

Verona Public School District Curriculum Overview

English III CP



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Verona Public Schools
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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

English III is a study of the various genres of American literature using a thematic approach. The curriculum is designed to reinforce learning from English II and to introduce a more sophisticated approach to literature and to writing. The process approach to writing will continue to be emphasized with particular attention to analytic and comparative writing, style, and self-editing. Research skills will be reviewed with particular attention to the incorporation of literary criticism into student writing.

Prerequisite(s):

English II

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> A. Technology Operations and Concepts X B. Creativity and Innovation X C. Communication and Collaboration X D. Digital Citizenship X E. Research and Information Fluency x F. Critical thinking, problem solving, and decision making 	<ul style="list-style-type: none"> A. The Nature of Technology: Creativity and Innovation X B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> x CRP2. Apply appropriate academic and technical skills. CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<ul style="list-style-type: none"> CRP3. Attend to personal health and financial well-being. x CRP6. Demonstrate creativity and innovation. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> x CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<ul style="list-style-type: none"> x CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership, and effective management. CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	<ul style="list-style-type: none"> CRP5. Consider the environmental, social, and economic impact of decisions. X CRP7. Employ valid and reliable research strategies. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers

9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i>	9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i>	9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> A. Career Awareness (K-4) B. Career Exploration (5-8) x C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<ul style="list-style-type: none"> ● Prentice-Hall Literature: The American Tradition ● The Absolutely True Diary of a Part-Time Indian or Zeitoun ● The Crucible ● Death of a Salesman ● Fences ● The Adventures of Huckleberry Finn ● The Great Gatsby ● One Flew Over the Cuckoo's Nest 	<ul style="list-style-type: none"> ● Selected articles from such sources as The New York Times related to writing assignments ● NPR report: "Making it in the US is more than just hard work" ● Video clips from "What would you do?" ● Selections from This I Believe ● Narrative of the Life of Fredrick Douglass

Unit Title / Topic: Personal Reflection (Personal Memoir)

Unit Duration: 3 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Language Arts

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

W.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.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

SL.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.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.
- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- A. Observe hyphenation conventions.
- B. Spell correctly.
- 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.
- A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

make inferences about a society/culture through the personal writing of the time, and articulate his/her beliefs through a personal essay.

Meaning

Students will understand that:

Students will understand that:

- Reading the personal writing of others can give each of us insight to our own lives and the world around us.
- A writer shapes his or her experiences through language appropriate to convey a purpose to a particular audience.

Essential Questions:

- What is the value of reading others' personal essays?
- How can a writer effectively convey his or her personal beliefs?

Acquisition of Knowledge & Skills

Students will know:

- Importance of purpose and audience in writing
- Key terms
 - American Dream
 - Exemplification
 - Anecdote
 - Metaphor

Students will be able to:

- identify effective strategies for presenting personal beliefs through writing, and convey beliefs to a reader;
- express their own ideas about the American Dream and what it means to be an American.

- Narrative voice
- Personal essay

Stage 2: Acceptable Evidence

Transfer Task

This I Believe
Personal Essay

Length: 1-2 typed pages, double-spaced, 12 pt font, Times New Roman, MLA Format

Note: This assignment is adapted from the book This I Believe and its guidelines for the This I Believe project. You may submit your essay to the project on the Web site, www.thisibelieve.org. Students under the age of 18 must have a parent's signature in order to submit the essay.

As we have discussed in class, a personal essay expresses a belief or insight that the writer has had. You have had the opportunity to read and discuss several of them, and see how they are arranged. You are to write your own statement of belief in which you tell a story about yourself, and state a belief you have and how it was formed.

In your essay, you must:

Tell a story: Be specific. Your story should be real, and connect to the basis of your daily life philosophy and how your belief was shaped;

Be brief: Your statement should approximately 500 words and focus on the central belief;

Name your belief: Focus on one belief that can be stated in one sentence;

Be positive: Say what you do believe, not what you don't believe;

Be personal: Make your essay about you. Be sure to write in first person ("I");

Grab the reader's attention: Use an opening that will get the reader interested. Refer to the types of openings we discussed in class.

