

English III

Unit 1: Breaking Away: How does independence define the American spirit?

Stage 1: Desired Results

Standards & Indicators:

Language Domain

L.SS.11–12.1. [Language. System and Structure of Language. 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. [Language. Knowledge of Language. 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. [Language. Vocabulary Acquisition, Use and Literal Meaning. 11-12.3.](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

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

L.VI.11–12.4. [Language. Vocabulary Acquisition, Use and Interpretative Meaning. 11-12.4.](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

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

Reading Domain

RL.CR.11–12.1. [Reading Literature. Close Reading of Text. 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.

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RI.CR.11–12.1. [Reading Informational Texts.Close Reading of Text.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.

RL.CI.11–12.2. [Reading Literature.Central Ideas and Themes of Texts.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.

RI.CI.11–12.2. [Reading Informational Texts.Central Ideas and Themes of Texts.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.

RL.IT.11–12.3. [Reading Literature.Interactions Among Text Elements.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).

RI.IT.11–12.3. [Reading Informational Texts.Interactions Among Text Elements.9–10.3](#). 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.

RL.TS.11–12.4. [Reading Literature.Text Structure.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.

RI.TS.11–12.4. [Reading Informational Texts.Text Structure.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.

Writing Domain

W.AW.11–12.1. [Writing.Argumentative Writing.11-12.1](#). Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

W.WP.11–12.4. [Writing.Writing Process.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. [Writing.Range of Writing.9-10.7](#). 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.

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Speaking and Listening Domain

SL.PE.11–12.1. [Speaking and Listening.Participate Effectively.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. [Speaking and Listening.Integrate Information.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. [Speaking and Listening.Evaluate Speakers.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 [Speaking and Listening.Present Information.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. [Speaking and Listening.Use Media.9-10.5](#). 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. 🌱

SL.AS.11–12.6. [Speaking and Listening.Adapt Speech.9-10.6](#).Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Idea
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).	Media have embedded values and points of view.
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a,	

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7.1.IL.IPRET.4)	
<p>Central Idea/Enduring Understanding: Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose. Knowledge and ideas are developed by using and evaluating multiple sources to gain information and create perspective to form an argument.</p> <p>Knowledge is developed by independent, purposeful and engaged reading at various literary and informational text levels.</p> <p>Writing is developed by independent, purposeful and engaged writing for extended and short periods of time for a variety of tasks, purposes and audiences.</p> <p>Listening skills are critical for learning and communicating.</p>	<p>Essential/Guiding Question: How does independence define the American spirit?</p>
<p>Content: Textual Evidence Relevant Connections Explicit/Inferential Information Theme Central Idea Author's Choice Objective Summary Elements of Story/Drama Sequence of Events Text Structure Literary Analysis</p> <p>Argumentative Writing Revision Editing</p> <p>Standard English grammar Syntax Parallel structure Phrase and clause Active / Passive voice Subjunctive mood Punctuation (colon, semicolon, dash) Tone Word nuance Connotation / Denotation Figurative language Academic vocabulary Context clues</p>	<p>Skills (Objectives):</p> <ul style="list-style-type: none"> ● Cite strong and thorough textual evidence to support analysis of explicit and implicit ideas, including areas left uncertain by the text. ● Determine two or more themes of a literary text, analyze how they develop and interact, and provide an objective summary. ● Analyze and evaluate the effectiveness of an author's narrative or dramatic structure. ● Determine two or more central ideas of a text, analyze how they develop and interact, and provide an objective summary. ● Analyze a complex set of ideas or sequence of events to explain how specific individuals, ideas, or events interact and evolve within the text. ● Determine the meaning of words and phrases as used in a text and analyze how an author refines key terms throughout a text. ● Analyze and evaluate the effectiveness of an author's exposition or argument structure. ● Determine an author's point of view or purpose in texts and analyze how style and content contribute to the power or persuasiveness of the text. ● Write arguments that support claims with valid reasoning and sufficient evidence across substantive topics or texts. ● Produce clear and coherent writing appropriate to task, purpose, and audience. ● Develop and strengthen writing by planning, revising, editing, and rewriting.

