

**Summit Public Schools
Summit, New Jersey**

**Summit High School
Grade 11 / English
Length of Course: Full Year**

English III

Course Description: Juniors read classic and contemporary works of American literature that examine the elusive nature of the American Dream. Related themes of individualism and self-reliance, the critical distinction between private illusion and public reality, and the understanding of self in society form the basis for continued student growth in active reading and listening, analytical and creative writing, persuasive speaking, and critical viewership. Students' understanding of our society and its history—and their ability to recognize and appreciate the difference and diversity of the population in terms of gender, age, social class, religion, and ethnicity—are expanded as they read primary texts from across a wide demographic spectrum. Students study a broad range of print and non-print texts to build an understanding of themselves and respect for the diverse cultures of the United States and the world; to develop and fine tune an expanding repertoire of capacities for communicating with others in society; to respond to the needs and demands of the modern workplace; and for personal fulfillment. Emphasis on library and Internet research skills, media and technology integration, vocabulary enrichment, and the further development of a polished prose writing style prepares students for successful testing experiences and future academic study.

**Language Domain Anchor Statements:
System and structure, effective use, and vocabulary**

The Language anchor statements include the system and structure of English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

- **(RF) Foundational Skills: Reading Language:** By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
- **(WF) Foundational Skills: Writing Language:** By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
- **(SS) System and Structure of Language:** By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
- **(KL) Knowledge of Language:** By the end of grade 12, apply knowledge of language and command of vocabulary 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.
- **(VL) Vocabulary Acquisition, Use and Literal Meaning:** By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.
- **(VI) Vocabulary Acquisition, Use and Interpretative Meaning:** By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.

Big Ideas: Course Objectives/Content Statements

The ability to use Standard English effectively and purposefully is a powerful tool for communicating through writing, speaking and multimedia. Understanding the denotative and connotative associations of words improves one's ability to persuade, explain, or tell a story.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
• When is it most effective to use different styles of language in writing or speaking (i.e. formal, informal, etc.)? • How do diction and the use of well-chosen vocabulary impact the effectiveness (i.e. clarity, persuasiveness, etc.) of written or spoken language? • How do writers use connotative and denotative meaning of words to improve the effectiveness of written and spoken language? • How do writers use context—both textual and topical—and subtext to convey meaning? • How do writers use symbolic language to both create and transcend cultural differences? • How do linguistic differences in culture and geography create barriers between people who share the same language?	• Effective writers and speakers understand their audience and use language that is well suited to the occasion and purpose. • Carefully managed diction and use of vocabulary can greatly affect the clarity and persuasiveness of a writer or speaker's message. • Writers and speakers can create complex meaning, both literal and figurative, by being sensitive to the connotative and denotative meaning of the language they use • Compelling writers use context and subtext to convey meaning and sway readers. • Speakers and writers use symbolic language—idioms, metaphors, irony—to create communities, demonstrate social status, and delineate hierarchies • Writers draw on regional and colloquial language to depict cultures, communities, and status
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will: L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested. B. Observe hyphenation conventions. C. Recognize spelling conventions. L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts. C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase	Instructional Focus: • Effectively use standard written English rules of grammar, syntax, and spelling to establish personal voice and style and to convey precise meaning • Effectively use varied sentence structure to convey tone, increase complexity of thought, and engage different audiences • Use reference tools to build understandings of how change in language and syntax over time reflects larger socio-cultural patterns • Interpret and be able to make inferences about word choice to make claims about broader meanings • Grapple with and understand unfamiliar words using context clues • Understand and use literary terms and devices to close read texts. Sample Assessments: 1. Analyze the use of symbolic language in a Dickinson poem and connect the formal use of language to the era or her life 2. Compare and contrast the use of language in a Whitman poem and a contemporary song to argue what specific American aspirations they reveal 3. Extract unknown vocabulary words from independent reading texts and develop a personal vocabulary list. Write a short story using ten previously unknown words in the correct context.

important to comprehension or expression. L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies. - 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. - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). - 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. - 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. - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. - Analyze nuances in the meaning of words with similar denotations. - Analyze how the meaning of a key term or terms develops or is refined over the course of a text. - Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.	- Pull profound quotes from both nonfiction and fiction texts. Practice close reading skills by deciphering the important words, analyzing the deeper meaning and evaluating the author's purpose. Write an analytical body paragraph explaining the quote's significance. - Write a eulogy, elegy or obituary for a character in <i>The Great Gatsby</i> in the style of Fitzgerald and applicable to the characters and themes studied. Instructional Strategies: <u>Interdisciplinary Connections</u> - Students connect formal insights to historical era; students compare musical form to poetic form. - Through the close reading of texts, students should be exposed to different subject matter and different types of writers (novelist, poets, scientists, philanthropist, psychologist, mathematicians, etc.) to study the unique and collective stamps of language. <u>Technology integration</u> - Students select and transcribe online song lyrics independently; students write using online document sharing system (Google Docs) <u>Global Perspectives</u> - All languages have grammar and form; humans are "hard-wired" to learn and speak grammatically. - Explore base meanings of suffixes, prefixes and root words from other languages to further understand the contextual meaning.
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The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills 21st Century Themes (as applies to content area): • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • S.T.E.A.M.
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**Reading Domain Anchor Statements:
Text complexity and growth of comprehension**

The Reading anchor statements place equal emphasis on the sophistication of what students read and the skill with which they read. They define a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

- **(CR) Close Reading of Text:** By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **(CI) Central Ideas and Themes of Texts:** By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **(IT) Interactions Among Text Elements:** By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- **(TS) Text Structure:** By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- **(PP) Perspective and Purpose in Texts:** By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.
- **(MF) Diverse Media and Formats:** By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **(AA) Analysis of an Argument:** By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.
- **(CT) Comparison of Texts:** By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Big Ideas: *Course objectives / Content statements*

