



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE English III

Curriculum Development Timeline

School: Ocean Township High School

Course: English III

Department: English

Board Approval	Supervisor	Notes
September 2012	Jayne VanNosdall	Born Date
March 2019	Ian Schwartz	Review
August 2022	Ian Schwartz	Revisions Incorporate State Mandates
August 2024	Ian Schwartz	Updated to include New State Mandates

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COURSE English III

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Nonfiction Texts: Subject, Audience, and Purpose	11	The Power of Persuasion and the Making of Heroes
2	Nonfiction Texts: Subject, Audience, and Purpose	12	The Power of Persuasion and the Making of Heroes
3	Nonfiction Texts: Subject, Audience, and Purpose	13	The Power of Persuasion and the Making of Heroes
4	Nonfiction Texts: Subject, Audience, and Purpose	14	The Power of Persuasion and the Making of Heroes
5	Nonfiction Texts: Subject, Audience, and Purpose	15	The Power of Persuasion and the Making of Heroes
Week	Marking Period 2	Week	Marking Period 4
6	Personal Ethics, the Individual, and Society	16	Courage in Thought and the Power of Imagination
7	Personal Ethics, the Individual, and Society	17	Courage in Thought and the Power of Imagination
8	Personal Ethics, the Individual, and Society	18	Courage in Thought and the Power of Imagination
9	Personal Ethics, the Individual, and Society	19	Courage in Thought and the Power of Imagination
10	Personal Ethics, the Individual, and Society	20	Courage in Thought and the Power of Imagination

***Grammar** and **Vocabulary** units are taught concurrently with other units throughout the course of the semester

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COURSE English III

Grammar Skills (suggested sequence):

1. Subject-Verb Agreement
2. Pronoun Agreement
3. Parallel Structure
4. Comma Use (and misuse)
5. Comma vs. Semicolon
6. Independent vs. Dependent Clauses
7. Prepositions
8. Passive vs. Active Voice
9. Misplaced Modifiers
10. Plural vs. Possessive
11. Adjectives and Adverbs
12. Homophones

Core Instructional & Supplemental Materials including various levels of Texts

All Levels:

Beowulf; Frankenstein**; Lord of the Flies; Hamlet; Anthem; Brave New World; The Canterbury Tales; Othello; Persepolis; A Modest Proposal; Poetry to include Sonnets by Shakespeare and Milton**

Supplemental Texts for Advanced:

1984; A Room With a View; My Antonia**

Commonlit.org* (Differentiated by Reading Level for Struggling Learners; Advanced Learners)

[NJ Climate Change Educational Resources*](#)

[NJ Diversity, Equity, and Inclusion Educational Resources**](#)

* NJ Climate Change Education

**NJ Diversity, Equity, and Inclusion/NJ LGBT and Persons with Disabilities Education

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COURSE English III

Time Frame	5 Weeks
Topic	
Non-Fiction Texts: Subject, Audience, and Purpose Anchor Text: <i>A Modest Proposal</i> by Jonathan Swift	
Alignment to Standards	
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. RI.IT.11-12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. 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. RI.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g. express a personal point of view, new interpretation of the concept). RI.AA.11-12.7. Describe and evaluate the reasoning in seminal U.S. and global texts and the premises, purposes, and arguments in these works. RI.CT.11-12.8. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. CC 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.	

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DEPARTMENT English

COURSE English III

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.IW.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.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.

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DEPARTMENT English

COURSE English III

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. CC

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.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.

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.

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DEPARTMENT English

COURSE English III

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.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. CC

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.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.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.





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DEPARTMENT English

COURSE English III

- 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.
- 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.

Learning Objectives and Activities

SWBAT answer the following questions:

- What non-fiction writing mode will best suit the purpose of my writing?
- How does a non-fiction text differ from a fiction text?
- What are the non-fiction writing modes and what is the difference between them?
- What is satire? What purpose does it serve in social reform?

SWBAT demonstrate understanding of the following:

- Students will discern the difference between fiction and non-fiction text.
- Students will read and analyze selected texts in order to identify the difference between modes of non-fiction writing and distinguish the purpose of each text and its mode.
- Students will read and analyze Jonathan Swift's political satire, "A Modest Proposal"
- Students will compare and contrast legal reasoning in "A Modest Proposal" to a Supreme Court Case majority opinions and/or dissents or other public advocacy documentary.
- Students will model a mode of non-fiction in order to express understanding of form and function.
- Students will generate a topic and establish a purpose for non-fiction writing in

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DEPARTMENT English

COURSE English III

order to select an appropriate mode of non-fiction writing and draft, edit, and revise an essay.

