

Rumson-Fair Haven Regional High School

Course: *English III*

Staff Writers: Cassie Fallon, Alexis Marinov

Supervisor: Suzanne Crowley

Board Approval: August 2024

Section I: Course Description

English III integrates the study of language and literature to enhance/reinforce the literacy capacities and higher-order critical thinking skills needed for the 21st Century. Emphasis is placed on the acquisition and development of the literacy capacities needed for college and career readiness. Students enrolled in *English III* will read and respond to canonical and contemporary works of literature and complementary nonfiction texts that provide insight into the foundational texts of the English language, paired with key components of modern voices. The focus of these texts is to track developing identities through cultural experiences of the time while providing a juxtaposition of those experiences with enduring sociocultural concepts.

Section II: NJSLs: New Jersey Student Learning Standards/Learning Objectives

1. 2023 New Jersey Student Learning Standards English Language Arts:

A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. ...Students will [d]evelop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language[; r]ead rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success[; e]ngage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences)[; l]everage complex texts and digital media to develop comprehension, active listening, and discussion skills[; g]round daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens[; e]valuate the reliability, credibility, and perspective of authors and speakers across all forms of media[; e]xpress ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines [and l]earn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

2. 2020 New Jersey State Learning Standards-Social Studies:

- "...Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLs-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in the sophistication of learning about history, economics, geography, and civics at all ages."

3. 2020 New Jersey Student Learning Standards – Science:

- "Scientific and technological advances have proliferated and now permeate most aspects of life in the 21st century. It is increasingly important that all members of our society develop an understanding of scientific and engineering concepts and processes. Learning how to construct scientific explanations and how to design evidence-based solutions provides students with tools to think critically about personal and societal issues and needs. Students can then contribute meaningfully to decision-making processes, such as discussions about climate change, new approaches to health care, and innovative solutions to local and global problems."

4. 2020 New Jersey Student Learning Standards: Comprehensive Health and Physical Education:

- "Successful preparation of students for the opportunities, rigors, and advances of the 21st Century cannot be accomplished without a strong and sustained emphasis on the health and wellness of all students. Today's students are continually bombarded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. To

that end, the New Jersey Student Learning Standards - Comprehensive Health and Physical Education (NJSLS-CHPE) were revised to address the need for students to gain knowledge and skills in caring for themselves, interact effectively with others, and analyze the impact of choices and consequences.

5. **2020 New Jersey Student Learning Standards – Visual and Performing Arts:**
 - The NJSLS-VPA reflect the National Core Arts Standards and emphasize the process-oriented nature of the arts and arts learning by: defining artistic literacy through a set of overarching philosophical foundations and lifelong goals that clarify long-term expectations for arts learning; placing artistic processes and anchor standards at the forefront of the work; identifying creative artistic practices as the bridge for the application of the artistic processes and anchor standards across all learning; and specifying enduring understandings and essential questions that provide conceptual through lines and articulate value and meaning within and across the arts discipline.
6. **Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSLS:**
 - “The ‘Intent and Spirit of the Computer Science and Design Thinking Standards’ is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers.”
7. **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSLS:**
 - “This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.”
 - ***Climate Change:** The state of New Jersey has mandated instruction in, “Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs.”
8. ***Amistad Law: N.J.S.A. 18A 52:16A-88:**
 - The inclusion of lessons and resources/texts dealing with the African slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African Americans to our society will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.”
9. ***Holocaust Law: N.J.S.A. 18A 35-28:**
 - The inclusion of lessons and resources/texts that enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.”
10. ***LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:**
 - A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: “A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.”
11. ***Asian American and Pacific Islanders Legislation: N.J.S.A 4021/A6100:**
 - The inclusion of lessons and resources/texts on the history and contributions of Asian Americans and Pacific Islanders, will enable New Jersey’s schools to provide a curriculum that reflects the diversity of our state. In accordance with state law: “A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through as part of the school district’s implementation of the New Jersey Student Learning Standards in Social Studies.”
12. Acquisition/development/refinement of the higher-order critical thinking skills aligned with the *Revised Bloom’s Taxonomy of Cognitive Objectives*

Section III: Curriculum Modifications

The *English III* curriculum is subject to case-by-case modifications to support/advance the needs of all students, including special education students, English language learners, gifted students and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district’s English Language Learners (ELL) coordinator, feedback from members of the Intervention & Referral Services Team (*I&RS*) for at-risk students, and 504 Plans.