The ability to read a variety of texts from a number of American literary movements and cultures with fluency and comprehension requires an understanding of the language and voices of the nation's literary traditions and influences that have shaped it and continue to shape it.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
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• What do readers do to understand a writer's purpose and meaning? • How does the language and word choice a writer uses reflect the period, region, culture and literary tradition in which it was written? • How do readers understand and evaluate a culture's literary heritage? • How do writers responsibly and effectively conduct research to develop and advance an argument or position? • How can readers explore historical texts without applying a modern bias?	• Good readers anticipate, question, visualize, summarize, and evaluate the content and structure of a work to understand the author's meaning and purpose. • Language and word choice affect our understanding of the period, region, culture and literary tradition in which a text was written. • Good readers compare, infer, synthesize, and make connections regarding content and style to understand a culture's literary traditions. • Researchers gather and critique information from different sources to develop and support an argument and persuade an audience. • Effective readers build schema about the socio-historical background of the text and the author's life. • Good readers make world, personal and text-to-text connections by incorporating emotions, knowledge, experiences and understanding to help evaluate, synthesize, and analyze difficult texts.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will: RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a	Instructional Focus: • Identify and compare common elements and relationships between American literary traditions • Analyze the context and influence of a work on the time period, culture, and literary movement in which it was written, as well as its impact on contemporary American and global literary traditions. • Identify common structures, vocabulary, and literary devices used by writers of a particular literary movement. • Compare American texts from different literary and historical periods to discuss how they reflect elements of a shared and diverse American culture over time. • Select works to support a research topic. Sample Assessments: 1. As part of an inquiry project to examine the way the American economy has both shaped and reflected the American worker and our values about work, gather a variety of resources (poem, story, article, essay, play, novel, photograph, advertisement, etc.), as well as read class texts (i.e. Whitman, Thoreau, Sandburg, Miller, Ehrenreich) that address the subject of work and its connection to the American Dream. In writing, synthesize and define the principle values of the American workforce. 2. In exploring the feminist literary critique, read the play, <i>Death of a Salesman</i> and compare Linda, Willy's wife, to women in other supplementary texts ranging from the American classics to contemporary literature to analyze the similarities and differences in the female characters' experiences (e.g. "Story of an Hour," "Yellow Wallpaper,"

complex account or analysis; provide an objective summary of the text. RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). RI.IT.11–12.3. Analyze the impact of an author’s choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop. RL.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact. RI.TS.11–12.4. Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats). RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view. RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).	“The Doll House,” “A Jury of Her Peers,” poetry by Adrienne Rich). Instructional Strategies: <u>Interdisciplinary Connections</u> - Students search for and gather advertisements from several decades and describe how they reflect the values of producers and consumers of that era. - Students search for and gather information about women’s rights and treatment during different eras of American history. <u>Technology Integration</u> - Students use a historical newspaper database to gather and analyze classified advertisements from a historical period for how they are written to entice a person to a particular line of work. - Students use a blog platform to share and discuss findings about the experiences of women in different eras. <u>Global Perspectives</u> - Students research, read and share information about work done in other nations and cultures (Western and Non-Western) and compare it to American traditions. - Students research, read and compare information found about women’s rights and treatments during the same eras but in different geographic locations. Explore the progressions and the setbacks. Instructional Focus: - Use reading strategies to determine the effectiveness of a persuasive text. - Analyze organizational structure. - Define and contextualize words. - Recognize and analyze literary concepts, rhetorical strategies, and figurative language. - Determine the effectiveness and impact of an argument on an audience. Sample Assessments: - Read and annotate three persuasive essays or op/ed articles on the same issue (i.e. race, our relationship to nature, war) from three different historical periods. Identify and compare the organization of each argument, the use of rhetorical language and strategies, and writer’s word choice to determine which piece would likely have had the strongest impact on its audience when it was published. - Conduct a two minute paired discussion to determine character motivation or main argument of a text.
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RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept). RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works. RL.CT.11–12.8. Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics. RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌱	3. While reading a section of the text in class, record inferences, predictions, character analysis, conflicts, themes and textual connections on post-its and place them in the corresponding categories on the easel paper. Instructional Strategies: <u>Interdisciplinary Connections</u> - Students select persuasive articles that address issues in other subject areas (i.e science: the environment, social studies: war). <u>Technology Integration</u> - Students read articles online following and evaluating hyperlinks to supporting resources. <u>Global Perspectives</u> - Students select articles that address how the issues (i.e. war, work, environmental change, etc.) impact and are experienced by people of different cultures. <u>Media Literacy Integration</u> - Students find a persuasive media clip that is also effective in using language to relay an argument that impacts the audience. <u>Culturally Responsive Teaching</u> - Students choose among a variety of topics for the persuasive articles to provide a breadth of culturally diverse texts.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: - Creativity and Innovation - Critical Thinking and Problem Solving - Communication and Collaboration - Information Literacy - Media Literacy - Life and Career Skills 21st Century Themes (as applies to content area): - Financial, Economic, Business, and Entrepreneurial Literacy - Civic Literacy - Health Literacy - S.T.E.A.M.

Writing Domain Anchor Statements:
Text types, responding to reading, and research

The Writing anchor statements acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. They stress the importance of the writing-reading connection by requiring students to draw upon and write about evidence

from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

- **(AW) Argumentative Writing:** By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **(IW) Informative and Explanatory Writing:** By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- **(NW) Narrative Writing:** By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **(WP) Writing Process:** By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
- **(WR) Writing Research:** By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- **(SE) Sources of Evidence:** By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
- **(RW) Range of Writing:** By the end of grade 12, 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, and audiences.

Big Ideas: *Course Objectives/Content Statements*

Writing is the process of communicating a point of view that supports and advances a position for a variety of audiences and purposes.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
• How do writers use the writing process to synthesize an argument? • How do writers develop and support a well-written position? • How do rules of language affect written communication? • How do writers develop a connection with and affect an audience through writing? • How do writers develop a style and distinct voice in their writing?	• Good writers define and refine their ideas through frequent and varied writing and revision. • Good writers apply a variety of forms and strategies to refine their ideas into an effective product supported by the thesis, content, and organization of the writing. • Rules and conventions of language help readers understand what is being communicated. • Good writers connect with readers by applying a variety of writing strategies that develop reader interest and which are suited to the writer's purpose. • Sophisticated writers take compositional risks with language and syntax to develop a style of their own.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will: W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s)	I. Instructional Focus (Argument): • Develop a research topic • Use primary and secondary sources • Conduct responsible and thorough research • Develop a persuasive thesis • Write an argument essay in response to literary texts and/or contemporary issues • Revise and edit writing

