques.

RESOURCES

Teacher Resources:

Major Works

- *Pride and Prejudice*, Jane Austen.
- *Frankenstein*, Mary Shelley

Additional Resources

Novels/Novellas:

- *The Picture of Dorian Gray*, Oscar Wilde
- *Jekyll and Hyde*, Robert Louis Stevenson
- *Klara and the Sun*, Kazuo Ishiguro
- Cobley, Jason (Adapter), Shelley, Mary (Author), *Frankenstein: The Graphic Novel* (American English, Quick Text Edition). Illustrated. January 6, 2009.

Poetry:

- from *Paradise Lost* (Book 10)

Non-fiction:

- Firestone, Robert. "Why Do We Hate Love?". CommonLit.com. 2013
- Stein, Rob and Michaela Doucleff. "Scientist Clone Human Embryos to Make Stem Cells". CommonLit.com. 2013.
- "The Lure of the Gothic" (636-637)

Films:

- *Pride and Prejudice*. Dir. Joe Wright. Studio Canal Films, 2005. DVD.
- See U in History / Mythology. "The Punishment of Prometheus: The Creation of Humanity - Greek Mythology in Comics." YouTube, uploaded by See U in History / Mythology, 2 March 2019.
- *Rise of the Planet of the Apes*. Dir. Rupert Wyatt. 20th Century Fox, 2011.
- *Guardians of the Galaxy Vol. 3*. Dir. James Gunn. Marvel Studios, 2023.

Equipment Needed:

- Occasional library access.
- School-issued Chrome Books
- Overhead projector or document camera.

UNIT OVERVIEW

Content Area: English

Unit III Title: *Mankind and Relationships:* Georgian, Modern and Postmodern Periods 1910-present

Target Course/Grade Level: English III & Honors, Grade 11

Unit Summary: This unit will bring us into the Modern and Postmodern Periods as we read *1984*, a dystopian novel that explores the dangers of totalitarianism and the importance of individual freedom. We will examine the structure and language of the novel, as well as the themes of propaganda, surveillance, and the power of language. Throughout this unit, we will also discuss the historical and cultural contexts in which this text was written, including the impact of World War II and the rise of modernism. Students will be tasked with writing an analytical essay, focusing either on character or how themes in the text relate to current issues.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RL.CT.11–12.8. Demonstrate knowledge of, 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 how two or more texts from the same period treat similar themes or topics.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 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.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); 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.WR.11–12.5. 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.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, 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.PI.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.

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Career Readiness, Life Literacies, and Key Skills:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.

9.4.12.IML.7: Develop an argument to support a claim regarding a current societal/ethical issue.

9.4.12.CI.3: Investigate new challenges for personal growth, advancement, and transition.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information in media or other sources.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Unit Understandings:

Students will understand that...

- Language and thought are tied together, and control over language can result in control over people.
- Dystopian and science fiction texts may be set in the future, but their themes speak to the time period they were written in.
- Rhetoric, language, and storytelling are ways in which people (leaders) can hold on to power.

Unit Essential Questions:

- Is truth objective or subjective? (Is perception reality and can reality then be controlled?)
- What are the effects of living in a society that values conformity over individuality, and how does this impact one's sense of self and identity?
- What is power, and how is it gained and used? What constitutes an abuse of power?
- What are the dangers of government-controlled media?
- What can citizens do if power is abused by a ruling group or government? Can individuals change a society?
- Can changing language change thought?

Knowledge and Skills:

Students will know...

- the main forms of rhetoric and how these are used in propaganda and language.
- that a novel is a product of the time that it is written and that historical context can help add meaning to a text.
- That arguments need to be backed up by evidence and strong arguments will utilize multiple sources of evidence.

Students will be able to...

- analyze the ways in which language and thought are manipulated.
- connect the themes and issues explored in *1984* to current events or contemporary issues.
- investigate and explain the historical context of the novel (1944-1948).

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

END OF UNIT COMMON ASSESSMENT: Students will read independently from a long or paired text set and answer a combination of multiple-choice and constructed-response questions about the text. Additionally, students will complete a writing task in the following genre:

Argumentative Essay (W1): After reading a passage(s), students will write an argument to support their claims with clear reasons and relevant textual evidence, including direct quotations from the passage.

- Character Analysis- students will analyze one of the major or minor characters in *1984*, examining their motivations, actions, and role in the novel. Students will present their analysis in a written analytical essay.
- Quizzes- Quizzes will be used during the unit as formative assessment.
- Double-Entry Journal- Students will respond to the reading in their journals. This will be used as formative assessment throughout the unit.
- English III Common Assessment Unit 4 – Argumentative Essay
- Summaries- Students will be asked to summarize sections of the text to check for understanding.
- Text Annotation- Students will be asked to annotate sections of the text as an expression of their ability to identify key elements.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Graphic organizers, sentence starters, and other scaffolding strategies to support struggling learners.
- Tiered assignments that provide differentiated tasks at different levels of complexity or difficulty
- Multimodal learning activities that provide multiple modes of learning, such as videos, audio recordings, or hands-on activities
- Teachers will frame the learning by communicating big ideas or essential questions at the beginning of the unit and periodically throughout the unit.
- Students will engage in large group discussions using a variety of formats including "Where Do You Stand" to introduce the overarching themes of the unit.
- Students will engage in small group discussions and think-pair-share to discuss daily topics.
- Students will compare the world of *1984* to other dystopian societies in literature or film. Students will analyze the similarities and differences between these societies and explore how they reflect broader social and political issues in small groups.