Coursework and assessments will be modified on an individual basis for students when necessary. Modifications may include but are not limited to those outlined on the [Modifications/Accommodations for English Courses](#) chart.

Section IV: Preparation for Standardized Testing

Instruction in *English III* is aligned with the requirements of state and national standardized assessments, including the *NJGPA*, *NJSLA*, *ACT*, the *PSAT*, and the *SAT*.

Section V: Curriculum Pacing Guide

Curriculum Pacing Guide	
Course Title: <i>English III</i>	Grade Level: 11th
Unit I: Representations of Cultural Values	Weeks 1-11
Unit II: Fear of the “Other”	Weeks 12-24
Unit III: Representation of Diversity	Weeks 25-33
Unit IV: Environment and Identity	Weeks 34-38
Unit V: Dystopian Worlds	Weeks 39 -40

Section VI: Technology Skills

Students in *English III* are required to complete the technology skills components of the [curriculum](#).

Section VII: Primary Texts and Year-Long Instructional Resources

The following texts and instructional resources are employed for all students in *English III*:

- Google Classroom

- *Common Sense Education* (www.common sense.org)
- *Turnitin.com* (<https://www.turnitin.com/>)
- *Vocabulary.com* (www.vocabulary.com)
- *Newsela* (www.newsela.com)
- *Beowulf* (Unknown, Burton Raffel translation)
- *Sir Gawain and the Green Knight* (Anonymous, Burton Raffel translation)
- *Dracula* (Bram Stoker)
- *The Picture of Dorian Gray* (Oscar Wilde)
- Choice Reading Texts
 - *Noughts and Crosses* (Malorie Blackman)
 - *Cyclopedia Exotica* (Aminder Dhaliwal)
 - *The Lost Child* (Caryl Phillips)
 - *Little Bee* (Chris Cleave)
 - *Born a Crime: Stories from a South African Childhood* (Trevor Noah)
 - *Disoriental* (Negar Dhavali)
- *Children of Men* (PD James)
- “Harrison Bergeron” (Kurt Vonnegut)
- “Pendulum” (Ray Bradbury)
- “We Ate the Children Last” (Yann Martel)
- “Left Behind” (Cat Rambo)
- *Pleasantville* (dir. Gary Ross)
- *The Boxer* (dir. Jim Sheridan)

Section VIII: Grading Formula and Assessment Modes

Marking period grades in *English III* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined before the start of each academic year and will be published in the posted/distributed course syllabi.

Assessments in *English III* vary greatly in format, scope/content/skills assessed, and alternative assessments, differentiation in assessments and choice will be incorporated as appropriate. Preliminary assessments of each format will be used as benchmarks and summative assessments will be created/revised collaboratively each year and planned by members of the *English III* instructional team to inform future learning and to measure student growth.

Section IX: Unit Templates

The following unit templates have been established for the *English III* curriculum by the *English III* instructional team:

Unit I: Representations of Cultural Values
Unit Summary
In this unit, students will investigate how cultural values are represented in both period and modern texts, focusing on the dominant, signifying facets that reinforce the association between the literary work and its cultural context. Through the analysis of represented cultural values, students will gain an understanding of how literature functions as a window into the historical period in which it was crafted. This unit supports the development of essential literacy capacities and higher-order critical thinking skills through its concentration on the representation of cultural values in period and modern texts, helping students understand the value of literature in cultural analysis.
Standards/Core Ideas/Performance Expectations/Progress Indicators
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>English III</i> : <ul style="list-style-type: none"> ● <i>2023 New Jersey Student Learning Standards: English Language Arts 11-12</i> <ul style="list-style-type: none"> ○ Reading: <ul style="list-style-type: none"> ■ RL.CR.11-12.1, RI.CR.11-12.1-2, RL.IT.11-12.3, RI.IT.11-12.3, RL.TS.11-12.4, RI.TS.11-12.4, RL.PP.11-12.5, RI.PP.11-12.5, RL.MF.11-12.6, RI.MF.11-12.6, RL.CT.11-12.8, RI.CT.11-12.8 ○ Writing:

In this unit, students will explore the characterization and development of the “Other” within an extended, complex cultural narrative. Through identifying and analyzing Gothic themes, characterization, and symbolism, students will gain an understanding of how literature offers the reader insight into the cultural context that it represents.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *English III*:

- *2023 New Jersey Student Learning Standards: English Language Arts 11-12*
 - Reading: NJLSA.R1-7, NJLSA.R9-10
 - RL.CR.11-12.1, RI.CR.11-12.1-2, RL.IT.11-12.3, RI.IT.11-12.3, RL.TS.11-12.4, RI.TS.11-12.4, RL.PP.11-12.5, RI.PP.11-12.5, RL.MF.11-12.6, RI.MF.11-12.6, RL.CT.11-12.8, RI.CT.11-12.8
 - Writing: NJLSA.W1-NJLSA.W8, NJLSA.W10
 - W.AW.11-12.1, W.IW.11-12.2, W.WP.11-12.4, W.WR.11-12.5, W.WR.11-12.5, W.SE.11-12.6, W.RW.11-12.7
 - Speaking and Listening: NJLSA.SL1-4, NJLSA.SL6
 - SL.PE.11-12.1, SL.II.11-12.2, SL.ES.11-12.3, SL.ES.11-12.3, SL.PI.11-12.4, SL.UM.11-12.5
 - Language: NJLSA.L1-6
 - L.SS.11-12.1, L.KL.11-12.2, L.VL.11-12.3, L.VI.11-12.4
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.EconNE.16.b
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.12.Cl.1, 9.4.12.Ct.2

Unit Essential Questions

- How do the conflicts embedded in the complex cultural narrative signify a tension in the cultural context?
- How are historical and cultural values represented in period and modern texts?
- What does the term Gothic mean? What are the origins and characteristics of the Gothic genre?
- *What is the “Other”? What does the presence of the “Other” reveal about society?
- *How has the historical perspective on “Otherness” changed?
- To what extent can an author’s choice of language indicate time and cultural markers?

Unit Enduring Understandings

- Embedded conflicts carry significance because they function as catalysts for action and support the evolution of the theme.
- Cultural values are represented in period and modern texts in a variety of ways, abstract and concrete.
- The Gothic genre, characterized by historical and supernatural origins, presents itself through a story’s location, setting, and characters.
- *The presence and judgment of the “Other” can reveal a society’s cultural anxieties, prejudices, and fears.
- *Modern-era acceptance of otherness differs from Victorian acceptance as shown through cultural texts.
- Understanding the author’s diction can further anchor the text in its period and cultural significance.

Evidence of Learning

Formative & Alternative Assessments:

- Classwork
- Homework
- *Vocab.com* exercises
- Journal Writing
- Performance Activities
- Analysis Activities and Artifacts
- Peer Editing Assignments
- Response Texts
- Reading Quizzes, Study Guides, & Graphic Organizers
- Individual Conferences with Teacher

Benchmark & Summative Assessments:

- “Dracula/DNA” Process Essay
- Creative Group Project
- Seminar Project

Resources Needed:

- *Dracula* (Bram Stoker)
- Momondo - “The DNA Journey”: <https://www.youtube.com/watch?v=tyaEOEmt5ls&t=14s>
- Momondo - feat. Ellaha: <https://www.youtube.com/watch?v=7mqWYuKvbXY>
- Momondo - feat. Carlos: <https://www.youtube.com/watch?v=EYnutf0rgeY>
- Momondo - feat. Jay: <https://www.youtube.com/watch?v=g5o9DmUYCJA>
- “The Politics of Fiction by Elif Shafak”