from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions,	• Use word processing software and share documents online • Peer-edit writing using a writer's checklist/rubric Sample Assessments: 1. As part of a unit examining civil and human rights, examine and discuss the Universal Declaration of Human Rights and research how the American government and people have or have not upheld its principles. Compare texts and media exploring the history of human rights violations (American slavery, the Holocaust, the rise of the concept of genocide and its application to American intervention overseas). Students will collect several sources (both primary and secondary) relating to an example of a human rights violation and compose an annotated bibliography summarizing and analyzing each source. 2. In the style of Malcolm Gladwell's <i>Outliers</i>, argue for an unknown "outlier" to receive greater recognition by constructing a three-part multimedia presentation in Google Docs. An introductory argument letter precedes the presentation to make the case in writing, while a bibliography documents sources consulted. Instructional Strategies: <u>Interdisciplinary Connections</u> • Students research and analyze human rights violations considering their impact and context in history. • Students choose an outlier from any discipline/ subject matter. <u>Technology Integration</u> • Students use an online program (i.e. Noodletools) to develop their works cited and complete their annotated bibliography. • Students use library databases to compile information on the "unknown" person and/or type an interview if there is a personal connection. • Students use Google Docs as a multi-modal approach to conveying literacy. <u>Global Perspectives</u> • Students research examples of human rights violations in different cultures and time periods. • Students have options to explore how America may be affected by or may contribute to violations of human rights and the struggle to ensure them in other parts of the world. II. Instructional Focus (Explanatory):
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concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). D. Use precise words and phrases, telling details, and sensory language	• Use organizational strategies to thoroughly describe and locate a text in its cultural context • Use supportive details and textual observations to further develop the explanation of the text • Use transitional phrases, appropriate tone and specific vocabulary to establish cohesion and clarity • Present explanatory responses in a multimedia form. Sample Assessments: 1. As part of a unit on communicating through visual media, research an influential American artist or photographer and select an image that would make for an interesting expository or narrative essay prompt. Bring a copy of the image to class, along with supporting texts, and write an in-class essay in response using a writer's checklist. After the first draft has been graded, type and revise the essay as a polished draft. 2. As part of examining mental and social illnesses prevalent in literature, research different types of social and emotional struggles that are expressed by Holden Caulfield in <i>The Catcher in the Rye</i>. Then, use textual evidence from your research and the novel to write your analysis for how Holden copes or responds to those emotions in different scenes. Instructional Strategies: <u>Interdisciplinary Connections</u> • Students research works of art or photography for their prompt. • Students' research and analysis of mental illnesses connects literature, psychology, sociology, science and history. <u>Technology integration</u> • Students use library and online databases (i.e. www.artchive.com) to research and select a work to respond to. • Students use library databases, American Psychology Association website and other web sources to research social / emotional issues. Students type Harvard Outline to organize essay main points and supportive details. <u>Global Perspectives</u> • Students select works of art and photographs that reflect different cultural groups and beliefs that make up American culture. • Students research social / emotional issues and conditions that are prevalent all around the world.
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to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱 W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals). W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.	III. Instructional Focus (Narrative): • Compose a well-structured narrative with a beginning, middle and end. • Use master texts to provide models of structure, pacing, style, and tone • Construct multimedia presentations Sample Assessments: • As part of a unit on analysis, students will read <i>The Things They Carried</i>, and analyze how PTSD affects certain soldiers and conduct research about current day effects of PTSD and what can be done about it in the future. • As part of a unit on memoir writing, pick a model text to emulate and construct a distinct personal narrative focused on one specific event or moment. Instructional Strategies: <u>Interdisciplinary Connections</u> • Students build schema on the literary movement (and historical era) of Realism and Naturalism. • Students can incorporate multimedia elements within their personal narrative. <u>Technology Integration</u> • Students can create a WeVideo featuring the students' short stories and characters to share with the class <u>Global Perspectives</u> • Students are not limited to the types of characters or lifestyles that they can create for their short stories. • Students draw on diverse cultures and backgrounds to develop memoir focus.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills

	21st Century Themes (as applies to content area): • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • S.T.E.A.M.
Speaking and Listening Anchor Statements: Flexible communication and collaboration Including but not limited to skills necessary for formal presentations, the Speaking and Listening anchor statements require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task. • (PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • (II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. • (ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. • (PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. • (UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. • (AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
Big Ideas: Course Objectives/Content Statements The ability to express one's ideas clearly and concisely through both discussion and rhetorical speaking is necessary for communicating, thinking, and learning.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i> • How does understanding multiple points of view help strengthen an argument? • In what ways do discussion groups come to understand a text? • How does understanding the use of rhetorical language and devices improve one's oral communication? • How does a speaker choose and refine an organizational strategy to suit the audience and purpose? • How can one learn to listen? • How does a listener understand a message? • How does being an effective listener strengthen speaking skills?	Enduring Understandings <i>What will students understand about the big ideas?</i> • Participating in oral discussion allows us to encounter other points of view in the process of shaping our own ideas. • Questioning and contributing help groups engage with a text by asking probing questions and sharing opinions and ideas about literary works. • Use of rhetorical devices can influence a speaker's audience. • A speaker must have a clear purpose and a deep understanding of the audience to determine how an oral presentation should be organized. • Listening, as opposed to hearing, involves empathy and seeing multiple perspectives. • Messages are highly dependent on context and tone, both of which effective listeners learn to interpret and evaluate for meaning.

	Effective listening skills enhance the ability to provide strategic, specific, and relevant responses (think on your feet).
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will: SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	Instructional Focus: - Listen to, summarize, and analyze oral arguments made by peers and/or historical figures - Participate fully in small and large group discussions by being prepared, ready to refer to readings or other texts with specific examples and evidence - Use the language of civil discourse to advance conversation with probing questions and insights - Rely on text-based evidence to drive arguments - Use classroom discussion to generate counter-arguments - Record insights and observations during or immediately after discussion - Use discussions to further understanding of a topic in writing - Present argument/ main idea in a clear, coherent and organized fashion so the audience easily follows the line of reason. Sample Assessments: - Incorporate classmate observations within a Socratic seminar into a final argument paper. Use classmate comments as part of an argument or counter-argument and cite in-person interviews effectively. - Use literature circles to provide choice with texts and an intimate setting for Socratic seminar or fishbowl discussions. Provide students with a rubric with clear expectations on how to effectively discuss (push conversations to the next level). Students create their own critical reading questions (open-ended and inferential) and provide classroom time to observe and give feedback on the group's discussions so that they may improve. - Create a list (with class) of the important and controversial current events that are happening within American society. Students research the different topics choosing a side (pro or con). After writing an argumentative essay, the students will use their evidence and claims to defend their positions within a debate. Instructional Strategies: <u>Interdisciplinary Connections</u> - Socratic seminars build effective oral discussion strategies for all disciplines; build demand for evidence in all disciplines - Literature circles allow students to incorporate world, personal, and text-to-text connections in their group discussions.