Learning Activities:

- Introduce students to key terms in analyzing argument and rhetoric in informational texts which may include subject, speaker, audience, purpose, claim, logos, pathos, ethos, loaded language, repetition of key ideas or key words, and figurative language.
- Introduce students to key terms of style analysis which may include word choice; sentence length, structure, and variety; tone; point of view; imagery; figurative language, and use of dialogue.
- Explore and model modes of non-fiction writing including, but not limited to memoir, expository and personal essay, letters, persuasive essays, et al.
- Students will analyze and model a political satire
- Students will read, listen to, and analyze a variety of texts including literary non-fiction and fiction (Historical letters, speeches, and excerpts from select texts such as but not limited to Jonathan Swift's "A Modest Proposal", Persepolis by Marjane Satrapi, "On Seeing England for the First Time" by Jamaica Kincaid, Stephen King's "JK Rowling's Ministry of Magic," print and video ads from newspaper, magazines, book and film reviews, etc.)
- Students will perform a jigsaw activity in which they will read, individually and in groups, a sampler of non-fiction texts in order to re-group and disseminate mode, content, and purpose of each to classmates.
- Students will collaborate to compare and contrast "A Modest Proposal" and one American legal document and present finding to the class via a PowerPoint presentation or a student produced video.
- Students will select a topic to research and satirize after reading and analyzing Jonathan Swift's "A Modest Proposal" and write an essay exploring possible (satirical) solutions to a problem. Students will engage in steps of the writing process for this essay may include brainstorming, outlining, drafting, writing, peer editing, and revising.
- Students will become effective speakers by presenting satirical essay.
- Students will develop a purpose for writing, select a mode of expression, and workshop and publish a non-fiction piece.
- Students will read the article "Why Did the Mayan Civilization Collapse? A New Study Points to Deforestation and Climate Change," complete the CommonLit comprehension questions, and discuss: What lessons can we learn from the Maya civilization's decline to help us cope with the challenges facing our society today?*

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DEPARTMENT English

COURSE English III

*NJ Climate Change Education

Assessments

Formative:

- Closure Questions and Answer (Daily & Semi-Daily Basis)
- Exit Pass, Do Now, & Journal Entries (a minimum of one paragraph)
- Presentation of satirical essay proposing a solution to a problem
- Quiz: Application of Elements of Argument and Rhetoric
- Quiz: Application of Elements of Literature as well as reading comprehension

Alternative:

- Observation of Class/Online Discussion
- Teacher-student conferences
- Self-assessment rubric

Summative:

- Expository (Satire) Essay: demonstrate knowledge of satire by research a problem and developing a satirical solution
- Non-Fiction Essay: student choice of writing mode to workshop and publish
- Narrative Writing: Develop an alternative ending which serves as a logical extension of the author's style and creative choices, or a retelling of the narrative from a well-developed alternative perspective
- Open-Ended Questions: students will be presented with a variety of texts and be required to formulate well-organized, concise, and textually supported formal paragraphs.
- Presentation of "A Modest Proposal" and American legal document

Interdisciplinary Connections

Research into social topic/issue for satire presentation, to include reading informational texts from history/social studies and American foundational texts:

6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).

Career Readiness, Life Literacies, and Key Skills

Students will compare and contrast legal reasoning in "A Modest Proposal" to a Supreme Court Case majority opinions and/or dissents or other public advocacy

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DEPARTMENT English

COURSE English III

documentary (to be determined):

9.3.LW-LEG.1 Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) in the legal services environment.

Technology Integration

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies

Time Frame	5 Weeks
Topic	
Personal Ethics, the Individual, and Society Anchor Text: <i>Lord of the Flies</i> by William Golding	
Alignment to 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	

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DEPARTMENT English

COURSE English III

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).

RL.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g. express a personal point of view, new interpretation of the author's message).

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.

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.IW.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,

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DEPARTMENT English

COURSE English III

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.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. CC

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

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DEPARTMENT English

COURSE English III

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.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.

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.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. CC

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.

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DEPARTMENT English

COURSE English III

- 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.