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<p>Reference tools Analogy Affix Greek / Latin roots</p> <p>Collaborative discussion Active listening Clarify / Clarification Rebuttal Evidence-based discussion Formal presentation Multimedia integration Visual aids Audience engagement Purpose Diction Volume / Pace / Tone</p> <p>StudySync Unit I: Blast: Breaking Away</p> <p>StudySync Unit I: <i>The Crucible</i> (Excerpt)</p> <p>StudySync Unit I: Independent Read - <i>The Scarlet Letter</i> (Chapter 2 Excerpt)</p> <p>StudySync Unit I: Independent Read: On Being Brought from Africa to America</p> <p>StudySync Unit I: Independent - The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African</p> <p>Literary Analysis Task Argumentative Writing</p>	<ul style="list-style-type: none"> ● Conduct both short and sustained research projects to answer questions and demonstrate understanding. ● Gather, evaluate, and integrate relevant information from multiple sources ● Use technology to produce and publish writing and collaborate with others. ● Demonstrate command of the English language when writing and speaking. ● Apply knowledge of language to understand function, to make effective meaning and style choices, and to improve reading and listening comprehension. ● Determine and clarify the meaning of unknown and multiple-meaning words and phrases. ● Demonstrate understanding of figurative language, word relationships, and nuances in meaning. ● Initiate and participate effectively in a range of collaborative discussions. ● Integrate multiple sources of information from diverse media to make informed decisions and solve problems. ● Evaluate a speaker’s point of view, reasoning, and use of evidence. ● Present information, findings, and evidence clearly, concisely, and logically, appropriate to purpose and audience. ● Make strategic use of digital media to enhance understanding and engagement in presentations. ● Adapt speech to a variety of contexts and tasks, demonstrating effective use of formal English when appropriate.
<p><u>Interdisciplinary Connections:</u> Students will use knowledge of early US history and the Transatlantic Slave Trade to inform their understanding of the literature and informational texts of those time periods.</p>	
<p>Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u> End of Unit 1 Assessment Extended Writing Project: Literary Analysis Task Argumentative Writing</p>	<p><u>Other Evidence:</u> Reading Assignments Writing Assignments Skill Assignments Blast Assignments</p>

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	Common Formative Assessments IXL		
Stage 3: Learning Plan			
<p><u>Learning Opportunities/Strategies:</u></p> <p>Peer Reviews Think-Pair-Share Turn and Talk Small Group Instruction Kagan Cooperative Learning Strategies Socratic Seminar Philosophical Chairs Four Corners Journaling</p>	<p><u>Resources:</u></p> <p><u>StudySync Program</u></p> <ul style="list-style-type: none"> ● Blasts ● Research Links ● Spotlight Skills ● StudySync TV ● Peer Reviews <p><u>IXL</u></p> <p>LGBTQ and Disabilities Resources:</p> <ul style="list-style-type: none"> ● LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth ● LGBTQ+ Books <p>DEI Educational Resources:</p> <ul style="list-style-type: none"> ● Learning for Justice ● GLSEN Educator Resources ● Supporting LGBTQIA Youth Resource List ● Respect Ability: Fighting Stigmas, Advancing Opportunities ● NJDOE Diversity, Equity & Inclusion Educational Resources 		
<p><u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Curriculum Compacting Enrichment Projects Independent Study Tiered Assignments Choice Boards Learning Menus Socratic Seminars Advanced Readings Peer Teaching Small-Group Instruction</p>	<p>Choice Boards Learning Menus Socratic Seminars Small-Group Instruction Leveled Texts</p>	<p>Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Socratic Seminars Small-Group Instruction Leveled Texts Student Mentors</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

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Unit 2: Life, Liberty, and the Pursuit of Happiness: How do our goals inform our actions?

Stage 1: Desired Results

Standards & Indicators:

Language Domain

L.SS.11–12.1. [Language System and Structure of Language.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. [Language Knowledge of Language.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. [Language Vocabulary Acquisition, Use and Literal Meaning.11-12.3](#). Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

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

L.VI.11–12.4. [Language Vocabulary Acquisition, Use and Interpretative Meaning.11-12.4](#). Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

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

Reading Domain

RL.CR.11–12.1. [Reading Literature Close Reading of Text.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.

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RI.CR.11–12.1. [Reading Informational Texts.Close Reading of Text.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.