SL.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.  SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	• Current events will provide a variety of topics for the students to explore in their research. <u>Technology Integration</u> • Students record Socratic seminar preparation questions into group Google Doc; record classmate comments into shared Google Doc • Students use Chromebooks to quickly find information during the group’s discussion to enhance the textual and worldly connections. • Students use library databases and media literacy to gain more knowledge and research about the current events. <u>Global Perspectives</u> • Students consider whether every issue has an argument and counter-argument—or whether some issues have a clear and unassailable moral claim • Students create a section in the literature circle packet that compels the students to make world connections to their choice readings. Encourage students to provide different opinions and perspectives in the group discussions. • In preparation for debates, students create concessions, precedents, analogies and action plans to make larger, universal connections.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills 21st Century Themes (as applies to content area): • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy • S.T.E.A.M.

Course: English 3
Unit Title: *The Catcher in the Rye*
 [4 weeks]

Unit Summary:

This unit is built around students discovering and exploring major themes, characteristics, and cultural meanings of J.D. Salinger’s coming of age novel *The Catcher in the Rye*. The book embodies and openly grapples with many of the same conflicted issues that 11th grade students of all generations have likely faced themselves: feeling alone and disconnected from others, finding authenticity in a fake, “phony” society, and navigating—or avoiding—the painful transition from adolescence to the world of adulthood. Through the investigation of this

text, students will develop their own critical reading and writing skills while also applying their learning from this classic to their modern lives.	
Primary interdisciplinary connections: • History ◦ post WWII • Psychology ◦ anxiety, fears, facing the future ◦ mental illness	
Unit Rationale: (Why is this an appropriate unit for this grade, level, and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)	
<i>The Catcher in the Rye</i> by J.D. Salinger is a coming of age novel in which readers follow the main character, Holden Caulfield, through a turning point in his life. Although the novel takes place over only three days, his experiences, feelings, and thoughts thoroughly explore his unraveling teenage life. Despite the novel being set in post-World War II Manhattan, students today can learn a great deal from Holden, as he is struggling to find meaning and truth in a world he sees as full of “phonies.” This is something that teenagers can relate to. Furthermore, Holden’s struggles with becoming a young adult and with his future make the book an appropriate choice for Juniors. Students likely struggle, or know someone who struggles, with the themes of finding authenticity in society, and as it is developed in the novel, wrestling specifically with the consequences of making decisions based on fear, anxiety or feeling alone or disconnected. Additionally, students will trace the themes of innocence and corruption and explore the impact on their own lives. Ultimately, the goal will be that students will understand that it is “okay” to struggle with difficult thoughts, ideas, and fears, and that it is truly important to seek help before those struggles get out of hand.	
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)	
Language	• L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. • L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
Reading	• RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. • RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. • RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). • RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats). • RL.CT.11–12.8. Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

Writing	- W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. - W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. - W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱				
Speaking & Listening	- SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. - SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.				
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Unit Learning Activities: <i>Students will...</i> - Recall and apply the different types of conflict - Analyze how conflict affects plot development - Learn and apply key terms—unreliable narrator, stream of consciousness narrative, author’s perspective, conflict, theme, symbolism, etc. - Read, discuss, and analyze a novel in large- and small-group settings - Identify and understand major themes and how the novel develops and complicates these themes - Recognize and discuss how a writer’s tone, vocabulary, and pacing of writing can influence meaning - Use one or more themes to analyze passages and characters from the text and present well-developed opinions and arguments - Compare and relate character motivations and interactions to motivations and interactions in their own daily lives - Develop and support an opinion in writing, using analysis of evidence from the text to build their case - Research and utilize outside sources to build upon the knowledge of characters and make connections - Conduct research on coming-of-age themes across different cultures or through personal narratives, and write a research paper that explores these themes and their relevance to contemporary society.					

Assessments	
Summative: • Synthesis essay (full paper building off work done on examining Holden's social / emotional struggles by combining research and textual evidence) • Socratic seminar (theme, characterization, conflict, and character development) • Unit Test • Coming-of-Age Research Writing Project: A comprehensive research paper that investigates coming-of-age themes, incorporating cultural or personal perspectives.	Formative: • Reading check quizzes • Double Entry Close reading journals (chapter based) • Observation notebook • Advice letter for Holden • Holden's social / emotional struggles mini-project • Found Poem • Holden's "Red Hunting Hat" symbolism analysis • Symbolism, theme, characterization Stations Activity • Diction analysis • Mini-presentations for choice chapter and choice literary element • Topic Proposal: Students will submit a proposal outlining their chosen topic for the coming-of-age research paper, including their research question and a brief rationale for their choice. • Annotated Bibliography: Students will compile and annotate a bibliography of at least five sources, summarizing each source and explaining its relevance to their research question. • Outline: Students will create a detailed outline for their research paper, including their thesis statement and the main points they plan to address. • Draft Submissions: Students will submit a rough draft of their research paper for peer and teacher feedback. • Peer Review: Students will participate in a peer review session, providing and receiving constructive feedback on their drafts. • Final Paper: Students will revise and submit their final research paper or project.

Course: English 3
Unit Title: *The Crucible*
 [5 weeks]

Unit Summary:

As students read Arthur Miller's play *The Crucible*, they will explore the thematic topics of history, community, and mass hysteria, and truth. Students will learn about Miller's experience during the McCarthyism era of the 1950s and how his play underscores the importance of remembering the events of our collective past. In exploring the circumstances of the Salem Witch Trials, Miller raises questions about the long-lasting impact that deception, mob mentality, and vengeance can have on a community. Throughout this unit, students will

connect the events of McCarthyism and the Salem Witch Trials to other events of mass hysteria that have taken place in history and also in the present day.	
Primary interdisciplinary connections: • History ○ Puritanism ○ New England colonial structure ○ The Salem Witch Trials ○ McCarthyism ■ Red Scare ○ Arthur Miller ■ his connection to McCarthyism	
Unit Rationale: (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)	
The purpose of this unit is to have students analyze and connect the historical implications and their connections to the themes in Arthur Miller's play <i>The Crucible</i> . Not only will the students analyze the themes such as vengeance, corruption, mob mentality, bigotry, deceit, politics and religion, but they will connect these sensitive issues of the past and see how they are still relevant to our society today. Furthermore, students in their Junior year are faced with many difficult decisions and crossroads; this play will teach them that their decisions have lasting effects. Although it is a story set over 400 years in the past, the themes ring true to society today and they can connect and analyze motives throughout history and the play.	
Standards: (Note: Although the unit may address many standards, include here those which you will focus <u>instruction for assessment</u>)	
Language	• L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. • L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
Reading	• RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. • RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. • RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). • RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats). • RL.CT.11–12.8. Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
Writing	• W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and

	convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. - W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. - W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱				
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Unit Learning Activities: <i>Students will...</i> - Recall and apply the different types of conflict - Analyze how conflict affects plot development - Learn and apply key terms—allegory, scapegoat, author's perspective, conflict, theme, symbolism, etc. - Learn and apply basic facts about the McCarthy era and connect to the play - Learn and apply basic information about the events and possible causes of the historical Salem Witch Trials (Arthur Miller's experience with the HUAC) - Participate in reading activities (listening and reading) - Be aware of basic information regarding Puritan communities and beliefs in the New England colonies and connect to the play - Identify and analyze why characters change because of the conflict they are involved in - Identify and analyze why and when people/characters are treated like a scapegoat and its effects on the individual and society - Infer connections between text, author, and historical context					
Assessments					