		<ul style="list-style-type: none"> • “Layers of London” • Teacher-selected media and short text excerpts
--	--	--

Unit III: Representation of Diversity

Unit Summary

In this unit, students will recognize that the fabric of society, no matter the time period, is crafted of diverse, and often divisive, perspectives. By reviewing dominant, historic cultural values as well as those present in modern voices, students will gain an understanding of how literature functions as a lens for cultural mores. Through the voices of the authors and characters, students will recognize the importance, yet often, of the polarizing role of diversity.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *English III*:

- *2023 New Jersey Student Learning Standards: English Language Arts 11-12*
 - Reading:
 - RL.CR.11-12.1, RI.CR.11-12.1-2, RL.IT.11-12.3, RI.IT.11-12.3, RL.TS.11-12.4, RI.TS.11-12.4, RI.LP.11-12.5, RI.PP.11-12.5, RL.MF.11-12.6, RI.MF.11-12.6, RL.CT.11-12.8, RI.CT.11-12.8
 - Writing:
 - W.AW.11-12.1, W.IW.11-12.2, W.WP.11-12.4, W.WR.11-12.5, W.WR.11-12.5, W.SE.11-12.6, W.RW.11-12.7
 - Speaking and Listening:
 - SL.PE.11-12.1, SL.II.11-12.2, SL.ES.11-12.3, SL.ES.11-12.3, SL.PI.11-12.4, SL.UM.11-12.5
 - Language:
 - L.SS.11-12.1, L.KL.11-12.2, L.VL.11-12.3, L.VI.11-12.4
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.HistorySE.14.b
- *2020 New Jersey Student Learning Standards: Visual and Performing Arts*
 - 1.5.12prof.Pr6a, 1.5.12prof.Cn11a, 2.1.11SSH.3
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 6.2.12.EC.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.12.CT.2

Unit Essential Questions	Unit Enduring Understandings
--------------------------	------------------------------

<ul style="list-style-type: none"> • How are cultural values represented in texts? • How do we measure the association between a period text and its cultural context? • *What is the relationship between societal mores and the quest for identifying the self? • *How do particular societies, both past and present, accept diversity? • To what extent can an author’s choice of language indicate time and cultural markers? 	<ul style="list-style-type: none"> • Cultural values are represented in period and modern texts in a variety of ways, abstract and concrete. • The association between a period text and its cultural context is dependent on the degree of attention paid by the author to the positioning of cultural values in the period text. • *Diverse voices and perspectives play a critical role in targeted societies. • *Cultural expectations influence societal status and identity in a variety of ways, establishing restrictive barriers and structures that make the process a complex experience. • Understanding the author's diction can further anchor the text in its time period and cultural significance.
---	--

Evidence of Learning

<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> • Classwork • Study guides • <i>Vocab.com</i> exercises • Journal writing • In role writing • Storyboard Project • Performance activities • Quizzes • Individual Conferences with Teacher 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> • Tests • Summative Seminar Project • Research-Based Presentation 	<p>Resources Needed:</p> <ul style="list-style-type: none"> • <i>The Picture of Dorian Gray</i> by Oscar Wilde • *Excerpts from James Baldwin’s “Letter from a Region of My Mind” • *Excerpts from Zadie Smith’s “Joy” • *“Alternative Hedonism and the Pleasures of Simplicity” • “Playtime with Harry Styles” • GQ Making a Scene: E. 2: Modern Dandy https://www.youtube.com/watch?v=1o0oZH1Ckb4&t=308s • Teacher-selected media and short text excerpts
--	--	--

Unit IV: Environment and Identity

Unit Summary

In this unit, students will focus on both fiction and nonfiction sources to explore the role of the environment in the construction of identity. Examining literature that focuses on the conflicts in colonized societies and their effect on daily life, as well as their social, emotional, and political implications, students will have the opportunity to select a contemporary fictional choice that enables further engagement with such constructs. Through analyzing this struggle, especially how it manifests in literary and artistic expression, students will gain an understanding of the challenges associated with identifying and navigating cultural expectations, obstacles, and social perceptions.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *English III*:

