

Verona Public School District Curriculum Overview

English III Honors



Curriculum Committee Members:
Thomas White

Supervisor:
Dr. Sumit Bangia

Curriculum Developed:
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Verona Public Schools
121 Fairview Ave., Verona, NJ 07044
www.veronaschools.org

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:

The English III Honors curriculum is designed to reinforce the learnings from English II Honors and to introduce a more sophisticated approach to literature and to writing. The literature will be that of American authors. It will be studied chronologically. Selections will be chosen from colonial authors through contemporary authors. 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, and each student will complete several research assignments.

Prerequisite(s):

English II Honors or English II CP Teacher Recommendation

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"> ● Literature: The American Experience, Prentice Hall ● The Crucible, Arthur Miller ● The Great Gatsby, F. Scott Fitzgerald ● Ragtime, E.L.Doctorow ● The Adventures of Huckleberry Finn, Mark Twain ● One Flew over the Cuckoo's Nest, Ken Kesey ● Death of a Salesman, Arthur Miller ● The Things They Carried, Tim O'Brien ● Nine Stories, J.D. Salinger ● Zeitoun, Dave Eggers ● Fences, August Wilson 	<ul style="list-style-type: none"> ● http://www.nytimes.com/learning/teachers/featured_articles/20080220wednesday.html <ul style="list-style-type: none"> ○ An article that discusses Gatsby's impact on urban students, many of whom are immigrants to America. ● https://www.youtube.com/watch?v=QPKKQnijnsM <ul style="list-style-type: none"> ○ A video viral explaining current trends in wealth inequality in America ● http://www.nytimes.com/2008/10/30/opinion/30Cohen.html <ul style="list-style-type: none"> ○ One writer's reflection, just after Barack Obama's election, on Obama's claim that his own story could only have happened in America.

- A Raisin in the Sun - Lorraine Hansberry

- <http://www.nytimes.com/2012/09/26/education/stuyvesant-high-school-students-describe-rationale-forcheating.html>
 - An article that discusses cheating at an elite New York school and raises questions about entitlement and what one is willing to do to reach one's goals.
- <http://www.nytimes.com/2013/05/19/movies/the-luxe-life-in-gatsby-bling-ring-and-other-films.html?pagewanted=3>
 - Discusses what some recent popular films have to say about wealth
- <http://www.huffingtonpost.com/shanze-khurrani/is-the-american-dream-becoming-materialistic-for-18-year-olds-in-california.html>
 - old Pakistani immigrant to America who now lives in California wonders if the American Dream has become too materialistic.
- <http://www.nytimes.com/2006/08/31/business/31scene.html>
 - Discusses income inequality and the relationship between money and happiness.
- <http://www.nytimes.com/2005/05/30/opinion/30mon3.html>
 - Class and the American Dream. Self-explanatory
- http://www.nytimes.com/learning/teachers/featured_articles/20090511monday.html
 - What Happens to the American Dream in a Recession. Raises questions about how or if people re-define their dreams when financial times are tough
- http://www.nytimes.com/learning/teachers/featured_articles/20050519thursday.html
 - When Richer Weds Poorer Money isn't the Only Difference. Article that explores how social class affects whom you marry.
- http://www.nytimes.com/learning/teachers/featured_articles/20050531tuesday.html
 - When The Joneses Wear Jeans. Article about how your wealth and social status affect what you purchase and vice versa.
- http://www.huffingtonpost.com/matt-bieber/america-isnt-the-greatest-b_4543921.html
 - A blogger writes about America's sense of its greatness
- <http://www.foxnews.com/opinion/2014/06/23/why-believe-american-dream-is-still-alive/>