Stage 3: Activities

Option One:

Outliers, This I Believe, The Last Lecture

Anticipatory Questions

Discussion questions for Outliers (A)

Independent and Guided Reading (A)

Journal writing – Gladwell’s most useful piece of advice (M)

The Last Lecture – discussion questions based on Randy Pausch’s personal beliefs (A, M)

Revision of personal essay based on peer/teacher feedback (T)

Option Two:

Outliers, This I Believe, The Last Lecture

American Dream articles (A, M)

Journal responses (M)

Anticipation guide (M)

Lecture on characteristics of personal writing (A)

Listening to “This I Believe” essays (A, M)

“Show me the money” activity isolating support for central idea (M)

Group work: statement of belief and story that illustrates it (M)

The Last Lecture – discussion questions and journal responses based on Randy Pausch’s personal beliefs (A, M)

Brainstorming and identifying topics that can be developed in different modes (M, T)

Organizing writing and reviewing topic and approach with teacher (M, T)

Unit Title / Topic: What is an American?

Unit Duration: 10 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Language Arts

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices 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).

Craft and Structure

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure 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) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above with scaffolding as needed.

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

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.

- A. 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. 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. 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. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. 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.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

SL.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.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.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.11-12.3. 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.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.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- A. Observe hyphenation conventions.
 - B. Spell correctly.

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

Articulate instances in which American ideals and practices may or may not be consistent through use of their working knowledge of the foundational elements that shape the “American Dream”.

Meaning

Students will understand that:

Students will understand that:

- Most agree that freedom and the pursuit of happiness are core American ideals.
- Our history features periods in which we have compromised or lost sight of our ideals.
- The American Dream is a belief within American society, but it is not attainable by all.
- Writers choose words, ideas, devices and information/evidence to elicit an intended response from the audience.
- Writers are influenced by their social, political, and cultural surroundings.
- The American Dream has changed over time.
- Throughout history, Americans have been faced with the conflict of overcoming obstacles that prevent them from achieving their goals and/or dreams.
- Writings of the past affect the world today.
- A writer’s personal life affects his or her writing

Essential Questions:

- What are American ideals?
- Have we stayed true to those ideals?
- What does it mean to be successful in America?
- How available do you feel success is to you personally?
- How do you plan to achieve the life you dream of?
- How do writers use logic, emotion, and rhetorical devices to achieve their purpose?
- Why is it important for individuals to stand up for what they believe in?
- How has the American Dream changed over time?
- Can having a dream be better than actually achieving that dream?

Acquisition of Knowledge & Skills

Students will know:

- American ideals as they pertain to various time periods
- Biographical information of authors
- Definitions of key terms
- Historical context of literature
- Techniques of persuasion

Students will be able to:

- Express their own ideas about the American Dream and what it means to be an American.
- Analyze American ideals as they change throughout varying time periods and compare/contrast those ideals.
- Participate effectively in a range of collaborative discussions

- Rhetorical devices
- Importance of purpose and audience in writing
- Key Terms
 - American Dream
 - Autobiography
 - Oratory
 - Rhetorical Questions
 - Parallelism
 - Repetition
 - Restatement
 - Charged Language
 - Antithesis
 - Paradox
 - Rhyme
 - Appeals to emotion and logic
 - Aphorism
 - Oversoul
 - Frame Narrative
 - First person narrator
 - Imagery
 - Motif
 - Symbolism

- Clearly present information that is appropriate to purpose and audience
- Use digital media to enhance presentations
- Cite evidence to support analysis and inferences of texts
- Analyze development of theme in literature
- Demonstrate how two or more texts from the same time period treat similar themes
- Determine author's purpose and technique in persuasive texts
- Analyze foundational U.S. documents of historical significance
- Write arguments to support position with effective use of rhetorical devices
- Improve writing by planning, revising, editing
- Use evidence from literary or informational text to support analysis in writing
- Demonstrate command of conventions of standard English grammar and usage

Stage 2: Acceptable Evidence

Transfer Task

Option One:

Students will write an essay that answers the two Essential Questions of the unit by comparing the character traits, values and ideals of Jay Gatsby to the contemporary ideals expressed in the NY Times article, “Jay Gatsby, Dreamer, Criminal, Jazz Age Rogue, Is a Man for Our Times” to prove the article’s description of “Gatsby’s powerful ability to speak to our times.”