Summative: • Arthur Miller and the Red Scare Historical Background HyperDoc (WebQuest) and exit ticket • “Escape Room” Review (Themes, historical background, plot, symbolism, close reading) • Unit Test • Theme and Current Event Final Fishbowl	Formative: • Reading check quizzes • Excerpts from “Sinners in the Hands of an Angry God” by Jonathan Edwards connection • Overture close reading and analysis • Act 1 Abigail/Proctor close reading and stage directions analysis • Act 1 Abigail/Proctor Film Scene Analysis • Act 1 Hysteria Blame Chart • Act 1 Learning stations (Conflict, McCarthyism, Puritanism, Theme/Fear) • Act 2 Close reading • Act 2 Irony Analysis • Act 2 Character Diary Entry • Act 2 Character Development Analysis • Act 2 Deleted Scene Analysis • Act 3 Proctor Close reading (conflict, theme, McCarthyism connection) • Act 3 Danforth Close Reading (conflict, theme, McCarthyism connection) • Act 3 Stations (Theme, Author’s Choice, Character analysis, Dramatic Structure, Irony) • Act 4 Proctor Eulogy • Film analysis
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Course:English 3

Unit Title: *The Great Gatsby*
[5 weeks]

Unit Summary: As students read F. Scott Fitzgerald’s classic novel <i>The Great Gatsby</i>, they will conduct in-depth character analysis of Gatsby and evaluate how Fitzgerald uses the character of Gatsby, as well as other literary devices, to comment on the society and values of America in the 1920s. Students will consider issues of social class and the impact of reality vs. perception on the lives of the characters as well as on our own.
Primary interdisciplinary connections: • History ○ Prohibition ○ social class and wealth in the 1920s ○ The Great Depression and its lasting effects ○ The Roaring 20s ○ The American Dream
Unit Rationale: (Why is this an appropriate unit for this grade,level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)
The purpose of this unit is to have students interpret <i>The Great Gatsby</i> artistically, thematically and historically. Students will be able to connect with the memory-style narrative structure of the novel and apply the themes of this classic to their own development as young adults. This unit is appropriate for Juniors as they currently find themselves facing the future and what it means to them. Students are getting ready to enter college or the work force and they are making decisions about the rest of their lives. It is important that before

they begin the quest for their definition of “The American Dream” that they know what that dream is for them and what consequences come with decision making and the pursuit of one’s aspirations. It is also important that they explore what this dream is because it is a large part of adult American culture.	
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)	
Language	• L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. • L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
Reading	• RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. • RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. • RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). • RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats). • RL.CT.11–12.8. Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
Writing	• W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. • W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱 • W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals). • W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
Speaking & Listening	• SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12

	topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Essential Questions:	Understandings: <i>Students will understand that...</i>
• What is the American Dream? • What does <i>The Great Gatsby</i> reveal about the American Dream? • How do wealth and social class influence the characters' lives and decisions? • To what extent should one challenge societal boundaries and expectations? • How do the characters' pasts shape their futures? • How far can or should one go to break boundaries that separate the classes? Is "the past" a boundary we cannot overcome? • Is the concept of the American Dream still relevant today? How does it apply to you? • How does perception affect our understanding of reality, both in literature and in life?	• The American Dream is a complex and multifaceted concept. • Wealth and social class significantly impact individuals' opportunities and aspirations, and they dictate how and whether people achieve their dreams. • Overcoming boundaries is often challenged by societal norms and personal history. • Point of view, tone and symbolism add meaning and complexity to narratives. • It is difficult to discern what is real and what is fiction both about others and about yourself. • Love—and other obsessions—can distract, drive, define, and torment us. • Our pasts affect the people we are, but they do not always limit the people we can become. • Access to the American Dream is not a given. Access depends on external factors (such as race, class, gender, religious beliefs, etc.), as well as chance.
Unit Learning Activities: <i>Students will...</i> • Learn and apply the definition of theme; identify and interpret the major themes of <i>The Great Gatsby</i> • Understand the 1920s social, political, and historical context and its impact on the novel, specifically how it applies to the characters and themes in <i>The Great Gatsby</i> • Practice discussion skills that promote civil discourse such as FishBowl discussions, facilitation, building off comments, referring to the text, asking questions, and making connections. • Learn and apply literary terms such as foreshadowing, unreliable narrator, symbolism, motif, etc. • Apply reading strategies such as summarizing, clarifying, questioning, and predicting. summarizing, clarifying, questioning, and predicting.	
Assessments	
Summative: • 1920s Background Stations Activity: Explore historical context through various stations covering author background, social, political, and historical aspects. • Characterization and Theme Choice Essay: Analyze a chosen theme and its impact on a character, combining textual evidence with thematic exploration. • Debate: Discuss and argue who is most responsible for Myrtle's death, using textual evidence to support positions.	Formative: • Reading check quizzes • Morality Character "Report Card" for Chapter 1 • Character Compare/Contrast (Daisy/Myrtle) Chapter 2 • Figurative language and author's purpose analysis for Chapter 3 • Reality vs. Perception analysis for Chapter 4 • Close reading and point of view rewrite for Chapter 5 • Symbolism Stations for Chapter 5 • Close reading "Instagrams" for Chapter 6 • Point of view activity for Chapter 7 • Death of Myrtle Blame Chart Chapter 7

• Culminating fishbowl discussion: Engage in a final discussion on themes, character development, and author's purpose. • Unit Test	• RIP Gatsby (Eulogy or Obituary) for Chapter 8 • Death of Gatsby: Blame Chart Chapter 9
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Course:English 3
Unit Title: *The Things They Carried*
 [4 weeks]