RL.CI.11–12.2. [Reading Literature.Central Ideas and Themes of Texts.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.

RI.CI.11–12.2. [Reading Informational Texts.Central Ideas and Themes of Texts.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.

RL.IT.11–12.3. [Reading Literature.Interactions Among Text Elements.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).

RI.IT.11–12.3. [Reading Informational Texts.Interactions Among Text Elements.9–10.3](#). 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. [Reading Informational Texts.Text Structure.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. [Reading Informational Texts.Perspective and Purpose in Texts.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.

Writing Domain

W.IW.11–12.2. [Writing.Informative and Explanatory Writing.11-12.2](#). Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WP.11–12.4. [Writing.Writing Process.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.

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W.WR.11–12.5. [Writing.Writing Research.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. [Writing.Sources of Evidence.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. [Writing.Range of Writing.9-10.7](#). 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.

Speaking and Listening Domain

SL.PE.11–12.1. [Speaking and Listening.Participate Effectively.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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SL.PI.11–12.4 [Speaking and Listening.Present Information.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. [Speaking and Listening.Use Media.9-10.5](#). 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. 🌱

SL.AS.11–12.6. [Speaking and Listening.Adapt Speech.9-10.6](#). Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Idea
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.

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9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).	Media have embedded values and points of view.
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4)	
<p>Central Idea/Enduring Understanding: Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose. Knowledge and ideas are developed by using and evaluating multiple sources to gain information and create perspective to form an argument.</p> <p>Knowledge is developed by independent, purposeful and engaged reading at various literary and informational text levels.</p> <p>Writing is developed by independent, purposeful and engaged writing for extended and short periods of time for a variety of tasks, purposes and audiences.</p> <p>Listening skills are critical for learning and communicating.</p>		<p>Essential/Guiding Question: How do our goals inform our actions?</p>
<p>Content: Textual Evidence Relevant Connections Text Structure Central Idea Objective Summary Sequence of Events Central Idea Author's Purpose Style & Content</p> <p>Informational/Explanatory Writing Revision Editing Research</p> <p>Standard English grammar Syntax Parallel structure Phrase and clause Active / Passive voice</p>		<p>Skills (Objectives):</p> <ul style="list-style-type: none"> • Cite strong and thorough textual evidence to support analysis of explicit and implicit ideas, including areas left uncertain by the text. • Determine two or more themes of a literary text, analyze how they develop and interact, and provide an objective summary. • Analyze and evaluate the effectiveness of an author's narrative or dramatic structure. • Determine two or more central ideas of a text, analyze how they develop and interact, and provide an objective summary. • Analyze a complex set of ideas or sequence of events to explain how specific individuals, ideas, or events interact and evolve within the text. • Determine the meaning of words and phrases as used in a text and analyze how an author refines key terms throughout a text. • Analyze and evaluate the effectiveness of an author's exposition or argument structure.

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<p>Subjunctive mood Punctuation (colon, semicolon, dash) Tone Word nuance Connotation / Denotation Figurative language Academic vocabulary Context clues Reference tools Analogy Affix Greek / Latin roots</p> <p>Collaborative discussion Active listening Clarify / Clarification Rebuttal Evidence-based discussion Formal presentation Multimedia integration Visual aids Audience engagement Purpose Diction Volume / Pace / Tone</p> <p>Research Simulation Task Informational/Explanatory Writing</p> <p>StudySync Unit 5: <i>The Great Gatsby</i> (Excerpt)</p> <p>StudySync Unit 5: Brown vs Board of Education</p> <p>StudySync American Lit Unit - Life, Liberty, and the Pursuit of Happiness: Hiroshima</p> <p>StudySync American Lit Unit - Life, Liberty, and the Pursuit of Happiness: Theme for English B</p>	<ul style="list-style-type: none">● Write informative or explanatory texts to examine and convey complex ideas clearly and accurately.● Produce clear and coherent writing appropriate to task, purpose, and audience.● Develop and strengthen writing by planning, revising, editing, and rewriting.● Conduct both short and sustained research projects to answer questions and demonstrate understanding.● Gather, evaluate, and integrate relevant information from multiple sources● Use technology to produce and publish writing and collaborate with others. <ul style="list-style-type: none">● Demonstrate command of the English language when writing and speaking.● Apply knowledge of language to understand function, to make effective meaning and style choices, and to improve reading and listening comprehension.● Determine and clarify the meaning of unknown and multiple-meaning words and phrases.● Demonstrate understanding of figurative language, word relationships, and nuances in meaning. <ul style="list-style-type: none">● Initiate and participate effectively in a range of collaborative discussions.● Integrate multiple sources of information from diverse media to make informed decisions and solve problems.● Evaluate a speaker's point of view, reasoning, and use of evidence.● Present information, findings, and evidence clearly, concisely, and logically, appropriate to purpose and audience.● Make strategic use of digital media to enhance understanding and engagement in presentations.● Adapt speech to a variety of contexts and tasks, demonstrating effective use of formal English when appropriate.
<p><u>Interdisciplinary Connections:</u> Students will use textual themes in literature to enhance their understanding of the concepts of race, class, gender, and selfhood in 19th and 20th century America.</p>	