Option Two:

A. Narrative of the Life of Frederick Douglass independent reading/speech integrating American ideals: (RI, W)

1. Double-sided journal. On the left, direct quotes (with page numbers) from Douglass's autobiography. On the right, your commentary. This might include a discussion of the values expressed, or your reaction to the incident described, or a connection to another text we read. This reaction is open, but should be a thoughtful reaction of at least 3 sentences. You must have 20 entries.

For example:

“I never saw my mother, to know her as such, more than four or five times in my life” (p.2).

This quote reveals the cruelty with which slaves were separated from their families. It goes against a basic right guaranteed in the Declaration: the right to happiness. It denies the individual a sense of his or her identity.

2. Speech. This must be written in the voice of Frederick Douglass at the time he lived.

a. Length: 2 typed pages, 12 point font, Times New Roman, double-spaced in

MLA format, including direct quotes and in-text citation;

b. Persuade audience to abolish slavery, appealing to the values expressed in the Declaration of Independence, the Speech in the Virginia Convention, the Autobiography of Benjamin Franklin;

c. Incorporate at least 5 direct quotes. Three must be taken from Douglass's work, and two others from the other works we've read. Quotes must be correctly cited in MLA format.

d. Use the following persuasive devices: repetition, restatement, parallelism, rhetorical questions.

B. Gatsby as Dreamer essay: (RL, RI, W)

The Great Gatsby

Essay total: 200 points

Due:

Part One: Articles read and notes taken (50 points); T-chart on personal American Dream (25 points):

Outline: (25 points);

Part Two: Essay on The American Dream and the Essential Questions “What are American ideals?” and “Have we stayed true to these ideals?”

Rough draft of intro and conclusion Monday, Dec. 16;

Final draft: Friday, Dec. 20 (if you are not going to be in school on that ½ day you must hand it in on the 19th)

In this unit, we have been considering the Essential Questions “What are American ideals?” and “Have we stayed true to these ideals?” These can certainly be considered in relationship to the text *The Great Gatsby*. The article attached, “Jay Gatsby, Dreamer, Criminal, Jazz Age Rogue, Is a Man for Our Times,” written by Adam Cohen, and taken from *The New York Times* opinion pages, addresses the character of Jay Gatsby, citing the writer Sue Miller’s description of him as “an American dreamer of a certain crass kind.” The second article, “Gatsby’s Green Light Beckons a New Set of Strivers” is about current day American Dreams.

Your task is:

First, read each of the two articles carefully and make notes on them. You are to make notes on a two-sided journal page. On the left, copy important lines from the articles. On the right, summarize the lines and comment on them—you may agree, disagree, be reminded of something else, etc. You must have 5 (FIVE) separate entries, and they must be typed or they will not be accepted. This part of the assignment is worth 50 points. This must be completed by _____, at which time the notes will be collected.

Second, you prepare a T-chart about YOUR American Dream. One column will have 3 of your goals, and the other column will list two specific ways you can accomplish each goal.

Third, you will be writing an essay addressing the American Dream from three different perspectives. In your introduction paragraph you should have a strong thesis statement that will focus your essay.

Your first body paragraph will address *The Great Gatsby* and how the American Dream is represented in that (you will quote from the book to demonstrate that); your second body paragraph will address how the American Dream today is similar or different from what is depicted in the book (you will quote from each of the articles to demonstrate that);

your third body paragraph will address your American Dream and how it can be attained in our society;

your concluding paragraph must make a statement about the nature of the American Dream in relation to the Essential Questions about ideals. Be sure to make an original statement or observation.

Your essay be at least 750 words long (approximately 2 typed pages) and must include at least two (2) quotes from the novel and two (2) quotes from the articles (one from each article). You must use correct MLA format for quotes, and a Works Cited page listing the sources (the novel and articles). You will have some class time to outline and work on your essay and get feedback. You will receive the outline sheet for the essay when I return your notes on the article. We will address choosing appropriate quotes and incorporating them smoothly in class.