Unit Summary: As students read Tim O'Brien's <i>The Things They Carried</i> they will examine the lines between truth and fiction. Although the novel is a collection of short stories or vignettes, they blend together to seamlessly create a memoir-like retelling of O'Brien and his fellow soldiers' experiences in the Vietnam War. The unit examines various elements of media to discuss the emotions and perceptions surrounding war, especially the Vietnam War. Students will also gain a better understanding of the historical background for the Vietnam War so they have an appropriate context in which to discuss the events and lasting impact for the returning soldiers. Because O'Brien's writing style demonstrates a unique way to develop characters, students will analyze the purpose of these techniques and examine the effects of truth, fiction, storytelling, memories, PTSD and beyond.	
Primary interdisciplinary connections: • History ○ The Vietnam War and its effects on America and the soldiers ■ PTSD ■ Sense of "Americanism" • War protests ■ Physical injuries sustained	
Unit Rationale: (Why is this an appropriate unit for this grade, level, and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)	
The purpose of this unit is to have students analyze the book <i>The Things They Carried</i> by Tim O'Brien. This novel relates stories from the Vietnam War and allows students to analyze a well-written novel as well as empathize with the characters. This particular style of a novel can be engaging for this age group and its subject matter is historically relevant. The narrator (O'Brien) uses a series of short stories to describe the characters in creative ways, blur the line between fact and fiction and provide commentary on several themes like love, guilt, fear and loneliness. This unit is designed for students to examine literary techniques used in the novel, discuss major themes surrounding the content and produce pieces of writing that reflect their understanding of both the content in the novel and how it relates to their lives. Finally, <i>The Things They Carried</i> is a powerful collection of memories and stories that come from O'Brien, who was in the war himself, and its impact on the soldiers who served.	
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)	
Language	• L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. • L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
Reading	• RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

	• RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. • RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop. • RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view. • RL.CT.11–12.8. Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.				
Writing	• W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. • W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱				
Speaking & Listening	• SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.				
<table border="1"> <tr> <th>Essential Questions:</th><th>Understandings: <i>Students will understand that...</i></th></tr> <tr> <td> • How are we the stories we tell? What makes a story universal? • What is the difference between “truth” and “fiction”? • How can war change a person? • What can literature teach us about bravery, truth, and the effects of and perspectives on war? • How does an author's life experiences, cultural background and the time period in which they write affect their perspective of the world? • Is war ever necessary to “keep the peace”? </td><td> • The Vietnam war was a fiercely contested and debated political event with far-reaching implications America's economy and culture • Addressing this event through many different lenses and examining differences in author's perspective will allow for a broader understanding of this event </td></tr> </table>		Essential Questions:	Understandings: <i>Students will understand that...</i>	• How are we the stories we tell? What makes a story universal? • What is the difference between “truth” and “fiction”? • How can war change a person? • What can literature teach us about bravery, truth, and the effects of and perspectives on war? • How does an author's life experiences, cultural background and the time period in which they write affect their perspective of the world? • Is war ever necessary to “keep the peace”?	• The Vietnam war was a fiercely contested and debated political event with far-reaching implications America's economy and culture • Addressing this event through many different lenses and examining differences in author's perspective will allow for a broader understanding of this event
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Unit Learning Activities: <i>Students will...</i> • Utilize different active reading strategies to process, analyze, and engage with the text. • Investigate a text on multiple levels and apply the historical implications learned in the pre-reading activities • Apply conventions of fiction writing to their own work.					

- Understand the social, political, and historical context of the 1960s/Vietnam War and how it applies to the characters and themes in *The Things They Carried*
- Demonstrate discussion behaviors that promote civil discourse such as facilitation, building off of others' comments, referring to the text, asking questions, fishbowl discussions, and making connections.
- Learn and apply literary terms such as unreliable narrator, symbolism, motif, allusion, etc.
- Apply reading strategies such as summarizing, clarifying, questioning, and predicting. summarizing, clarifying, questioning, and predicting.
- Synthesize information from primary and secondary sources
- Examine and analyze the role of perspective in author's purpose

Assessments

Summative:

- Vietnam War historical background HyperSlides (author background, social, political and historical context, etc.)
- Characterization and Theme Choice Essay (Combine a theme and how it affected the character)
- Unit Test
- PTSD Mask Project HyperSlides Project
 - combining real life examples and examples from the text
- Culminating fishbowl discussion on themes and author's purpose
- Personal Narrative Essay:
 - Write a personal narrative essay that explores a significant event or series of events in your own life.
 - Using storytelling techniques inspired by Tim O'Brien, students will focus on blending truth and fiction to convey deeper truths.
 - Incorporate literary devices such as symbolism, motif, and allusion.
 - Submit a final draft that demonstrates vivid descriptions, emotional honesty, and narrative coherence.
 - Should include a reflective piece on the writing process, balancing truth and fiction, and the influence of O'Brien's work on your storytelling.

Formative:

- Reading check quizzes
- Vietnam War images gallery walk and connection to themes/essential questions
- Shared Weight Letter Writing
- Love and War Video and Text Activity
- Figurative language & author's purpose analysis
- Reality vs. Perception Analysis
- "How To Tell A True War Story" analysis
- "On The Rainy River" choice activity
- "The Sweetheart of the Song Tra Bong" Analysis with a comparison to clips from *A Soldier's Sweetheart* movie
- Close reading "Friends" & "Enemies"
- Brainstorming Session:
 - Brainstorm significant personal events or periods that have had a profound impact on you.
 - Use guiding questions to delve deeper into memories and explore emotional and experiential details.
- Drafting the Narrative:
 - Write the first draft of your personal narrative, focusing on vivid descriptions and emotional honesty.
 - Experiment with literary devices such as symbolism, motif, and allusion to enhance your narrative.
- Peer Review:
 - Participate in a peer review session, exchanging drafts and providing constructive feedback.
 - Use a peer review checklist focusing on clarity, emotional impact, use of literary devices, and narrative coherence.
- Revisions:
 - Revise your narrative based on peer feedback, enhancing descriptive details and refining literary techniques.
 - Ensure your revised draft conveys the intended emotional and thematic impact.