English III

Stage 2: Assessment Evidence

<p>Performance Task(s):</p> <p>End of Unit 2 Assessment Extended Writing Project: Research Simulation Task Informational/Explanatory Writing</p>	<p>Other Evidence:</p> <p>Reading Assignments Writing Assignments Skill Assignments Blast Assignments Common Formative Assessments IXL</p>
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Stage 3: Learning Plan

<p>Learning Opportunities/Strategies:</p> <p>Peer Reviews Think-Pair-Share Turn and Talk Small Group Instruction Kagan Cooperative Learning Strategies Socratic Seminar Philosophical Chairs Four Corners Journaling</p>	<p>Resources:</p> <p>StudySync Program</p> <ul style="list-style-type: none"> • Blasts • Research Links • Spotlight Skills • StudySync TV • Peer Reviews <p>IXL</p> <p>LGBTQ and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Educational Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Curriculum Compacting Enrichment Projects Independent Study Tiered Assignments Choice Boards Learning Menus Socratic Seminars Advanced Readings Peer Teaching Small-Group Instruction</p>	<p>Choice Boards Learning Menus Socratic Seminars Small-Group Instruction Leveled Texts</p>	<p>Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Socratic Seminars Small-Group Instruction Leveled Texts Student Mentors</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but</p>

English III

			are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit 3: The Highway: How do journeys influence perspective?

Stage 1: Desired Results

Standards & Indicators:

Language Domain

L.SS.11–12.1. [Language. System and Structure of Language. 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. [Language. Knowledge of Language. 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. [Language. Vocabulary Acquisition, Use and Literal Meaning. 11-12.3.](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

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

L.VI.11–12.4. [Language. Vocabulary Acquisition, Use and Interpretative Meaning. 11-12.4.](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.

English III

- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Reading Domain

RL.CR.11–12.1. [Reading Literature.Close Reading of Text.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. [Reading Literature.Central Ideas and Themes of Texts.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. [Reading Literature.Interactions Among Text Elements.11-12.3](#). Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.PP.11–12.5. [Reading Literature.Perspective and Purpose in Texts.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).

Writing Domain

W.AW.11–12.1. [Writing.Argumentative Writing.11-12.1](#). Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

W.WP.11–12.4. [Writing.Writing Process.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. [Writing.Range of Writing.9-10.7](#). 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.

Speaking and Listening Domain

SL.PE.11–12.1. [Speaking and Listening.Participate Effectively.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.

English III

- 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. [Speaking and Listening.Integrate Information.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. [Speaking and Listening.Evaluate Speakers.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 [Speaking and Listening.Present Information.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. [Speaking and Listening.Use Media.9-10.5](#). 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. 🌱

SL.AS.11–12.6. [Speaking and Listening.Adapt Speech.9-10.6](#). Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Idea
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).	Media have embedded values and points of view.
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4)	

Central Idea/Enduring Understanding:

Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose. Knowledge and ideas are developed by using and evaluating multiple sources to gain information and create perspective to form an argument.

Essential/Guiding Question:

How do journeys influence perspective?