In summary, the essay must include:

Strong thesis in relation to the essential questions and the American Dream;
Essay organized as listed above;
Outline for the essay, including the quotes that will be used;
5 paragraphs, 750 word minimum;
Quotes from Gatsby (2) and the two articles (2);
MLA format for in-text citations; typed in 12 point Times New Roman;
Works cited page

Other Evidence

Option one:

Persuasive essay on topic of current social concern using rhetorical devices (W, L)
Creative Group Project – Book of original Aphorisms (W, L)
Test on Literature of the Revolutionary Period (RI)
Group Power Point Projects – American History/Culture 1920s (SL)
Gatsby Writing Assignment – R.A.F.T. (W, L)
Gatsby Scrapbook (RL, W, L)
Group presentations of symbolism in The Great Gatsby (RL, SL)
Expository writing incorporating Gatsby as an example in HSPA prompt (RL, W, L)

Option Two:

Cooperative project: book of aphorisms (W, L)
Cooperative quote analysis for Revolutionary Works and Gatsby (R, W, L)
Cooperative analysis of assigned chapters and facilitation of whole class discussion (R, L, S, W)
Gatsby project (RL, W)
Analysis of non-fiction articles for central point and supporting data (RI, W)

Stage 3: Activities

Option One:

Literature of the Revolutionary Period

-Dialogue Between Franklin and the Gout

-Poor Richard's Almanack

-The Speech in the Virginia Convention

-From The Crisis

-The Declaration of Independence

Essential Question Activity (A)

Lecture on general characteristics of Age of Reason (A)

Definitions of rhetorical devices (A)

Parallelism sentence structure practice (T)

Identifying persuasive techniques in advertising (T)

Journal Writing (freedom, American Dream) (M)

Graphic Organizer comparing several works (purpose, format, content, audience, techniques of persuasion) (A)

Homework (M)

Small and whole class discussion (M)

Guided reading (A)

Quizzes (M)

Jigsaw – Analyzing section of Declaration of Independence (M)

The Great Gatsby

Biographical information on author (A)

Teacher modeling of presentation on American culture/history topic of 1920s (A)

Graphic organizer to record information on American culture topics presented by peers (A)

Independent and group reading (A)

Small/whole class discussion (M)

Literature Log (M)

Chapter Focus Questions (M)

Reading Quizzes (M)

Identification and interpretation of significant quotes (M)

Graphic organizer to record information presented by peers on assigned symbol from novel (A)

Writing Activities – obituary, eulogy (M)

Two sided journal – reaction to NY Times article in preparation for transfer task (M)

Graphic organizer for expository essay (A)

Expository writing tips (A)

Film (A)

Option Two:

Revolutionary writings:

Declaration of Independence

Speech in the Virginia Convention

Autobiography of Ben Franklin excerpt

Poor Richard excerpt

The Crisis

Lecture on characteristics of the Age of Reason (A)

Lecture on elements of oratory (A)

Close reading and analysis of texts in relation to elements of oratory and persuasion (A, M, T)

Close reading and analysis of excerpt of Franklin's Autobiography to identify elements of his personal values and character (A, M)

Choosing and writing about individual autobiographical events and what they reveal about self and values (T)

Analysis of advertisements for elements of persuasion (A, M)

Think-pair-share for Declaration (M)

Narrative of the Life of Frederick Douglass

Independent reading and note-taking (RI)

Double-sided journal with excerpts and reactions (M)

Sharing and analysis of passages (M)

Speech-writing incorporating persuasive elements (T)

The Great Gatsby

Analysis of 1920's ads in relation to changing culture (A)

Reading questions and quizzes (A, M)

Class discussion and close reading of text

Research era and prepare magazine article/advertisement and make a connection to novel

View film and address its presentation of character and theme

Unit test

Reading, summary, identification of quotes, and discussion of editorial piece connecting Gatsby to contemporary American ideals

Journal responses

Unit Title / Topic: Evolving America

Unit Duration: 5 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Language Arts

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices 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.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure 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) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

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.

- A. 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. 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. 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. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

E. 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. f. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).

B. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

SL.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.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.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Observe hyphenation conventions.

B. Spell correctly.

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.

A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, 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. 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.

D. 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.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word 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.

L.11-12.6. 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

Analyze the literary ties into the history of the United States through the education of their classmates on how a particular literary movement is reflective of its era.

Meaning

Students will understand that:

Students will understand that:

- Art does not exist in a vacuum. Art is formed out of what is going on in society; it is both influenced and influential.
- Success can be defined differently for each individual.
- The obstacles on the path to success may vary by social and economic status.

Essential Questions:

- Do the issues affecting society at large have an effect on the art and literature of that society?
- What does it mean to be successful in America?
- Is the American Dream equally accessible to all Americans?

