Curriculum & Instruction

SUMMIT PUBLIC SCHOOLS

Content Area: English
Course: English 3
Grade: 11

Course Overview

English 3 provides students with the opportunity to acquire a deeper understanding of literary analysis, a stronger familiarity with the research process, and a heightened sophistication in written work. Students will be guided in the writing process with an emphasis on oral and written argument, as well as analysis of language, form, and writer's style. Students read classic and contemporary works of American literature that examine the elusive nature of the American Dream at different points throughout the nation's history. Students study a broad range of print and non-print texts to build an understanding of themselves as well as an appreciation for the diverse cultures of the United States, to develop habits of critical thinking and communicating with others in society, and to respond to the needs and demands of the modern workplace and society. A research project, as well as various types of persuasive and analytical essays are part of this course.

New Jersey State Learning Standards

Summit Public Schools curriculum aligns with the New Jersey Student Learning Standards,

Content Area Standards:

Language Domain

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
B. Observe hyphenation conventions.
C. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

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

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

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

Reading Domain

RL.CR.11–12.1. 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 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).
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.

Writing Domain
W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

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

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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 and Listening Domain

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.PI.11–12.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Interdisciplinary Standards:

Social Studies Standards:
6.1.12.D.3.e Determine the impact of religious and social movements on the development of American culture, literature, and art.
6.1.12.D.8.b Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.
6.1.12.D.13.d Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.A.4.b Analyze how ideas found in key documents contributed to demanding equality for all.
6.1.12.D.2.b Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
6.1.12.D.5.d Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
6.1.12.D.9.b Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.
6.3.12.C.1 Participate in a real or simulated hearing about a social issue with a related economic impact… and justify conclusions after weighing evidence from multiple experts and stakeholders.

Career Readiness, Life Literacies and Key Skills Standards:

Career Ready Practices
CRP 1. Act as a responsible and contributing citizen and employee.
CRP 2. Apply appropriate academic and technical skills.
CRP 3. Attend to personal health and financial well-being.
CRP 4. Communicate clearly and effectively and with reason.
CRP 5. Consider the environmental, social and economic impacts of decisions.
CRP 6. Demonstrate creativity and innovation.
CRP 7. Employ valid and reliable research strategies.
CRP 8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP 9. Model integrity, ethical leadership and effective management.
CRP 10. Plan education and career paths aligned to personal goals.
CRP 11. Use technology to enhance productivity.
CRP 12. Work productively in teams while using cultural global competence.

Computer Science and Design Thinking Standards:

New Jersey Curriculum Mandates:

This curriculum integrates lessons that address the following interdisciplinary New Jersey Curriculum Mandates:

- Diversity and Inclusion (Grades K - 12)
- Holocaust & Genocide Education (Grades K - 12)
- Amistad Act (Grades K - 12)
- Climate Change Education (Grades K - 12)
- Asian Americans and Pacific Islanders (Grades K - 12)
- History and Contributions of Individuals with Disabilities and LGBTQ persons (Grades 6 - 12 Only)

Learning Objectives

Through a variety of experiences with language, students:

- Understand that effective writers and speakers understand their audience and use language that is well suited to the occasion and purpose.
- Understand that carefully managed diction and use of vocabulary can greatly affect the clarity and persuasiveness of a writer or speaker's message.
- Understand that writers and speakers can create complex meaning, both literal and figurative, by being sensitive to the connotations and denotations of the language they use.
- Understand that writers use context and subtext to convey meaning and sway readers.
- Understand that speakers and writers use symbolic language—idioms, metaphors, irony—to create communities, demonstrate social status, and indicate hierarchies.
- Understand that writers use regional and colloquial language to depict cultures, communities, and status.

Through a variety of reading experiences, students:

- Understand that good readers anticipate, question, visualize, summarize, and evaluate the content and structure of a work to understand the author's meaning and purpose.
- Understand that language and word choice affect our understanding of the period, region, culture and literary tradition in which a text was written.
- Understand that good readers compare, infer, synthesize, and make connections regarding content and style to understand a culture's literary traditions.
- Understand that researchers gather and critique information from different sources to develop and support an argument and persuade an audience.
- Understand that effective readers build schema about the social and historical background of the text and the author's life.
- Understand that good readers make world, personal, and intertextual connections to help evaluate, synthesize, and analyze difficult texts.