English III

<p>Knowledge is developed by independent, purposeful and engaged reading at various literary and informational text levels.</p> <p>Writing is developed by independent, purposeful and engaged writing for extended and short periods of time for a variety of tasks, purposes and audiences.</p> <p>Listening skills are critical for learning and communicating.</p>	
<p>Content:</p> <p>Textual Evidence Relevant Connections Elements of Story/Drama Theme Objective Summary</p> <p>Standard English grammar Syntax Parallel structure Phrase and clause Active / Passive voice Subjunctive mood Punctuation (colon, semicolon, dash) Tone Word nuance Connotation / Denotation Figurative language Academic vocabulary Context clues Reference tools Analogy Affix Greek / Latin roots</p> <p>Collaborative discussion Active listening Clarify / Clarification Rebuttal Evidence-based discussion Formal presentation Multimedia integration Visual aids Audience engagement Purpose Diction Volume / Pace / Tone</p>	<p>Skills (Objectives):</p> <ul style="list-style-type: none"> ● Cite strong and thorough textual evidence to support analysis of explicit and implicit ideas, including areas left uncertain by the text. ● Determine two or more themes of a literary text, analyze how they develop and interact, and provide an objective summary. ● Analyze and evaluate the effectiveness of an author's narrative or dramatic structure. ● Identify multiple interpretations of a story, drama, or poem and analyze how each version offers distinct meaning from the source text. ● Write arguments that support claims with valid reasoning and sufficient evidence across substantive topics or texts. ● Produce clear and coherent writing appropriate to task, purpose, and audience. ● Develop and strengthen writing by planning, revising, editing, and rewriting. ● Conduct both short and sustained research projects to answer questions and demonstrate understanding. ● Gather, evaluate, and integrate relevant information from multiple sources ● Use technology to produce and publish writing and collaborate with others. ● Demonstrate command of the English language when writing and speaking. ● Apply knowledge of language to understand function, to make effective meaning and style choices, and to improve reading and listening comprehension. ● Determine and clarify the meaning of unknown and multiple-meaning words and phrases. ● Demonstrate understanding of figurative language, word relationships, and nuances in meaning. ● Initiate and participate effectively in a range of collaborative discussions. ● Integrate multiple sources of information from diverse media to make informed decisions and solve problems.

English III

<p>Literary Analysis Task Argumentative Writing Revision Editing</p> <p>StudySync Unit I: The Story of an Hour</p> <p>StudySync Unit II: Because I Could Not Stop for Death</p> <p>StudySync Grade 11 Unit 4: The Fall of the House of Usher</p> <p>StudySync Unit 6: The Night Before Christmas</p>	<ul style="list-style-type: none"> • Evaluate a speaker’s point of view, reasoning, and use of evidence. • Present information, findings, and evidence clearly, concisely, and logically, appropriate to purpose and audience. • Make strategic use of digital media to enhance understanding and engagement in presentations. • Adapt speech to a variety of contexts and tasks, demonstrating effective use of formal English when appropriate.
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Interdisciplinary Connections:

The literature will inform students’ understanding of sociopolitical issues, including differences of class, race, economics, status, politics, cultural norms, and environmental and health concerns during the early 20th century.

Stage 2: Assessment Evidence

Performance Task(s):

End of Unit 3 Assessment
Extended Writing Project: Literary Analysis Task
Argumentative Writing

Other Evidence:

Reading Assignments
Writing Assignments
Skill Assignments
Blast Assignments
Common Formative Assessments
IXL

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Peer Reviews
Think-Pair-Share
Turn and Talk
Small Group Instruction
Kagan Cooperative Learning Strategies
Socratic Seminar
Philosophical Chairs
Four Corners
Journaling

Resources:

StudySync Program

- Blasts
- Research Links
- Spotlight Skills
- StudySync TV
- Peer Reviews

IXL

LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Educational Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)

English III

		<ul style="list-style-type: none"> • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources 	
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Curriculum Compacting Enrichment Projects Independent Study Tiered Assignments Choice Boards Learning Menus Socratic Seminars Advanced Readings Peer Teaching Small-Group Instruction	Choice Boards Learning Menus Socratic Seminars Small-Group Instruction Leveled Texts	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Socratic Seminars Small-Group Instruction Leveled Texts Student Mentors	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit 4: Defining Love
Stage 1: Desired Results
Standards & Indicators:
Language Domain
<p>L.SS.11–12.1. Language System and Structure of Language.11-12.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.</p> <p>B. Observe hyphenation conventions.</p> <p>C. Recognize spelling conventions.</p> <p>L.KL.11–12.2. Language Knowledge of Language.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.</p> <p>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.</p> <p>B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