- *2023 New Jersey Student Learning Standards: English Language Arts 11-12*
 - Reading:
 - RL.CR.11-12.1, RI.CR.11-12.1-2, RL.IT.11-12.3, RI.IT.11-12.3, RL.TS.11-12.4, RI.TS.11-12.4, RL.PP.11-12.5, RI.PP.11-12.5, RL.MF.11-12.6, RI.MF.11-12.6, RI.AA.11-12.7, RL.CT.11-12.8, RI.CT.11-12.8
 - Writing:
 - W.AW 11-12.1, W.IW.11-12.2, W.WP.11-12.4, W.WR.11-12.5, W.WR.11-12. 5, W.SE.11-12.6, W.RW.11-12.7
 - Speaking and Listening:
 - SL.PE.11-12.1, SL.II.11-12.2, SL.ES.11-12.3, SL.ES.11-12.3, SL.PI.11-12.4, SL.UM.11-12.5
 - Language:
 - L.SS.11-12.1, L.KL.11-12.2, L.VL.11-12.3, L.VI.11-12.4
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.HistoryCA.3.b, 6.1.12CivicsDP.5a, 6.1.12HistoryUP.5.a, 6.1.12.HistoryCA.14.c, 6.1.12.History.SE.14.a
- *2020 New Jersey Student Learning Standards: Visual and Performing Arts*
 - 1.5.12prof.Pr6a , 1.5.12prof.Cn11a, 1.2.12prof.Re8a
- *2020 New Jersey Student Learning Standards: Health and Physical Education*
 - 2.1.12.SSH.3, 2.3.12.PS.8, 2.3.12.PS.9
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.IC.1
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.12.CT.2 , 9.4.12.DC.6

<p style="text-align: center;">Unit Essential Questions</p> <ul style="list-style-type: none"> • *How can religion, gender, and social status affect daily lifestyle conditions? 	<p style="text-align: center;">Unit Enduring Understandings</p> <ul style="list-style-type: none"> • *Religion, gender, and social status can affect daily lifestyle conditions in a variety of ways - emotionally, politically, and culturally.
--	--

<ul style="list-style-type: none"> • What is colonization? What are the socio-cultural ramifications of colonization? • *How can we go about recognizing minority voices? • How can mixed media offer unique insights into the lives of the colonized? • What are the environmental forces that impact identity? • What is your digital footprint? 	<ul style="list-style-type: none"> • Colonization, the process through which a dominant force imposes its power upon a surrounding land/people, can impact a community's social, cultural, and political climate. • *We can recognize minority voices through mixed media, personal testimonies, news articles, and literary works. • Mixed media can provide unique insights into the cultural, emotional, and social ramifications of colonization. • Politics, misogyny, gender expectations, class/caste, and race mold personal identities. • Students will recognize and understand the concept of a digital footprint and will gain skills and awareness to be responsible for their digital presence.
---	--