Acquisition of Knowledge & Skills

Students will know:

- The various American literary movements and their social and historical contexts;
- Elements of fiction: plot, characterization, setting, conflict, structure, theme, figurative language;
- How to use MLA format to structure paper and cite sources;
- What literary criticism is;
- How to research secondary sources and determine the reliability of the sources
- Key Terms
 - Romanticism
 - Transcendentalism
 - Realism
 - Naturalism
 - Modernism
 - Folk Tale
 - Contemporary
 - Plot
 - Indirect and direct characterization
 - Conflict
 - Freitag's pyramid
 - Theme
 - Imagery
 - Metaphor
 - Primary source
 - Secondary source
 - In-text citation
 - Oversoul

Students will be able to:

- Analyze texts citing specific evidence to support assigned role in literature circle;
- Determine nuances in word meaning in vocabulary and figurative language;
- Recognize and connect the elements of the stories to their particular literary movements;
- Collaboratively present information that will educate their classmates;
- Integrate multiple sources of information, both literary and historical, in their presentations;
- Discuss and respond to peer instruction;
- Synthesize multiple appropriate sources in writing.

Stage 2: Acceptable Evidence

Transfer Task

Once our class has completed its presentation of stories from the various literary movements, it will be your task to write an essay in which you discuss the relationship of a story to its literary movement. **YOU MAY NOT WRITE ABOUT THE STORY YOUR GROUP PRESENTED.**

Your paper must include the following:

Five paragraph structure;

Definition/characteristics of the literary movement in your intro paragraph; strong thesis statement in the intro paragraph and strong topic sentences for each body paragraph;

Three (3) ways (one per body paragraph) the story conforms to the characteristics of the literary movement or historical/cultural elements that are reflected in it;

A total of five (5) quotes: three from the story and two from an outside source. The quotes must be incorporated as we discussed, by leading into the quote, copying the quote, following up with how it supports your point;

A works cited list that conforms to MLA standards.

We will visit the media center one more day so that you can supplement the information that the group presented on the story with other literary/historical/cultural information that will help you formulate your own ideas.

You will be consulting the EBSCO database through the media center. Through EBSCO, you'll be able to locate articles about the story, author, or time period that will be a helpful and appropriate secondary source. If you do not have sufficient time during our class visit to find the information you need, you may also access EBSCO from home by going to the media center web page, and there you will find the link for the EBSCO Periodical Search Engine in the column on the left. When you sign in, the user name is MAROON and the password is WHITE.

We will also review MLA works cited format before your paper is due.

Other Evidence

Reading (RI or RL)

Assessment description

Worksheets on elements of fiction in the six short stories

Historical research on literary era and movement

Writing

Lesson plan for presentation, including: analysis of story elements; connection to Essential Question for unit; guided activity for class; analysis of historical context to story

Language

Literature circle role:

Wordsmith: determine word meaning and connotation in context

Speaking & Listening

Literature circle participation:

Depending upon student's role in lit circle, student was asked to:

Prepare interpretative elements for discussion;

Cite textual evidence to support discussion

Group presentation of story analysis and literary era

Stage 3: Activities

Acquisition

Reading stories

Preparing roles for literature circle discussion

Research on historical/literary contexts

Completing graphic organizer for each story and its connection to literary movement based on group teaching

Lecture on MLA format and correct textual citation

Meaning Making

Analysis of elements of fiction

Discussion facilitated by each student in accordance with his/her assigned role

Group preparation of lesson plan

Completing student group generated guided activities for each short story

Using on-line databases to locate supporting literary criticism

Outlining and prewriting for essay, including identification of significant citations for support

Transfer

Teaching an original lesson to the class on assigned story and historical and literary context

Review and revision of writing

Unit Title / Topic: Paths and Obstacles to Success

Unit Duration: 10 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for Language Arts

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices 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.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure 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) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

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.

- A. 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. 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. 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. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. 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. f. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
- B. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

SL.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.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.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- B. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Observe hyphenation conventions.
- B. Spell correctly.

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.

- A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, 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. 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.
- D. 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.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word 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.

L.11-12.6. 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

Articulate the characteristics of someone who has achieved his/her American Dream through use of their unique understanding of the obstacles to obtaining the quintessential “American Dream.”

