



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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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
August 2025	Ian Schwartz	Revisions

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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Foundations of Analysis and Human Nature	21	Fate, Free Will, and Critical Thinking
2	Foundations of Analysis and Human Nature	22	Fate, Free Will, and Critical Thinking
3	Foundations of Analysis and Human Nature	23	Fate, Free Will, and Critical Thinking
4	Foundations of Analysis and Human Nature	24	Fate, Free Will, and Critical Thinking
5	Foundations of Analysis and Human Nature	25	Fate, Free Will, and Critical Thinking
6	Foundations of Analysis and Human Nature	26	Fate, Free Will, and Critical Thinking
7	Foundations of Analysis and Human Nature	27	Fate, Free Will, and Critical Thinking
8	Foundations of Analysis and Human Nature	28	Fate, Free Will, and Critical Thinking
9	Foundations of Analysis and Human Nature	29	Fate, Free Will, and Critical Thinking
10	Foundations of Analysis and Human Nature	30	Fate, Free Will, and Critical Thinking
Week	Marking Period 2	Week	Marking Period 4
11	Power, Control, and Research Based Writing	31	Real-World Writing and Personal Voice
12	Power, Control, and Research Based Writing	32	Real-World Writing and Personal Voice
13	Power, Control, and Research	33	Real-World Writing and Personal

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	Based Writing		Voice
14	Power, Control, and Research Based Writing	34	Real-World Writing and Personal Voice
15	Power, Control, and Research Based Writing	35	Real-World Writing and Personal Voice
16	Power, Control, and Research Based Writing	36	Real-World Writing and Personal Voice
17	Power, Control, and Research Based Writing	37	Real-World Writing and Personal Voice
18	Power, Control, and Research Based Writing	38	Real-World Writing and Personal Voice
19	Power, Control, and Research Based Writing	39	Real-World Writing and Personal Voice
20	Power, Control, and Research Based Writing	40	Real-World Writing and Personal Voice

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

Core Instructional & Supplemental Materials, including various levels of Texts

All Levels:

Lord of the Flies; Macbeth; Brave New World; "Serial" Podcast; 1984; "Me Talk Pretty One Day" and "Go Carolina" by David Sedaris*

Supplemental Texts for Advanced:

Beowulf; The Canterbury Tales; Brave New World

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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Time Frame	10 Weeks
Topic	
Foundations of Analysis and Human Nature	
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 for 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.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. 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 create 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). 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 thoroughness, 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	

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(e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claims (s) and reasons, between reasons and evidence, and between claims (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 aid 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). 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

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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.

SL.PI.11-12.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the 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 throughout 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 a dictionary).

Learning Objectives and Activities

SWBAT answer the following questions:

- What do the unit texts suggest about human nature and the balance between order and chaos?
- How do authors use literary devices such as symbolism, characterization, and conflict to develop themes about power and society?
- What makes a leader effective, and how do different leadership styles influence group dynamics?
- How does fear shape individual and group behavior in literature?
- How does an author's use of language and structure impact the reader's interpretation of a text's meaning?

SWBAT demonstrate understanding of the following:

- Literature helps readers explore the forces that shape moral choices.
- Authors use literary devices—such as symbolism, characterization, and conflict—to develop deeper meanings and explore societal issues.
- Power and leadership take many forms, and different leadership styles impact how individuals and societies function.
- Fear, whether real or perceived, has the power to influence decision-making,

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relationships, and social order.

- Language, structure, and literary techniques shape meaning and impact a reader's understanding of a text.

Learning Activities:

- Students will be able to analyze a literary work by identifying symbols, characters' traits, and themes, and explaining how these elements contribute to the overall meaning of the text.
- Students will be able to write clear and coherent paragraphs by developing a claim, supporting it with evidence, and providing reasoning to connect the evidence to the claim.
- Students will be able to conduct research by identifying and selecting credible sources to support their arguments or projects.
- Students will read the CommonLit 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?*
- Identify and analyze symbolism, characterization, and theme.
- Strengthen paragraph writing with claim-evidence-reasoning (CER).
- Develop foundational research skills (finding credible sources).
- Weekly words from Power Plus and/or text-based vocabulary

*NJ Climate Change Education

Assessments

Formative:

- Closure Questions and Answers (Daily & Semi-Daily Basis)
- Exit Pass, Do Now, & Journal Entries (a minimum of one paragraph)
- Character analysis paragraph compositions

Alternative:

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

Summative:

- Literary Analysis essay

Benchmark:

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- Opening Literary Analysis Benchmark Assessment

Interdisciplinary Connections

Climate Change Education:

HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, the occurrence of natural hazards, and climate change have influenced human activity.