Evidence of Learning

<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> • Classwork • Reader responses • Performance activities • Study guides • Journal writing • Choice reading activities • Art appropriation mini project • Quizzes • Individual Conferences with Teacher 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> • Tests • Mural Analysis Project • Choice Reading Concluding Project 	<p>Resources Needed:</p> <ul style="list-style-type: none"> • Choice Reading Texts: <ul style="list-style-type: none"> ○ <i>Noughts and Crosses</i> (Malorie Blackman) ○ <i>Cyclopedia Exotica</i> (Aminder Dhaliwal) ○ <i>The Lost Child</i> (Caryl Phillips) ○ <i>Little Bee</i> by (Chris Cleave) ○ <i>Born a Crime: Stories from a South African Childhood</i> (Trevor Noah) ○ <i>Disoriental</i> (Negar Dhavali) • “This Artist Turned a Mostly Abandoned City Block into His Ever-Changing Masterpiece” • “Bloody Sunday: Ex-soldier arrested over Londonderry Shootings” • “View of the Troubles from a Teenager’s Room: Belfast Days: A 1972 Teenage Diary” • “Murdered by the Glenanne Gang: ‘Patrick Lived Till the Ripe Old Age of 13’” • “How the IRA’s ‘Bomber Priest’ Escaped Justice: Cover-up Agreed by Police, Ministers, and Catholic Church” • “Mourning Iraq’s Destruction. A Native Son Creates” • “Sinn Fein Leader Arrested over 1972 IRA killing” • “Kara Walker Takes a Monumental Jab at Britannia” • “Northern Ireland’s Troubles - Walls of Shame” • “Rule, Britannia” by Rudyard Kipling • N. Ireland Murals • <i>The Boxer</i> dir. Jim Sheridan • Selected international street artist mural projects • <i>Common Sense Education</i> • excerpts from Harry Josephine Giles’ “Drone” • excerpts Bhanu Kapil <i>How to Wash a Heart</i> • Teacher-selected media and short text excerpts
--	---	--

Unit V: Dystopian Worlds

Unit Summary

In this unit, students will gain an understanding of how writers use the dystopian model to make a political statement regarding current societal conditions. Through the analysis of character resistance to the ideological and repressive structures of a dystopian society, students will gain an understanding of how this unique genre of literature helps us become more conscious of similar structures in the modern world.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *English III*:

- 2023 New Jersey Student Learning Standards: *English Language Arts 11-12*
 - Reading:
 - RL.CR.11-12.1, RI.CR.11-12.1-2, RL.IT.11-12.3, RI.IT.11-12.3, RL.TS.11-12.4, RI.TS.11-12.4, RL.PP.11-12.5, RI.PP.11-12.5, RL.MF.11-12.6, RI.MF.11-12.6, RL.CT.11-12.8, RI.CT.11-12.8
 - Writing:
 - W.AW.11-12.1, W.IW.11-12.2, W.WP.11-12.4, W.WR.11-12.5, W.WR.11-12.5, W.SE.11-12.6, W.RW.11-12.7, W.NW.11-12.3
 - Speaking and Listening:
 - SL.PE.11-12.1, SL.II.11-12.2, SL.ES.11-12.3, SL.ES.11-12.3, SL.PI.11-12.4, SL.UM.11-12.5
 - Language:
 - L.SS.11-12.1, L.KL.11-12.2, L.VL.11-12.3, L.VI.11-12.4
- 2020 New Jersey Student Learning Standards: *Social Studies*
 - 6.1.12.ECON.NE.16.b
- 2020 New Jersey Student Learning Standards: *Science*
 - HS-LS2-8
- 2020 New Jersey Student Learning Standards: *Career Readiness, Life Literacies, and Key Skills*
 - 9.4.12.DC.7, 9.4.12.IML.7, 9.4.12.IML.7

Unit Essential Questions		Unit Enduring Understandings
<ul style="list-style-type: none"> ● Why does the dystopian model exist in modern literature? ● *What are the ideological and repressive structures of a dystopian society? ● How does dystopian literature act as a warning to help us understand the modern world? ● *How can the recognition of dystopian elements lead to cultural change? 		<ul style="list-style-type: none"> ● The dystopian model exists in modern literature because political conditions confirm its ongoing relevance. ● *Ideological and repressive structures may be any structure that results in the hegemony achieved by the power base in the dystopian society. ● Dystopian literature is about the modern world: all the reader needs to do is to recognize the dangers of dystopian strains that exist in everyday life and respond to them. ● *Recognizing dystopian elements in the modern world can lead to cultural change.
Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> ● Classwork ● Reader responses ● Performance activities ● Quizzes ● Individual Conferences with Teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> ● Extension Project Presentations (I, II) ● Text synthesis response 	Resources Needed: <ul style="list-style-type: none"> ● <i>Children of Men</i> (PD James) ● “Harrison Bergeron” (Kurt Vonnegut) ● <i>2081</i> dir. Chandler Tuttle ● “Pendulum” (Ray Bradbury) ● “We Ate the Children Last” (Yann Martel) ● “Time Capsule Found on the Dead Planet” (Margaret Atwood) ● “Left Behind” (Cat Rambo) ● <i>Pleasantville</i> (dir. Gary Ross) ● Teacher-selected media and short text excerpts

Section X: Unit Reflection

The *English III* instructional team must confer upon the completion of each instructional unit in the *English III* curriculum and rate the degrees to which the instructional units meet performance criteria established by the New Jersey Department of Education using the Unit Reflection Form. Completed unit reflection forms must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *English III* curriculum.