	● Reflection: ○ Write a reflection on the process of writing your personal narrative. ○ Discuss how you balanced truth and fiction, what you learned about your own experiences, and how O'Brien's work influenced your storytelling.
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Course: English III
Unit Title: Career Research Project
[approx. 5 weeks]

Unit Summary: In this unit, students research a career of their choice, then write a paper and create and deliver a presentation of their findings to their classmates. As part of the process, students learn about different careers, expectations, skills, responsibilities and drawbacks of their chosen career. They will print research and annotate their findings to compose their paper and the variety of source materials, including visual texts such as videos, infographics or photographs to integrate into their presentation. Teachers may opt to use this unit at the end of the school year as a culminating independent project and/ or pair it with a text at any point in the year.	
Primary interdisciplinary connections: math/statistics	
Unit Rationale: (Why is this an appropriate unit for this grade, level, and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)	
In this unit, students continue to gather research and apply citation and notetaking skills. Students also work on creating visually appealing presentations and practicing oral presentation skills. This unit is easily differentiated across levels by adjusting the number of sources required, the length of the presentation and/ or the paper requirements. This unit engages students because they have choice over their topics. This unit is essentially a way for students to research their potential careers in the future.	
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)	
Language	L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing L.11-12.3. 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
Reading	RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
Writing	W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, 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.11-12.7. 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.11-12.8. 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).				
Speaking & Listening	SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. SL.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.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.				
<table border="1"> <tr> <th>Essential Questions:</th><th>Understandings: <i>Students will understand that...</i></th></tr> <tr> <td> - When conducting research, how would one decide which sources should be selected or discarded for particular topics? - How can technology enhance written communication? - How does a writer determine the most effective way to communicate information? - How does the effective delivery of information lead to a deepened understanding of other perspectives? - How does a speaker decide on the most effective way to deliver his/her message orally? </td><td> - Students will understand that all available written material should be critically evaluated for credibility and suitability of purpose. - Students will understand that the use of technological tools can promote and enhance effective writing. - Students will understand that providing a variety of supportive sources involves evaluating them for credibility, organizing the most effective arguments, and accurately recording information. - Students will understand that analytic viewing involves recognizing the purpose and identifying the bias. - Students will understand that practicing elements of effective public speaking prepare one to engage in oral communication in a variety of settings. </td></tr> </table>		Essential Questions:	Understandings: <i>Students will understand that...</i>	- When conducting research, how would one decide which sources should be selected or discarded for particular topics? - How can technology enhance written communication? - How does a writer determine the most effective way to communicate information? - How does the effective delivery of information lead to a deepened understanding of other perspectives? - How does a speaker decide on the most effective way to deliver his/her message orally?	- Students will understand that all available written material should be critically evaluated for credibility and suitability of purpose. - Students will understand that the use of technological tools can promote and enhance effective writing. - Students will understand that providing a variety of supportive sources involves evaluating them for credibility, organizing the most effective arguments, and accurately recording information. - Students will understand that analytic viewing involves recognizing the purpose and identifying the bias. - Students will understand that practicing elements of effective public speaking prepare one to engage in oral communication in a variety of settings.
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Unit Learning Activities: <i>Students will...</i> - brainstorm possible topics - research with library databases and credible websites - read and evaluate source materials, write summaries of their sources and paraphrases of useful information, saving direct quotes for only the most powerful information - practice citation skills (MLA) - write a five page paper with their chosen sources - learn about designing effective slides - create a visually engaging presentation with Works Cited slide and in-presentation citations to credit sources (slides, prezi, wevideo, etc.) to share with classmates - practice presentation skills (timing, vocal expression) - provide peer feedback on presentations - reflect on the project after completion					
Assessments					
Summative:	Formative:				

• Five page MLA formatted paper • Final Presentation submitted to Google classroom and presented in class	• Checkpoint #1 Surveys & Reflection • Checkpoint #2 Basic Research and Sources • Checkpoint #3 Source Notes • Checkpoint #4 Intro & Thesis • Checkpoint #5 Outline • Checkpoint #6 Conclusion • Peer editing/review of rough draft
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Course: English 3
Unit Title: Othello
[5 weeks]

Unit Summary: As students read William Shakespeare's play Othello, they will explore themes of jealousy, manipulation, race, and the tragic consequences of misguided trust. Students will learn about Shakespeare's life, the Elizabethan era, and the cultural context that influenced the play. The unit will also cover the historical and social implications of race and identity during Shakespeare's time and how these themes are still relevant today. Through analyzing the complex characters and intricate plot, students will gain insight into human emotions and behaviors, making connections between the text and modern societal issues.	
Primary interdisciplinary connections: • History: ◦ Elizabethan England ◦ The Moorish influence in Europe ◦ Social and racial dynamics of the 16th century ◦ Shakespeare's life and times • Psychology: ◦ Jealousy and manipulation ◦ Trust and betrayal ◦ The impact of prejudice on individual and societal levels	
Unit Rationale: (Why is this an appropriate unit for this grade, level, and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)	
The purpose of this unit is to engage students in a deep analysis of Shakespeare's <i>Othello</i> , exploring its themes and complex characters. By examining the historical and social context of the play, students will understand the enduring relevance of Shakespeare's work. This unit will help students connect literature to real-world issues, particularly those related to race, identity, and the destructive power of jealousy and manipulation. Studying <i>Othello</i> will enhance students' critical thinking, empathy, and understanding of human nature, preparing them for both academic and personal growth.	
Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)	
Language	• L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. • L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
Reading	• RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a

	literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. • RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. • RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). • RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats). • RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.				
Writing	• W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. • W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.				
Speaking & Listening	• SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.				
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Unit Learning Activities: <i>Students will...</i> • Utilize different active reading strategies to process, analyze, and engage with the text.					

- Investigate a text on multiple levels and apply the historical implications learned in the pre-reading activities. - Apply conventions of dramatic writing to their own work. - Understand the social, political, and historical context of Elizabethan England and how it applies to the characters and themes in <i>Othello</i>. - Demonstrate discussion behaviors that promote civil discourse such as facilitation, building off of others' comments, referring to the text, asking questions, fishbowl discussions, and making connections. - Learn and apply literary terms such as tragic hero, symbolism, motif, allusion, etc. - Apply reading strategies such as summarizing, clarifying, questioning, and predicting. - Synthesize information from primary and secondary sources. - Examine and analyze the role of perspective in an author's purpose.	
Assessments	
Summative: - Analytical essay on themes such as jealousy, manipulation, and trust. OR - Historical Context Research Presentation - Groups research various aspects of the Elizabethan era. - Topics include Elizabethan society, race and ethnicity, gender roles, beliefs and superstitions, and political climate. - Create and present a multimedia presentation connecting historical context to <i>Othello</i>. - Assessment criteria include content accuracy, organization, collaboration, presentation skills, and audience engagement	Formative: - Reading check quizzes. - Elizabethan England context gallery walk and connection to themes/essential questions. - Excerpts from historical texts related to race and identity in Shakespeare's time. - Close reading and analysis of key scenes (e.g., <i>Othello</i> and <i>Iago's</i> dialogues, <i>Desdemona's</i> monologues). - Literary Device Workshops: Practice identifying and analyzing literary devices in selected passages. - Character Analysis Charts: Track character development and their contributions to themes. - Character diary entries exploring internal conflicts and motivations. - Class Discussions and Socratic Seminars: Engage in discussions about key scenes, themes (the impact of race and identity in the play), and character motivations. - Reflection journals connecting the play's themes to modern societal issues. Research: Research Planning and Topic Selection - Groups choose a research topic and outline their research plan. - Identify key questions and subtopics to guide their investigation. Collaborative Research and Note-Taking - Conduct research using books, scholarly articles, and reputable online sources. - Take detailed notes and organize information, ensuring proper citation of sources. Group Discussions and Information Sharing