Learning Objectives and Activities

SWBAT answer the following questions:

- How do morals and ethics combine to create personal values?
- How do personal ethics affect decision making?
- Is evil inherent or a learned behavior?
- How do fear and desire for acceptance influence human behavior?
- How does a society maintain order? Are laws necessary?
- What makes an effective leader?
- How do a society's heroes and leaders reflect its values?
- What is the effect of war across cultures?
- What strategies can we use to remain engaged with challenging texts?
- How can I make thematic connections between prose and poetry?
- How does reading affect our view on the world around us? How does reading contribute to the development of empathy, and help readers contribute to crafting a diverse, equitable, and inclusive society?*

SWBAT demonstrate understanding of the following:

- Students will explore how personal ethics affect decision making.
- Students will explore how an individual's behavior affects society.
- Students will explore how others use persuasive means to resolve conflicts without confrontation, to persuade readers or listeners to support their position, and/or to move others to take action.
- Students will explore whether or not violence is a learned behavior.
- By analyzing use of language, style choices, and actions/behaviors, students will be able to identify effective leaders and/or heroes.
- Students will be able to complete a literary analysis of symbolism in a fictional work.

Learning Activities:

- Introduce students to key terms of style analysis which may include word choice; sentence length, structure, and variety; tone; imagery; figurative language (i.e. foreshadowing); and use of dialogue.
- Students will read, listen to, and analyze a variety of texts including literary fiction (poetry and prose).
- Students will write a literary analysis on protagonists as foils.

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DEPARTMENT English

COURSE English III

- Students will write a personal narrative from a character's point of view.
- Students will research, write, and present a Nature vs. Nurture analysis, including applying critical thinking skills to informational texts regarding the role of genetics in shaping human behavior.
- Students will research, write, and create a presentation on the role of Nature vs. Nurture in the lives of children who kill.
- Students will identify and analyze a poem or song lyrics connecting to the effect of violence on children. (model with "Ashore" by Ernest Hilbert, "The Happy Warrior" by Herbert Read, etc. and Pearl Jam's "Jeremy")
- Students will identify and analyze three symbols in Lord of the Flies and trace its evolution.
- Students will write a personal narrative essay in the form of diary entries from the point of view of one character.
- Students will become effective persuasive speakers by collecting evidence and making judgments which will be presented in a mock trial.
- Students will write a "reality television"-inspired survival challenge. Students will engage in steps of the writing process for this activity that may include brainstorming, outlining, drafting, writing, peer editing, and revising.
- Students will write a literary analysis comparing and contrasting two protagonists and the role of human nature, violence, and importance of laws/government in the novel. Students will engage in steps of the writing process for this essay that may include brainstorming, outlining, drafting, writing, peer editing, and revising.

****NJ Diversity, Equity, and Inclusion Education**

Assessments

Formative:

- Closure Questions and Answer (Daily & Semi-Daily Basis)
- Exit Pass, Do Now, & Journal Entries (a minimum of one paragraph)
- Group Annotation and/or Presentation of Poems and song lyrics
- Quiz: Application of Elements of Literature as well as reading comprehension
- Follow directions, as well as write directions in a survivor-like challenge

Alternative:

- Observation of Class/Online Discussion
- Teacher-student conferences
- Self-assessment rubric

Summative:

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COURSE English III

- Personal Narrative Essay: explore the point of view of a character
- Expository Essay: character analysis
- Open-Ended Questions: students will be presented with a variety of texts and be required to formulate well-organized, concise, and textually supported formal paragraphs.
- Nature vs. Nurture Presentation: Students will conduct research on environment, genetics, etc. and their role in determining the trajectory of human moral, social, and intellectual development

Interdisciplinary Connections

Nature vs. Nurture Presentation: Students will conduct research on environment, genetics, etc. and their role in determining the trajectory of human moral, social, and intellectual development:

Group behavior has evolved because membership can increase the chances of survival for individuals and their genetic relatives. (HS-LS2-8)

Career Readiness, Life Literacies, and Key Skills

Students will research, write, and present a Nature vs. Nurture analysis, including applying critical thinking skills to informational texts regarding the role of genetics in shaping human behavior:

9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.

Technology Integration

Students will access and assess library research databases to further investigate lesson concepts.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies

Time Frame

5 Weeks

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DEPARTMENT English

COURSE English III

Topic

The Power of Persuasion and The Making of Heroes
Anchor Text: *Beowulf*

Alignment to Standards

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.

RI.IT.11-12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop.

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.

RI.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g. express a personal point of view, new interpretation of the concept).

RI.CT.11-12.8. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. CC

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

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DEPARTMENT English

COURSE English III

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).

RL.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g. express a personal point of view, new interpretation of the author's message).

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.

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).

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;

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DEPARTMENT English

COURSE English III

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.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. CC

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

Learning Objectives and Activities

SWBAT answer the following questions:

- What makes an argument persuasive ?
- How can I identify the most impacting elements of style and argument in a variety of texts?
- How can I adapt my writing style for a variety of persuasive purposes?
- How can I use persuasive strategies to reach a targeted audience?
- What makes a hero?
- What makes an effective leader?
- How do a society's heroes and leaders reflect its values?