English III

L.VL.11–12.3. [Language. Vocabulary Acquisition, Use and Literal Meaning.11-12.3.](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

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

L.VI.11–12.4. [Language. Vocabulary Acquisition, Use and Interpretative Meaning.11-12.4.](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

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

Reading Domain

RL.CR.11–12.1. [Reading Literature.Close Reading of Text.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. [Reading Literature.Central Ideas and Themes of Texts.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. [Reading Literature.Interactions Among Text Elements.11-12.3.](#) Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.PP.11–12.5. [Reading Literature.Perspective and Purpose in Texts.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).

Writing Domain

W.NW.11–12.3. [Writing.Narrative Writing.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).

English III

- 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. [Writing.Writing Process.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. [Writing.Range of Writing.9-10.7](#). 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.

Speaking and Listening Domain

SL.PE.11–12.1. [Speaking and Listening.Participate Effectively.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. [Speaking and Listening.Integrate Information.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. [Speaking and Listening.Evaluate Speakers.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 [Speaking and Listening.Present Information.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. [Speaking and Listening.Use Media.9-10.5](#). 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. 🌱

SL.AS.11–12.6. [Speaking and Listening.Adapt Speech.9-10.6](#). Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Idea
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).	With a growth mindset, failure is an important part of success.

English III

9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).	Media have embedded values and points of view.
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4)	
<p>Central Idea/Enduring Understanding: Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose. Knowledge and ideas are developed by using and evaluating multiple sources to gain information and create perspective to form an argument.</p> <p>Knowledge is developed by independent, purposeful and engaged reading at various literary and informational text levels.</p> <p>Writing is developed by independent, purposeful and engaged writing for extended and short periods of time for a variety of tasks, purposes and audiences.</p> <p>Listening skills are critical for learning and communicating.</p>		<p>Essential/Guiding Question: How does love transform us?</p>
<p>Content: Textual Evidence Theme Author's Choice Elements of story/drama Universal Theme</p> <p>Standard English grammar Syntax Parallel structure Phrase and clause Active / Passive voice Subjunctive mood Punctuation (colon, semicolon, dash) Tone Word nuance Connotation / Denotation Figurative language Academic vocabulary Context clues Reference tools</p>		<p>Skills (Objectives):</p> <ul style="list-style-type: none"> • Cite strong and thorough textual evidence to support analysis of explicit and implicit ideas, including areas left uncertain by the text. • Determine two or more themes of a literary text, analyze how they develop and interact, and provide an objective summary. • Analyze and evaluate the effectiveness of an author's narrative or dramatic structure. • Identify multiple interpretations of a story, drama, or poem and analyze how each version offers distinct meaning from the source text. • Write narratives that develop real or imagined experiences using effective technique and structured sequences. • Produce clear and coherent writing appropriate to task, purpose, and audience. • Develop and strengthen writing by planning, revising, editing, and rewriting. • Conduct both short and sustained research projects to answer questions and demonstrate understanding.

English III

<p>Analogy Affix Greek / Latin roots</p> <p>Collaborative discussion Active listening Clarify / Clarification Rebuttal Evidence-based discussion Formal presentation Multimedia integration Visual aids Audience engagement Purpose Diction Volume / Pace / Tone</p> <p>Narrative Writing Task: Narrative Writing</p> <p>Sonnet 18 & 116</p> <p>Metamorphoses</p> <p>On Her Loving Two Equally</p>	<ul style="list-style-type: none"> ● Gather, evaluate, and integrate relevant information from multiple sources ● Use technology to produce and publish writing and collaborate with others. ● Demonstrate command of the English language when writing and speaking. ● Apply knowledge of language to understand function, to make effective meaning and style choices, and to improve reading and listening comprehension. ● Determine and clarify the meaning of unknown and multiple-meaning words and phrases. ● Demonstrate understanding of figurative language, word relationships, and nuances in meaning. ● Initiate and participate effectively in a range of collaborative discussions. ● Integrate multiple sources of information from diverse media to make informed decisions and solve problems. ● Evaluate a speaker's point of view, reasoning, and use of evidence. ● Present information, findings, and evidence clearly, concisely, and logically, appropriate to purpose and audience. ● Make strategic use of digital media to enhance understanding and engagement in presentations. ● Adapt speech to a variety of contexts and tasks, demonstrating effective use of formal English when appropriate.
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Interdisciplinary Connections:

The texts in this unit inform students' understanding of love and romance as cultural constructs in time periods different from our own.