Through a variety of writing experiences, students:

- Understand that good writers define and refine their ideas through frequent and varied writing and revision.
- Understand that 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.
- Understand that rules and conventions of language help readers understand what is being communicated.
- Understand that 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.

- Understand that sophisticated writers take compositional risks with language and syntax to develop a style of their own.

Through a variety of speaking and listening experiences, students:

- Understand that participating in oral discussion allows us to encounter other points of view in the process of shaping our own ideas.
- Understand that questioning and contributing help groups engage with a text by asking probing questions and sharing opinions and ideas about literary works.
- Understand that use of rhetorical devices can influence a speaker's audience.
- Understand that a speaker must have a clear purpose and a deep understanding of the audience to determine how an oral presentation should be organized.
- Understand that listening, as opposed to hearing, involves empathy and seeing multiple perspectives.
- Understand that messages are highly dependent on context and tone, both of which effective listeners learn to interpret and evaluate for meaning.
- Understand that effective listening skills enhance the ability to provide strategic, specific, and relevant responses.

Units of Study

Units of study are organized collections of lessons and learning experiences focused on a specific topic and set of skills within a course. Each unit is guided by a set of essential questions.

Unit: Drama (4 Weeks)

- How do playwrights use dramatic structure, character dialogue, and subtext to reveal complex motivations and central themes?
- In what ways do dramatic works reflect, challenge, or critique societal concepts of the American Dream across different historical eras?
- How does a playwright's strategic choice of dialect, colloquialism, and syntax establish social status, cultural identity, and/or character relationships?
- How do dramatic irony, figurative language, and shifts in tone impact the emotional context of character interactions?
- How can a writer construct a thesis-driven argument evaluating a character's tragic flaw or societal conflict using textual evidence?
- In what ways does writing a response to a dramatic work or creating scene adaptations enhance a writer's understanding of narrative pacing and voice?
- How does participating in oral readings or performance-based interpretations of a dramatic work reveal underlying subtext and character tension?
- How can student-led discussions, such as Socratic seminars, deepen readers' understanding of complex dramatic conflicts and themes?

Unit: Literary Fiction (4 Weeks)

- How do authors develop multiple themes regarding the pursuit, reality, and disillusionment of the American Dream?
- How do structural choices, such as nonlinear timelines or unreliable narrators, affect readers' perspectives and understanding of literary elements such as plot, theme, and characterization?
- How do authors use word choice, imagery, and figurative language to develop complex symbolic meaning?
- How does varying syntax and sentence structure in a work mirror a character's psychological state or alter a narrator's tone?
- How do writers formulate analytical claims that evaluate an author's style and technique while supporting those claims by integrating textual evidence?

- How does the process of planning, drafting, peer review, and revision strengthen a writer's command of academic style and organization in writing?
- How do collaborative discussions help readers challenge, refine, or expand their initial impressions and interpretations of complex works of literature?
- How does evaluating textual evidence and reasoning presented during discussion promote critical thinking and active listening?

Unit: Nonfiction (4 Weeks)

- How do nonfiction authors structure arguments and select rhetorical strategies to persuade readers?
- How do seminal U.S. documents, memoirs, speeches and essays shape and redefine national identity and sense of self?
- How can critical readers evaluate the validity of reasoning, claims, and biases within complex informational texts?
- How does an author's use of domain-specific vocabulary and academic diction advance a persuasive argument?
- How does careful selection in word choice and rhetoric alter an audience's emotional, ethical, and logical response?
- How do researchers synthesize claims, evidence, and counterarguments from multiple authoritative sources to develop a unified argument?
- How does proper research integration and MLA formatting maintain academic integrity and reflect source credibility?
- How does critically analyzing a speaker's rhetoric allow listeners to distinguish between sound reasoning and manipulative messaging?

Unit: Poetry (4 Weeks)

- How do poets use form, stanzas, and lines to convey complex emotional and thematic ideas in poetry?
- In what ways does American poetry reflect diverse perspectives, experiences, and historical shifts?
- How does close reading and repeated reading of poetry reveal tone shifts, ambiguity, irony, and paradoxes within poems?
- How does diction, sound devices, and sensory imagery heighten poetic meaning?
- How does figurative language (metaphor, personification, hyperbole, etc.) expand literal word definitions into symbols?