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DEPARTMENT English

COURSE English III

- What is the effect of war across cultures?

SWBAT demonstrate understanding of the following:

- Students will explore how others use persuasive means to resolve conflicts without confrontation, to persuade readers or listeners to support their position, and/or to move others to take action.
- Students will explore how they can use persuasive means to resolve conflicts without confrontation, to persuade readers or listeners to support their position, and/or to move others to take action.
- Students will develop the ability to identify and apply persuasive means.
- By analyzing use of language, style choices, and actions/behaviors, students will be able to identify effective leaders and/or heroes.
- Students will be able to identify a writer or speaker's use of logical (logos) and emotional (ethos) appeals.
- Students will be able to identify and evaluate a writer or speaker's credibility (ethos).
- Students will be able to complete a literary analysis of style in a non-fiction work.

Learning Activities:

- Introduce students to key terms in analyzing argument and rhetoric which may include subject, speaker, audience, purpose, claim, logos, pathos, ethos, loaded language, repetition of key ideas or key words, and figurative language.
- Introduce students to key terms of style analysis which may include word choice; sentence length, structure, and variety; tone; imagery; and use of dialogue.
- Students will read, listen to, and analyze a variety of texts including historical speeches, contemporary speeches and persuasive texts, literary non-fiction, and literature.
- Students will write and present a persuasive speech and/or essay.
- Students will read, listen to, and analyze a variety of non-fiction narratives.
- Students will write a personal narrative.
- Students will research, write, and present a Public Service Announcement (PSA).
- Students will listen to, read, view and analyze Lou Gehrig's "Farewell" speech as a model for effective rhetoric.
- Students will listen to, read, view and analyze why George W. Bush's "Ground Zero" speech is an impacting and motivational speech.
- Students will find and cut or print out a column or editorial from a newspaper (print or electronic) that they feel makes an effective argument.

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DEPARTMENT English

COURSE English III

- Students will create or complete a graphic organizer identifying and/or analyzing the persuasive means.
- Students will view and analyze heroes created in modern media (film, cartoon, television, pop culture, etc.).
- Students will identify and discuss how modern media figures are presented as heroes.
- Identify and analyze persuasive means in famous historical speeches including loaded language or significant diction. Suggested speakers include Winston Churchill, Abraham Lincoln, Martin Luther King, Jr., Chief Seattle, Nancy Reagan, Eleanor Roosevelt, Mother Theresa, and others.
- Identify and analyze style in literary non-fiction. Suggested authors include Elie Wiesel, George Orwell, Ernie Pyle, and Isabel Allende.
- Identify and analyze style and persuasive means in literary fiction. Suggested authors and texts may include selections from Beowulf, Grendel, The Iliad, and The Aeneid. Students will write and present a persuasive speech and/or essay. After determining their individual criteria for an effective leader or hero, students will write a narrative about a personal hero.
- Students will engage in steps of the writing process for this essay may include brainstorming, outlining, drafting, writing, peer editing, and revising. Students will become effective leaders by researching, writing, and presenting a Public Service Announcement dealing with anti-bullying issues such as suicide prevention, intolerance, isolation, cyber bullying, etc... Students may also choose topics such as domestic violence, drug and/or alcohol abuse, and rape.

Assessments

Formative:

- Closure Questions and Answer (Daily & Semi-Daily Basis)
- Exit Pass, Do Now, & Journal Entries (a minimum of one paragraph)
- Group Annotation and/or Presentation of Persuasive Speeches
- Quiz: Application of Elements of Argument Terms (students read a short persuasive speech and identify and/or analyze key terms)
- Quiz: Literal and interpretive understanding of Elements of Argument in literary and literary non-fiction texts

Alternative:

- Observation of Class/Online Discussion
- Teacher-student conferences
- Self-assessment rubric

Summative:

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COURSE English III

- Persuasive Essay and/or Speech
- Personal Narrative Essay: after determining their own individual criteria for an effective leader or hero, students will write a narrative about a personal hero
- Open-Ended Questions: students will be presented with a variety of texts and be required to formulate well-organized, concise, and textually supported formal paragraphs.
- Public Service Announcement (PSA-ProjectBased Group Assessment): Students will become effective leaders by researching, writing, and presenting a Public Service Announcement dealing with anti-bullying issues such as suicide prevention, intolerance, isolation, cyber-bullying, etc... Students may also choose topics such as domestic violence, drug and/or alcohol abuse.
- Locate and/or analyze Elements of Argument in a persuasive newspaper article

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

PSA Project Media Presentation/Production

9.3.12.AR-JB.2 Demonstrate writing processes used in journalism and broadcasting.