Stage 2: Assessment Evidence

Performance Task(s):

End of Unit 4 Assessment
Extended Writing Project: Narrative Writing Task

Other Evidence:

Reading Assignments
Writing Assignments
Skill Assignments
Blast Assignments
Common Formative Assessments
IXL

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Peer Reviews
Think-Pair-Share
Turn and Talk
Small Group Instruction
Kagan Cooperative Learning Strategies
Socratic Seminar
Philosophical Chairs
Four Corners

Resources:

StudySync Program

- Blasts
- Research Links
- Spotlight Skills
- StudySync TV
- Peer Reviews

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English III

Journaling	<p>LGBTQ and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Educational Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Curriculum Compacting Enrichment Projects Independent Study Tiered Assignments Choice Boards Learning Menus Socratic Seminars Advanced Readings Peer Teaching Small-Group Instruction	Choice Boards Learning Menus Socratic Seminars Small-Group Instruction Leveled Texts	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Socratic Seminars Small-Group Instruction Leveled Texts Student Mentors	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

English III

Pacing Guide

Content	Resources	Standards
UNIT 1: Breaking Away: How does independence define the American spirit?		
23 Days		L.SS.11–12.1.A.B.C. L.KL.11–12.2.A.B.C. L.VL.11–12.3.A.B.C.D.E. L.VI.11–12.4.A.B.C.D.
Relationships, Routines and Procedures	(2 Days) <ul style="list-style-type: none"> Building Relationships Icebreakers 	RL.CR.11-12.1 RL.CI.11-12.2 RL.IT.11-12.3 RL.TS.11-12.4 RI.CR.11-12.1 RI.CI.11-12.2 RI.IT.11-12.3 RI.TS.11-12.4
IXL Flex Diagnostic Daily IXL Independent Practice	IXL (1 Day) IXL	
Unit Essential Question	Study Sync English III Unit I: Blast: Breaking Away (1 Day)	
Reading Literature	Study Sync English III Unit I: <i>The Crucible</i> (2 Days)	W.AW.11–12.1.A.B.C.D.E. W.WP.11-12.4 W.RW.11-12.7
Reading Literature	Study Sync English III Unit I: Independent Read - <i>The Scarlet Letter</i> (Chapter 2 Excerpt) (2 Days)	SL.PE.11–12.1.A.B.C.D. SL.II.11–12.2. SL.ES.11–12.3. SL.PI.11–12.4 SL.UM.11–12.5. SL.AS.11–12.6.
Reading Informational	Study Sync English III Unit I: Independent Read: On Being Brought from Africa to America (2 Days)	
Reading Literature	Study Sync English III Unit I: Independent - The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African (2 Days)	
CFA 1 (Unit 1, CFA 1) CFA 2 (Unit 1, CFA 2)	Pear Assessment (0.25 Day) Pear Assessment (0.25 Day)	
The Writing Process Literary Analysis Task Argumentative Writing	Study Sync Extended Writing Project (9 Days)	
End of Unit 1 Assessment	Pear Assessment (1.5 Days)	
UNIT 2: Life, Liberty, & the Pursuit of Happiness		
22 Days	IXL	L.SS.11–12.1.A.B.C. L.KL.11–12.2.A.B.C. L.VL.11–12.3.A.B.C.D.E. L.VI.11–12.4.A.B.C.D.
Unit Essential Question	Study Sync American Lit Unit: Blast:Life, Liberty, & the Pursuit of Happiness (1 Day)	RL.CR.11-12.1 RL.CI.11-12.2 RL.IT.11-12.3
Reading Literature	Study Sync English III Unit 5: <i>The Great Gatsby</i> (Excerpt) (3 Days)	