Meaning

Students will understand that:

Students will understand that:

- Success can be defined differently for each individual.
- The obstacles on the path to success may vary by social and economic status

Essential Questions:

- What does it mean to be successful in America?
- Is the American Dream equally accessible to all Americans?

Acquisition of Knowledge & Skills

Students will know:

- how to complete literary research and apply to primary texts
- how to choose and read a secondary source
- how to choose appropriate supporting passages from primary and secondary sources
- how to outline a research paper
- the characters, plot, symbolic meaning of each work
- how to compare/contrast texts
- Key terms
 - American Dream, flashback, irony, allusion, epiphany, requiem, illusion, tragedy, Tragedy and the Common Man, motif, setting, symbolism, foreshadowing, conflict, exposition, rising action, climax, falling action, resolution, assimilation, fair housing and employment laws,
 - Primary and secondary sources; MLA format; Works Cited; in-text citation; literary criticism

Students will be able to:

- make inferences about symbolic meanings
- analyze the importance of author's use of setting and the history/culture of the specific time period
- recognize and identify recurrent themes in literature
- successfully synthesize primary and secondary sources in a research paper in proper MLA format
- Cite textual evidence to support analysis
- Develop a topic in writing by selecting relevant quotations
- Draw evidence from literary and informational texts to support analysis, reflection and research
- Participate effectively in collaborative discussions by presenting information clearly and persuasively
- Demonstrate how two texts from the same time period treat similar themes

Stage 2: Acceptable Evidence**Transfer Task**

Option one:

Compare/contrast two works of literature from the same period with similar themes drawing evidence from literary and informational texts to support analysis of the nature of and obstacles to the American Dream

Option two

Analytical paper on Fences and Death of a Salesman comparing and contrasting the protagonists, their relationships with society, and their role as tragic figure.

Other Evidence

Option One:

Collaborative presentations on ethics (RL, SL, T)

RAFT writing assignment for Death of a Salesman (RL, W, L)

Death of a Salesman Bio-Poem (RL, W, L)

Death of a Salesman test (RL)

Analysis of "A Dream Deferred" (interpretation of similes) (RL, L)

Raisin in the Sun theme analysis/Group Project (RL, SL)

Homework/study questions (RL, W, L)

Reading quizzes (RL, W, L)

Preliminary work for literary research paper (RL, RI, W, L)

Option Two:

Fences lit log responses (RL, W)

Fences test

Cooperative activity: identification of symbolic "fence" and prepare a "picket" with the symbolic meaning identified, three significant quotes, and visual representation of the meaning (RL, W)

Salesman interpretive questions for each act (RL, W)

Preliminary work for literary research paper, including locating appropriate secondary sources, preparation of dialectical journal for quotes from primary and secondary sources, preparation of outline and works cited list (RL, RI, W, L)

Stage 3: Activities

Option one:

Literature - Death of a Salesman & A Raisin in the Sun

Essential Question Activity/Anticipatory Activity (M)

Lecture on background of authors/settings (A)

Guided Reading (A)

Focus Questions for each act (M)

Response cards (M, T)

Small and whole class discussion (M, T)

Character analysis and theme jigsaw activities in completing graphic organizer (M)

Identification and interpretation of significant quotes (M)

Analysis of motifs (M)

Informational text pertaining to racial discrimination of young black males (A)

Short film – Lunch Date to address stereotyping (A)

Films of plays (A)

Lecture on conventions of literary research paper including Works Cited and MLA format (A)
 Examples of correct format for citing primary and secondary sources (A)
 Strategies for compare/contrast writing (A)
 Library visits to complete research and locate literary criticism using online databases and print material (A, M, T)
 Conferences and feedback from teacher (A, M)
 Revision of writing drafts (T)

Option two:

Literature: Death of a Salesman and Fences
 Anticipatory assignment: "Making It In America Is More Than Hard Work" NPR segment: listen/read; analyze central idea and support; participate in class discussion (A, T)
 Lecture on Jim Crow laws, segregation in the early- to mid-twentieth century (A, T)
 Completion of multiple graphic organizers on role of storytelling, use of symbolism, taboos, and epigraph and related jigsaw activities (M, T)
 Guided reading (A)
 Response cards (M)
 Character analysis (M)
 Lecture on elements of literary research paper including Works Cited and in-text citation (A)
 Examples of correct format for citing primary and secondary sources (A)
 Lecture and guided practice on incorporating direct quotes from primary and secondary sources (T)
 Library visits to complete research and locate literary criticism using online databases and print material (A, M, T)
 Conferences and feedback from teacher on primary and secondary source quotes and outline (A, M)
 Library visit to write and revise drafts (T)

Unit Title / Topic: Injustice in a Just Society

Unit Duration: 5 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Language Arts

- RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3. Analyze the impact of the author's choices 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.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure 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) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

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.