RESOURCES

Teacher Resources:

Major Works

- *1984*. George Orwell, 1949.

Additional Resources

Novels:

- *The Handmaid's Tale*, Margaret Atwood
- *Brave New World*, Aldous Huxley
- *Anthem*, Ayn Rand

Short Stories:

- "Araby", James Joyce
- "The Stolen Child" W. B. Yeats

Non-fiction:

- Assorted news articles from present and the 1940's. (Focus on The New York Times)
- Kubic, Mike. "Stop and Frisk: Right or Wrong?". CommonLit.com. 2016

Film:

- *1984*. Dir. Michael Anderson. Holiday Film Productions, 1956.
- *The Social Dilemma*, Netflix, 2020.

Equipment Needed:

- School-issued Chrome Books
- Occasional library access.
- Overhead projector or document camera.

UNIT OVERVIEW

Content Area: English

Unit IV Title: Personal Narrative and College/Career Readiness: Writing your own Story

Target Course/Grade Level: English III & Honors, Grade 11

Unit Summary: The college and career readiness unit provides students with the knowledge and skills necessary to successfully navigate the college and career landscape. Throughout the unit, students will learn about the college application process, and how to research and evaluate colleges and career pathways. Additionally, students will read and study a selection of essays that utilize personal narrative to provide professional models of an effective personal essay. They will use this study to assist in writing effective college essays as well as the creation of a professional resume and cover letter. Students will also gain knowledge of financial aid options for college, such as scholarships, grants, and loans, and develop a budget and financial plan for college and career goals. They will learn about the various types of degrees available, such as associate's, bachelor's, and graduate degrees, and the differences between them. Furthermore, students will learn about the job market and labor trends, including salary ranges, job growth, and industry-specific skills.

Approximate Length of Unit: 4 weeks

LEARNING TARGETS

NJ Student Learning Standards:

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); 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.WR.11–12.5. 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.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, 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.ES.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.PI.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.UM.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.

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
- B. Observe hyphenation conventions.
- C. Recognize spelling conventions.

Unit Understandings:

Students will understand that...

- the college application process includes researching and evaluating colleges, preparing for standardized tests, and writing effective college essays
- There are many different career pathways available, including vocational, technical, and professional careers
- There are various types of degrees available, such as associate's, bachelor's, and graduate degrees
- the job market is a constantly shifting environment and one needs to investigate labor trends, including salary ranges, job growth, and industry-specific skills
- a compelling personal narrative will utilize various forms of rhetoric and literary devices

Unit Essential Questions:

- What factors should be considered when selecting a college or university, and how can students evaluate and compare their options?
- What are the benefits of internships, volunteer work, and extracurricular activities in career development, and how can students find and participate in these opportunities?
- What financial aid options are available for colleges, and how can students apply for and manage them effectively?
- What are the different types of careers available, and what education and training are required for each?
- What are the key elements of a strong resume, cover letter, and college essay, and how can students create and tailor these documents for specific job opportunities?

Knowledge and Skills:

Students will know...

- the college application process, including researching colleges, preparing for standardized tests, and writing college essays
- the various types of financial aid available for college, such as scholarships, grants, and loans, and the process for applying for them
- the different career pathways available, including vocational, technical, and professional careers, and the education and training required for each
- the job market and labor trends, including salary ranges, job growth, and industry-specific skills

Students will be able to...

- research and evaluate colleges and career pathways based on individual interests, abilities, and goals
- develop effective study habits and strategies for standardized tests, such as the SAT or ACT
- write an effective college essay that showcases individual strengths, experiences, and goals
- illustrate an understanding of the importance of clarity and conciseness in writing
- use active voice and strong verbs to enhance clarity and conciseness
- apply the rules of grammar and usage to improve sentence structure and coherence

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Personal statement that reflects individual strengths, experiences, and goals for college or technical school.
- Professional Resume
- First draft of a college application essay
- Career Research Project: students will research three careers they are interested in pursuing and create a portfolio that includes information on job requirements, salary ranges, educational and training requirements, and job outlook. Students can present their portfolio in a variety of formats, such as a written report, a multimedia presentation, or a class discussion.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Graphic organizers, sentence starters, and other scaffolding strategies to support struggling learners.
- Tiered assignments that provide differentiated tasks at different levels of complexity or difficulty
- Multimodal learning activities that provide multiple modes of learning, such as videos, audio recordings, or hands-on activities
- Teachers will frame the learning by communicating big ideas or essential questions at the beginning of the unit and periodically throughout the unit.
- Students will engage in small group discussions and think-pair-share to discuss daily topics.
- Students will compare and contrast different colleges and universities they are interested in attending, using a chart or graphic organizer to organize their research. Students can compare factors such as cost, location, size, majors offered, and extracurricular activities.

RESOURCES

Teacher Resources:

Major Works

- Selected essays from *Student Voice: 100 Argument Essays by Teens on Issues That Matter to Them*, Katherine Schulten, 2020.
- Selected essays from *American Like Me: Reflections on Life Between Cultures*, America Ferrera, 2018.
- Teacher selected model essays
- Career websites and resources including the national occupational outlook handbook.

Equipment Needed:

- School-issued Chrome Books
- Occasional library access.
- Overhead projector or document camera.