Unit: Book Circles (4 Weeks)

- How do diverse literary voices expand our understanding of culture, community and identity in American society?
- How does comparing themes across different texts reveal universal human experiences?
- How do readers track character evolution and narrative arcs over the course of a text?
- How does encountering and defining unfamiliar vocabulary in context expand general reading comprehension and expression?
- How can readers synthesize ideas from multiple texts to write a comparative analysis essay?
- How do reading journals help writers formulate and refine analysis while reading a text?
- How do student led book circle discussions foster academic discourse and deeper textual analysis?
- How do group presentations synthesize insights and convey findings to peers?

Unit: Short Fiction (4 Weeks)

- How do short story writers establish setting, conflict, and character development within a short narrative framework?

- How does an author's choice of narrative point of view (first-person, third person limited, omniscient) shape the reader's engagement and trust in the reliability of the narrative voice?
- In what ways do short story writers use motifs and symbols to unify short narrative works?
- How does the economy of language, such as precise diction and concise syntax, impact the narrative's mood, and tone.
- How can writers compose original short stories that effectively use dialogue, characterization, and sensory detail?
- What strategies do writers use during revision to refine prose, eliminate redundancy, and sharpen narrative voice?
- How does participating in peer writing workshops provide constructive feedback that improves narrative writing?
- How does discussing short stories in small groups help readers identify subtle irony and implicit themes?

Instructional Resources and Materials

Instructional resources are the information sources teachers utilize to guide their teaching and assessing. Instructional materials are the texts students read or review. The instructional resources and materials may vary in order to meet the learning needs of students. During independent reading activities, students may utilize books from the school library and ones brought from home. Teachers will utilize a wide variety of print, audio and visual texts throughout the year. Below is a list of frequently used materials:

Whole-Class / Book Circle Texts (Fiction/Drama):
The Red Badge of Courage by Stephen Crane
The Open Boat and Other Stories by Stephen Crane
The Great Gatsby by F. Scott Fitzgerald
The Scarlet Letter by Nathaniel Hawthorne
The Nick Adams Stories by Ernest Hemingway
Their Eyes Were Watching God by Zora Neale Hurston
Death of a Salesman by Arthur Miller
The Crucible by Arthur Miller
The Things They Carried by Tim O'Brien
The Grapes of Wrath John Steinbeck
The Color Purple by Alice Walker
Fences by August Wilson
Bread Givers by Anzia Yezierska

Whole-Class / Book Circle Texts (Non-Fiction):
I Know Why the Caged Bird Sings by Maya Angelou
Growing Up by Russell Baker
The Narrative of Frederick Douglass by Frederick Douglass
Self Reliance by Ralph Waldo Emerson
David and Goliath by Malcolm Gladwell
Outliers by Malcolm Gladwell
Moneyball by Michael Lewis
The Immortal Life of Henrietta Lacks by Rebecca Skloot
Just Mercy by Bryan Stevenson
Walden & Civil Disobedience by Henry David Thoreau
The Glass Castle by Jeanette Walls

This Boy's Life by Tobias Wolff

Alternative Selections & Supplemental Texts:
The Heath Introduction to Poetry
Braided Lives

Assessment Strategies

Assessment measures a student's mastery of a course standard and learning objective. Assessment can be used for both instructional purposes and for evaluative purposes. Teachers may choose one or more of the following ideas to assess learners. They may also modify these ideas to make the assessment more responsive to students' interests and needs.

Formative:

- Journal writing
- Small Group Discussions
- Book Club Discussions
- Passage close-reading / annotations
- Passage Analysis
- Socratic Seminar
- Quizzes

Summative:

- Expository / Analytical essay
- Argumentative Essay
- Narrative essay
- Synthesis of Research
- Formal presentation
- End-of-Book / Unit Test

Benchmark:

- Vocabulary Quizzes
- Grammar, Mechanics and Usage Quizzes
- Reading comprehension / Critical Reading Quiz
- Short passage analysis / expository essay
- Short argumentative essay

Alternative:

- Presentation
- Speech
- Performance
- Visual or Digital Media Project

Suggested Strategies for Modification & Differentiation

Modifications Chart