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Reading Informational	Study Sync English III Unit 5: Brown vs Board of Education (2.75 Days)	RI.CR.11-12.1 RI.CI.11-12.2 RI.IT.11-12.3 RI.TS.11-12.4 RI.PP.11-12.5
Reading Literature	Study Sync American Lit Unit - Life, Liberty, and the Pursuit of Happiness: Hiroshima (2 Days)	W.IW.11-12.2A W.IW.11-12.2B W.IW.11-12.2C W.IW.11-12.2D W.IW.11-12.2E W.IW.11-12.2F W.WP.11-12.4 W.WR.11-12.5 W.SE.11-12.6 W.RW.11-12.7
Reading Informational	Study Sync American Lit Unit - Life, Liberty, and the Pursuit of Happiness: Theme for English B (2 Days)	SL.PE.11-12.1.A.B.C.D. SL.II.11-12.2. SL.ES.11-12.3. SL.PI.11-12.4 SL.UM.11-12.5. SL.AS.11-12.6.
IXL Flex Diagnostic	IXL (0.25 day)	
CFA 3 (Unit 2, CFA 1) CFA 4 (Unit 2, CFA 2)	Pear Assessment (0.25 Day) Pear Assessment (0.25 Day)	
Research Simulation Task Informational/Explanatory Writing	Study Sync Extended Writing Project (9 Days)	
End of Unit 2 Assessment	Pear Assessment (1.5 Days)	
UNIT 3: The Highway - How do journeys influence perspective?		
23 Days		L.SS.11-12.1.A.B.C. L.KL.11-12.2.A.B.C. L.VL.11-12.3.A.B.C.D.E. L.VI.11-12.4.A.B.C.D.
IXL	IXL	
Reading Literature	Study Sync English III Unit I: The Story of an Hour (3 Days)	RL.IT.11-12.3 RL.CR.11-12.1 RL.CI.11-12.2 RL.PP.11-12.5
Reading Literature	Study Sync English III Unit II: Because I Could Not Stop for Death (3 Days)	
Reading Literature	Study Sync English III Unit 4: The Fall of the House of Usher (3 Days)	W.AW.11-12.1.A.B.C.D.E. W.WP.11-12.4 W.RW.11-12.7
Reading Literature	Study Sync English III Unit 6: The Night Before Christmas (3 Days)	SL.PE.11-12.1.A.B.C.D. SL.II.11-12.2. SL.ES.11-12.3. SL.PI.11-12.4 SL.UM.11-12.5. SL.AS.11-12.6.
CFA 5 (Unit 3, CFA 1) CFA 6 (Unit 3, CFA 2)	Pear Assessment (0.25 Day) Pear Assessment (0.25 Day)	
Literary Analysis: Argumentative Writing	Study Sync Extended Writing Project (9 Days)	
End of Unit 3 Assessment	Pear Assessment (1.5 Days)	

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UNIT 4: Defining Love: How does love transform us?		
22 Days		L.SS.11–12.1.A.B.C. L.KL.11–12.2.A.B.C. L.VL.11–12.3.A.B.C.D.E. L.VI.11–12.4.A.B.C.D.
Daily IXL Independent Practice	IXL	
Reading Literature	Study Sync Sonnet 18 & 116 (4 Days)	RL.CR.11-12.1 RL.CI.11-12.2
Reading Literature	Study Sync Metamorphoses (3 Days)	RL.IT.11-12.3 RL.PP.11-12.5
Reading Literature	Study Sync On Her Loving Two Equally (3 Days)	
CFA 7 (Unit 4, CFA 1) CFA 8 (Unit 4, CFA 2)	Pear Assessment (0.25 Day) Pear Assessment (0.25 Day)	W.NW.11–12.3. W.NW.11–12.3A W.NW.11–12.3B W.NW.11–12.3C
Narrative Writing	Study Sync Extended Writing Project (9.75 Days)	W.NW.11–12.3D W.NW.11–12.3E
IXL Flex Diagnostic	IXL (0.25 day)	W.WP.11-12.4 W.RW.11-12.7
End of Unit 4 Assessment	Pear Assessment (1.5 Days)	SL.PE.11–12.1.A.B.C.D. SL.II.11–12.2. SL.ES.11–12.3. SL.PI.11–12.4 SL.UM.11–12.5. SL.AS.11–12.6.