Lesson Activities:	Strongly	Moderately	Weakly
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills;			
Are challenging and require higher-order thinking and problem-solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21 st century skills;			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs;			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			
Provide data to inform and adjust instruction to better meet the varying needs of learners.			

Appendix
Writing Instruction and the RFH Community

Writing instruction should happen across the RFH Community. Writing across the curriculum is a philosophy that advances the belief that writing is a method of learning. Since all departments are committed to helping students learn, writing must be used as a methodology to advance student learning.

Each academic discipline has its own unique conventions, formats and structures. It is the responsibility of each department to agree upon domain-specific writing praxes, model them for students, and require them to utilize them on a consistent basis. Students must understand that acceptable writing in one domain may not be acceptable writing in another area. The development of domain-specific writing skills supports the overall development of the student writer because all writing is

grounded in the writing situation: audience, context, purpose, subject, and writer. Representatives from the academic disciplines must share their domain-specific writing praxes with each other, identify intersections, and determine how to address perceived gaps that limit student learning.

Students must experience writing situations that help them learn how to think creatively and critically and communicate effectively in the academic disciplines. Writing instruction, regardless of the academic discipline, must always reinforce student understanding of the writing situation. When students experience writing situations, they must study examples of domain-specific writing in order to understand how writers communicate in discipline-related contexts. This does not mean information embedded in textbooks. Domain-specific writing is writing that is used to inform and influence readers as it draws them into an established circle of discourse. Students must use these non-fiction texts to develop the close reading skills that will shape their own writing. Focused engagement with domain-specific writing should not be limited to basic reading comprehension and topical understanding. It must also include the analysis of the writing situation that is represented in the text: audience, context, purpose, subject, and writer. The close reading of well-written texts—regardless of the domain—will show students the importance of writing mechanics, diction, and syntax. The development of close reading skills will also help the students grow in terms of their ability to construct and advance independent and original claims that are well-supported by evidence. Domain-specific writing is grounded in positioning of claims and the effective use of evidence.

The final written product is important; nevertheless, the learning that results in this production must not be devalued. The writing process is not limited to the basic steps of planning, drafting, revising, and editing/proofreading. It is a complex sequence of critical and creative thinking and writing that leads to the production of a text that provides evidence of learning and understanding. Students must ultimately develop the ability to self-assess the effectiveness of their writing as a representation of the writing situation. Without the use of models that evidence learning and understanding, students will not develop the ability to self-assess their own work—the true outcome of the writing process.

What types of writing situations should RFH students engage in?

RFH students should engage in writing situations across the curriculum that require them to:

- write to improve mechanical proficiency, diction usage, and syntactical sophistication
- write to narrate, describe, and reflect
- write to summarize and report
- write to classify and define
- write to explain how process leads to an outcome
- write to compare, contrast and evaluate
- write to speculate on cause and effect
- write to propose solutions and solve problems
- write to analyze

These writing situations should be positioned in a coordinated, developmental sequence that extends across the academic disciplines.

Upon Completion of Grade 12, RFH students must be ready to transition to the following writing situations:

- write to analyze
- write to persuade (argument)

The core foci of first-year college writing courses are analysis and argument. These courses orient the students to the demands and expectations of writing for the academic culture of college. At colleges/universities with carefully coordinated writing programs, students must demonstrate proficiency in analysis and argument before they transition to upper level courses that require them to engage in the following writing situation:

- write to investigate (research)