Career Readiness, Life Literacies, and Key Skills

Climate Change Education:

9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately

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	10 Weeks
Topic	
Power, Control, and Research-Based Writing	
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	

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text.

RI.CI.11-12.2 Determine two or more central ideas of an informational text and analyze how they are developed and refined throughout 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.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.

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 throughout 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 create 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.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 understanding of the author's message).

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 thoroughness, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the

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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 claims (s) and reasons, between reasons and evidence, and between claims 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 aid 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.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.

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).

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

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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) 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, concisely, and logically. The content, organization, development, and style are appropriate to the 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.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.

Learning Objectives and Activities

SWBAT answer the following questions:

- How do Orwell and Huxley use dystopian elements to explore themes of power, control, and resistance?
- How can literature help readers in critically assessing questions such as:
 - How does language influence thought?
 - Is security more important than freedom?
- What are the dangers of misinformation, censorship, and propaganda in shaping public perception?

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- How are historical and contemporary real-world examples of power structures reflected in dystopian fiction?
- How does reading affect our view of 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:

- Dystopian literature critiques real-world systems of power and control, revealing how political and societal forces shape human behavior.
- Language shapes perception and reality; controlling language can control thought.
- Propaganda and misinformation manipulate public opinion and influence society's beliefs and behaviors.
- Research and critical inquiry allow us to analyze complex issues, construct evidence-based arguments, and engage with multiple perspectives.
- 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.

Learning Activities:

- Students will explore key terms of style analysis, which may include word choice, sentence length, structure, 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 analyze George Orwell's 1984 and Aldous Huxley's Brave New World, examining the use of propaganda, language manipulation (Newspeak and hypnopaedic conditioning), and dystopian themes.
- Students will strengthen their argumentative and research writing skills by developing explicit claims, incorporating relevant evidence, and using logical reasoning to support their arguments in a well-structured essay.
- Students will develop research skills for a formal paper by gathering credible sources, synthesizing information, and properly citing evidence in alignment with MLA or APA guidelines.

**NJ Diversity, Equity, and Inclusion Education

Assessments

Formative:

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- Exit Pass, Do Now, & Journal Entries
- Quiz: Application of Elements of Literature as well as reading comprehension

Summative:

- Argumentative essay: To what extent are Orwell's vision in 1984/Huxley's vision in *Brave New World* reflected in contemporary society?
- Research essay: Analyze a theme from 1984/*Brave New World* and connect it to historical or contemporary examples.

Alternative:

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

Interdisciplinary Connections

1984 and Brave New World Research Paper:

6.2.12.Civics.PI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.

Career Readiness, Life Literacies, and Key Skills

Research Paper:

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

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

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Time Frame	10 Weeks
Topic	
Fate, Free Will, and Critical Thinking	
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 throughout 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. 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 throughout 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 create 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 option 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	

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and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of other media or formats).

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 thoroughness, 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.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 throughout the narrative.

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.PE.11-12.1 Initiate and participate effectively in a range of collaborative

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DEPARTMENT English

COURSE English III

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.PI.11-12.4 Present information, findings, and supporting evidence, 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.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 throughout 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:

- How does Shakespeare use soliloquies to develop Macbeth's character and reveal his internal conflicts?
- To what extent are Macbeth's actions driven by fate, free will, or external influences?
- How do different interpretations of Macbeth (stage, film, and literary criticism) shape our understanding of the play's themes?
- What moral and ethical dilemmas does Macbeth present, and how do they relate to contemporary decision-making?

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SWBAT demonstrate understanding of the following:

- Shakespeare's use of soliloquies, motifs (e.g., blood, darkness, and hallucinations), and complex language deepens character development and reveals universal themes about ambition, guilt, and the consequences of unchecked power.
- Interpretations of Macbeth's behavior vary based on textual evidence, directorial choices, and critical perspectives, demonstrating how literature remains open to analysis and discussion across different contexts.
- Practical literary analysis requires a strong thesis, well-structured arguments, and textual evidence to support critical interpretations of a text.
- The themes of fate, free will, and moral responsibility in Macbeth reflect timeless philosophical debates, encouraging students to think critically about ethical dilemmas in both literature and real life.
- A strong command of vocabulary and grammar enhances both comprehension and communication, allowing students to engage more effectively with complex texts and articulate their ideas clearly.

Learning Activities:

- Students will analyze key soliloquies (e.g., "Is this a dagger which I see before me," "Tomorrow, and tomorrow, and tomorrow"), paraphrase them in modern language, and discuss how Shakespeare's choices reveal Macbeth's internal conflicts and broader themes.
- Students will watch and compare different film adaptations of Macbeth and write a comparative analysis or participate in a discussion on how each portrayal shapes audience's perception of his character.
- Students will develop thesis statements, organize evidence, and refine their argumentation in response to an essential question about Macbeth.
- Students will participate in a Socratic seminar or debate on whether Macbeth's downfall was predetermined by fate or a consequence of his own choices, using textual evidence and reasoning.