- A. 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. 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. 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. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. 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. f. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
- B. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

SL.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.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.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Observe hyphenation conventions.
- B. Spell correctly.

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.

- A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, 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. 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.
- D. 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.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word 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.
 L.11-12.6. 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

Demonstrate how issues of power and justice are negotiated in real situations

Meaning

Students will understand that:

Students will understand that:

- Justice is open to interpretation of what is fair and equitable treatment.
- Rules are necessary for order and safety but ideally should be negotiable.
- Power can be derived from many sources and negotiated in many ways
- Fear will often motivate individuals to act in uncharacteristic ways.

Essential Questions:

- Is there a difference between law and justice?
- What is the purpose of having rules?
- When should individuals conform? When should they rebel?
- What is power and how is it attained and maintained?
- What responsibility does an individual have in society to combat injustice?

Acquisition of Knowledge & Skills

Students will know:

- Allegorical meaning of literature
- Setting, mood, conflict, climax, resolution of literature
- Relevant biographical information about author
- Major themes of literature
- Key terms
 - Schizophrenia, paranoia, emasculation, matriarchy, allegory, crucifixion imagery, machine imagery, lobotomy, acute, chronic, electroshock therapy, psychopath, martyr

Students will be able to:

- Analyze a character's motives and actions
- analyze the importance of author's use of setting and the history/culture of the specific time period
- identify and discuss author's use of theme
- participate in discussions by citing examples from the text to support a point or idea.
- Formulate opinions and make connections between essential questions, themselves, and the literature
- Determine reliability of narrator

Stage 2: Acceptable Evidence

Transfer Task

Option One:

Students will apply essential questions to literature studied to determine the lesson that can be learned and its application to their lives

Option two:

Tic-Tac-Toe assessment requiring analysis, writing from perspective of character, identifying and discussing imagery, and recognition of thematic thread through text.

Other Evidence

Option One:

Group Project – creation of quiz for assigned section from Part One (RL, SL, L)

Study questions for Parts One – Four (RL)

Tic-Tac-Toe (choices) to demonstrate knowledge of characterization, setting, themes, conflict, important quotes from Parts One & Two (RL, W, L)

One Flew Over the Cuckoo's Nest Quizzes (RL, W, L)

One Flew Over the Cuckoo's Nest Thematic essay (RL, W, L)

Collaborative power point presentations on what makes novel effective (analysis of themes, characters, conflicts, setting, resolution, symbolism) (RL, SL, L)

Visual representation of characterization- designing bumper sticker (RL, SL)

Writing activity – scene from Nurse Ratched's perspective (RL, W)

Citing differences and their effects between film and novel (RL, SL)

Option Two:

Journal writing for each set of chapters, tracing plot, character development, theme (RL, W)

Citing differences and their effects between film and novel (RL, SL)

Close reading and analysis of passages identifying relevant imagery (RL, W)

Stage 3: Activities

Option One:

Literature – One Flew over the Cuckoo’s Nest

Essential Question Activity/Anticipatory Activity (M)

Lecture on background of authors/settings (A)

Guided Reading (A)

Focus Questions (M)

Quote Analysis (M)

Small and whole class discussion (M, T)

Informational text pertaining to psychiatric disorders (A)

Film(A)

Graphic organizer for characters (A, M)

Response cards (M, T)

Revision of writing based on teacher feedback (T)

Option Two:

Literature: One Flew over the Cuckoo’s Nest

Anticipatory Activity: Viewing “What would you do?” segments, responding in writing, discussing themes that emerged from viewing (M)

Lecture on background of the novel, characterization, narrative voice (A)

Guided reading and analysis (A, M)

Small and whole class discussion (M, T)

Tracing literary elements and preparing complete graphic organizer for theme, character, plot, symbolism, and imager in each part of novel (M)

Connection of text to essential question through written response and discussion (T)

Film viewing and comparison to text (M)