	○ Share findings within the group, discussing relevance to <i>Othello</i>. ○ Decide on key points for the presentation and assign roles. ● Presentation Preparation and Practice ○ Create a multimedia presentation (e.g., PowerPoint, Prezi, Google Slides). ○ Include visuals like images, charts, and video clips. ○ Practice the presentation to ensure clarity and engagement
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Course: English 3
Unit Title: The Color Purple
[6 weeks]

Unit Summary: As students read Alice Walker’s novel <i>The Color Purple</i>, they will explore themes of racism, sexism, and personal growth within the context of early 20th-century America. The novel provides a powerful lens through which to examine the intersections of race, gender, and class, as well as the transformative journey of its protagonist, Celie. Students will analyze Walker’s use of letters and narrative voice to depict Celie’s evolution from oppression to empowerment. This unit will also connect historical and cultural contexts, providing students with a deeper understanding of the social issues addressed in the novel.	
Primary interdisciplinary connections: ● History ○ African American history ○ Gender roles and civil rights movements ○ Historical context of the early 20th-century South ● Psychology ○ Trauma and recovery ○ Identity formation and self-concept ● Sociology ○ Social justice ○ Family dynamics and community support systems	
Unit Rationale: (Why is this an appropriate unit for this grade, level, and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)	
The unit on <i>The Color Purple</i> is designed to help students understand the complexities of social justice issues and personal transformation through a compelling literary work. The themes of racial and gender oppression, personal growth, and resilience are highly relevant and will encourage students to connect historical and social issues to contemporary contexts. Analyzing Walker’s narrative techniques and thematic content will not only enhance students’ literary analysis skills but also foster empathy and critical thinking regarding social justice.	
Standards: (Note: Although the unit may address many standards, include here those which you will focus <u>instruction for assessment</u>)	
Language	● L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. ● L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. ● L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

Reading	• RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text. • RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. • RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama. • RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint. • RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on documents of historical and literary significance for their themes, purposes, and rhetorical features.				
Writing	• W.IW.11–12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. • W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, and focusing on addressing what is most significant for a specific purpose and audience. • W.WR.11–12.5. Conduct research projects to answer a question or solve a problem; synthesize multiple sources and demonstrate understanding of the subject under investigation.				
Speaking & Listening	• SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions with peers on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.				
<table border="1"> <thead> <tr> <th>Essential Questions:</th><th>Understandings: <i>Students will understand that...</i></th></tr> </thead> <tbody> <tr> <td> • How do personal and societal obstacles shape individual identity and empowerment? • What is the significance of narrative voice and perspective in telling a story? • How do historical and cultural contexts influence the portrayal of characters and themes? • In what ways do literary works reflect and challenge societal norms and injustices? • How does the journey of personal growth and self-discovery resonate across different contexts and experiences? </td><td> • Literature can provide insight into the complexities of social justice and personal identity. • Narrative techniques and perspectives can significantly impact how stories are perceived and understood. • Historical and cultural contexts are crucial for understanding and analyzing themes and characters in literature. • Personal growth and empowerment are central themes in addressing and overcoming societal and personal challenges. </td></tr> </tbody> </table>		Essential Questions:	Understandings: <i>Students will understand that...</i>	• How do personal and societal obstacles shape individual identity and empowerment? • What is the significance of narrative voice and perspective in telling a story? • How do historical and cultural contexts influence the portrayal of characters and themes? • In what ways do literary works reflect and challenge societal norms and injustices? • How does the journey of personal growth and self-discovery resonate across different contexts and experiences?	• Literature can provide insight into the complexities of social justice and personal identity. • Narrative techniques and perspectives can significantly impact how stories are perceived and understood. • Historical and cultural contexts are crucial for understanding and analyzing themes and characters in literature. • Personal growth and empowerment are central themes in addressing and overcoming societal and personal challenges.
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Unit Learning Activities: <i>Students will...</i> • Pre-Reading Activities: ◦ Research historical and cultural context of the early 20th-century South. ◦ Explore the civil rights movement and its impact on literature and society. • Reading and Analysis: ◦ Utilize active reading strategies to engage with Celie's letters and narrative voice. ◦ Analyze Walker's use of symbolism, theme, and character development. ◦ Examine how societal issues like racism and sexism are portrayed in the novel. • Discussion and Reflection: ◦ Participate in group discussions to explore themes and character motivations. ◦ Reflect on personal connections to themes of identity, resilience, and social justice. • Writing Activities:					

- o Write a comparative analysis of themes and characters in <i>The Color Purple</i> and another related text or historical context. - o Create a reflective essay on how the novel's themes relate to contemporary social issues.	
Assessments	
Summative: • Final Reflective Essay: Connecting Personal Experience and Contemporary Issues	Formative: • Reading check quizzes • Pre-reading historical and cultural context research presentation • Close reading and analysis of key passages (e.g., Celie's letters, pivotal scenes) • Theme and Character Analysis Chart • Comparative Character Diary Entries • "Letter to Celie" Creative Writing Exercise • Group discussions and reflective journals on themes and character development • Essay: Pre-Writing Activities: • Theme Exploration Discussion: - o Participate in class discussions about the novel's central themes and their relevance to contemporary issues. • Personal Reflection Journal: - o Write journal entries reflecting on how the themes of the novel resonate with your own experiences or observations of current social issues. Drafting and Feedback: • Outline Workshop: - o Develop and share an outline of your reflective essay with peers for feedback. • Peer Review: - o Provide and receive feedback on essay drafts focusing on thematic connections and contemporary relevance. Research and Analysis: • Contemporary Issues Research: - o Conduct research on contemporary social issues that relate to the novel's themes and integrate findings into your essay.

	● Thematic Analysis Practice: ○ Complete practice activities analyzing how literature reflects and influences societal issues. Writing and Revision: ● Drafting Sessions: ○ Write and revise essay drafts based on peer and instructor feedback. ● Final Review Checklist: ○ Use a checklist to ensure all components of the essay are addressed, including personal connections, contemporary issues, and thematic analysis.
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