Assessments

Formative:

- Exit Pass, Do Now, & Journal Entries
- Quiz: Application of Elements of Literature as well as reading comprehension

Alternative:

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

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Summative:

- Mock Trial: Should Macbeth be held legally responsible for his crimes? Students will conduct legal research and participate in a mock trial.
- Literary Analysis Essay: Students will analyze Macbeth's motivations and examine whether he is a tragic hero or a villain.
- Interdisciplinary Project: Psychological analysis of Macbeth through the lens of modern psychology—students will diagnose Macbeth or Lady Macbeth with a psychological disorder based on textual evidence and research.

Interdisciplinary Connections

Psychological analysis of Macbeth or Lady Macbeth:
 HS-LS1-3: Plan and investigate to provide evidence that feedback mechanisms maintain homeostasis. *(I.e. Macbeth's stress, paranoia, and guilt could be linked to biological stress responses, mental health, and neuroscience (e.g., the impact of cortisol, adrenaline, or sleep deprivation)).*

Career Readiness, Life Literacies, and Key Skills

Legal Research and Mock Trial

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

Technology Integration

Legal Research and Mock Trial

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

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

10 Weeks

Topic

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Real World Writing and Personal Voice

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.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 understanding 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.

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 throughout 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 create 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).

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 thoroughness, 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 claims (s) and reasons, between reasons and evidence, and between claims and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for

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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 throughout 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. 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.

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SL.PI.11-12.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience.

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.

Learning Objectives and Activities

SWBAT answer the following questions:

- What are the elements of a compelling personal narrative, as demonstrated by David Sedaris** in his essays "Go Carolina" and "Me Talk Pretty One Day"?
- How can developing the skills needed to effectively tell my own story, as seen in Sedaris's use of humor and personal experience, help me pursue college and career goals?
- How do authors use perspective, bias, and storytelling techniques, like those in Sedaris's essays, to craft compelling narratives?
- What are the key components of a strong college essay, and how can I apply Sedaris's narrative style to my writing?
- How does storytelling influence our understanding of truth and justice, as shown in Serial and Sedaris's work?
- How do authors and journalists, including Sedaris and those in Serial, use evidence to construct compelling arguments?
- How does the structure of Serial impact our interpretation of the case and key themes?
- In what ways do different media (audio, print, visual) affect audience perception and engagement, as seen in the transition between Sedaris's written essays and the Serial podcast?

SWBAT demonstrate understanding of the following:

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- Narratives are constructed, not objective; authors and journalists make deliberate choices that shape meaning and audience perception.
- Bias and perspective influence how stories are told and understood, requiring audiences to think critically about sources and credibility.
- Effective argumentation relies on strong claims, relevant evidence, and sound reasoning, all of which are necessary for persuasive and analytical writing.
- Different storytelling mediums use distinct techniques to engage audiences and shape meaning.
- Critical listening, reading, and discussion skills help students evaluate complex texts and form well-supported interpretations.

Learning Activities:

- Introduce students to key terms of style analysis, which may include word choice, sentence length, structure, 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).
- In small groups, students track Sarah Koenig's narrative choices (word choice, tone, interview selections) and debate how they affect audience perception of Adnan Syed's guilt or innocence.
- Students write an argumentative essay or podcast script defending a position on Adnan's case using logical reasoning and evidence from Serial, external sources, and legal documents.
- Students analyze how Serial constructs Adnan Syed's story through Koenig's perspective and compare this to the choices they must make when crafting their own college essay/personal narrative. Key questions include:
 - How does Koenig's framing of Adnan shape the audience's perception of him?
 - How do you control your narrative through structure, tone, and word choice?
- Students will read David Sedaris' essays "Go Carolina" and "Me Talk Pretty One Day", then engage in a group discussion about how Sedaris uses personal voice, humor, and vulnerability to address issues related to identity, language, and societal expectations.**

**NJ LGBT and Persons with Disabilities Education

Assessments

Formative:

- Closure Questions and Answers (Daily & Semi-Daily Basis)

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- 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/College Essay
- Argumentative Essay
- Digital Portfolio Update/Writing Reflection

Benchmark:

- Literary Analysis Essay

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

College Essay/Digital Portfolio Update: Students will maintain a digital portfolio showing learning and 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.

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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 the 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-level 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
- 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 the 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

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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 texts 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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