9.3.12.AR-JB.3 Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).

Technology Integration

PSA Project Media Presentation/Production

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

Career Education

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies

CRP11. Use technology to enhance productivity.

Time Frame

5 Weeks

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DEPARTMENT English

COURSE English III

Topic
Courage in Thought and the Power of Imagination Anchor Text: Frankenstein by Mary Shelley
Alignment to 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.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g. express a personal point of view, new interpretation of the author's message). 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. 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,

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DEPARTMENT English

COURSE English III

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.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.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.

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.

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DEPARTMENT English

COURSE English III

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.

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.

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).

Learning Objectives and Activities

SWBAT answer the following questions:

- How are humanity's spiritual, aesthetic, and moral sensibilities influenced by nature?
- How do new perceptions of the world spark revolutions in thought and action?
- What can we learn about maturation from identifying the contrary states of the human soul?
- How can we make order from the chaos of an ever changing world?
- How can we give abstract ideas concrete form?
- How can we reconcile contraries within ourselves and within society?
- How can courageous individual expression outweigh traditional thought?

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DEPARTMENT English

COURSE English III

SWBAT demonstrate understanding of the following:

- Students will explore the literary expression of artistic and philosophical ideals found in movements that redefined the fundamental ways in which peoples thought about themselves and about their world
- Students will draw conclusions from studied texts in order to identify speakers and establish the motives and purpose behind imaginative, logical, and modernist works and reveal universal truths
- Students will understand how individuals and society make order out of chaos and what that organization reveals
- Students will Identify poetic and literary devices and explain how they work to establish the identity of a speaker.
- Students will focus on establishing the motives and purpose behind imaginative, logical, and modernist works and will explore issues revealed in each, including the fascination with youth and innocence, the questioning of authority for idealistic purposes

Learning Activities:

- Introduce students to key terms of style analysis which may include word choice; sentence length, structure, and variety; tone; imagery; figurative language (i.e. foreshadowing); and use of dialogue.
- Students will read, listen to, and analyze a variety of texts including literary fiction and non-fiction (poetry and prose).
- Students will write a literary analysis on protagonists as foils.
- Students will write a personal narrative from a character's point of view.
- Students will identify and analyze a poem or song lyrics connecting to the effect of nature's influence on spiritual and moral sensibilities. (modeled in Learning Activity 1)
- Students will demonstrate understanding of poetry by composing their own Ode to an object. (Modeled on Ode On a Grecian Urn).
- Students will work in groups in order to read, analyze, and summarize one part of The Rime of the Ancient Mariner. They will become effective speakers by presenting their parts to the class.
- Students will write a personal narrative essay in the form of diary entries from the point of view of one character.
- Students will write a literary analysis comparing and contrasting two protagonists and the role of human nature, violence, and importance of laws/government in the novel. Students will engage in steps of the writing process for this essay that may include brainstorming, outlining, drafting, writing, peer editing, and revising.

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DEPARTMENT English

COURSE English III

- Students will read *Frankenstein* and consider the artistic and social contributions of Mary Shelley, as well as other members of the LGBT community**
- Students will read the sonnet "When I Consider How My Light is Spent" by John Milton, analyze the impact of blindness upon the poet as communicated in the poem, and consider the social and artistic contributions of Milton and other persons with disabilities.**

**NJ LGBT and Persons with Disabilities Education

Assessments

Formative:

- Closure Questions and Answer (Daily & Semi-Daily Basis)
- Exit Pass, Do Now, & Journal Entries (a minimum of one paragraph)
- Group Annotation and/or Presentation of Poems and song lyrics
- Quiz: Application of Elements of Literature as well as reading comprehension
- Follow directions, as well as write directions in a survivor-like challenge

Alternative:

- Observation of Class/Online Discussion
- Teacher-student conferences
- Self-assessment rubric

Summative:

- Personal Narrative Essay: explore the point of view of a character
- Expository Essay: character analysis
- Open-Ended Questions: students will be presented with a variety of texts and be required to formulate well-organized, concise, and textually supported formal paragraphs.
- Digital Portfolio Update/Writing Reflection

Benchmark:

- Literary Analysis Essay

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Digital Portfolio Update: Students will maintain a digital portfolio showing learning and

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DEPARTMENT English

COURSE English III

growth from the class, including reflection on college and career planning and goal-setting.

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.

9.2.12.C.3 Identify transferable career skills and design alternate career plans.

Technology Integration

Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group

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DEPARTMENT English

COURSE English III

- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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