	<ul style="list-style-type: none">o The chairman of the Horatio Alger Association writes about why he believes the American Dream is still very much alive and well.● http://learning.blogs.nytimes.com/2007/09/24/fifty-years-from-the-little-rock-nine-to-the-jena-six/● http://learning.blogs.nytimes.com/2011/01/06/should-the-racial-epithets-be-removed-from-huck-finn/<ul style="list-style-type: none">o Born to Trouble: Censorship and Huck Finn (video)● A Sound Heart and a Deformed Conscience, Henry Nash Smith (literary criticism)● Roads to Freedom, Gladys Carmen Bellamy (literary criticism)● Moral Education in Huckleberry Finn, Davis Horner (literary criticism)● http://www.nytimes.com/roomfordebate/2011/01/05/does-one-word-change-huckleberry-finn● http://thisibelieve.org/feature● The World is Flat, Thomas Friedman● Outliers, Malcolm Gladwell
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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).
- 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.
- 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.
 - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - 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).
 - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- 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.
- 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.
 - 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.
- 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.

Transfer Goal:

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

- Utilize the tools of literary analysis independently.
- Write in clear, concise, organized language that varies in content and form for different audiences and purposes.

Meaning

Students will understand that:

Students will understand that:

- Careful analysis of literature produces deeper understanding.
- Deeper understanding of a text helps one makes valuable connections between texts
- Writers have specific reasons for making stylistic choices.

Essential Questions:

- How does one validly assess a work of literature?
- What is the value of close reading?
- How do writers employ elements of rhetoric to convey a purpose?

Acquisition of Knowledge & Skills

Students will know:

- themes/story connections in Salinger's *Nine Stories*
- How Salinger's understanding of Eastern beliefs informs *Nine Stories*
- Epiphany
- Frame tale
- Foreshadowing, structure, tone, characterization, conflict, resolution, etc (review of prior knowledge literary analysis vocabulary)

Students will be able to:

- Identify and discuss the author's use of theme.
- Analyze a character's motives and actions.
- Make connections between pieces of literature
- Participate in class discussion by citing examples from the plot to support a point or idea.
- Analyze author's choices
- Draw inferences
- Cite and explain specific symbols
- Build their vocabulary as they encounter new words
- Maintain a reader's journal
- Locate and explain a moment of epiphany for a character in the stories

Stage 2: Acceptable Evidence

Transfer Task

- Students will write for a specific purpose - in this case creating a "Tenth Story" in the style of Salinger's *Nine Stories*
- Students will demonstrate a close reading ability and a familiarity with literary analysis terminology by teaching, in small groups, one of Salinger's *Nine Stories*.

Stage 3: Activities

- Class discussion
- oral reading
- vocabulary study
- small group discussion and presentations
- story study guide questions
- journal writing
- textual analysis activities

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for

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).

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.

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).

Transfer Goal:

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

- Write an explanatory text to examine and convey complex ideas, concepts, and information clearly and accurately
- To develop and support conclusions about the thematic connections between two pieces of writing and their bearing on American ideals - one set in colonial America, one in the contemporary United States

Meaning

Students will understand that:

Students will understand that:

- There are consequences for ourselves and others in every major decision or action we make.
- Law and justice are often equated yet laws are determined by men while justice is often beyond the scope of law.
- Truth is not determined by the number of people who believe it.
- Our personal beliefs determine what we stand for.
- Historical and cultural contexts of an author's work influences the author's viewpoint and theme.

Essential Questions:

- What guides our decision making?
- How do we know how to make good or bad decisions?
- What is the difference between law and justice?
- What responsibility does an individual have in combating injustice?
- Why do some individuals take a stand against injustice while others choose to participate in it?
- How is our identity shaped?
- How do our personal beliefs shape our identity?
- What is more important your reputation or your life?
- What message do you think Miller intended to convey through *The Crucible*? Eggers in *Zeitoun*?

Acquisition of Knowledge & Skills

Students will know:

- The characters and plot progression of *The Crucible*.
- The historical events that inspired the author to write *The Crucible*.
- Definitions of key terms
- Historical background/geographical of *Zeitoun* (Hurricane Katrina)
- Key terms
 - allusion, allegory, theme, conflict, faction, dissemble, conjure, McCarthyism, Red Scare, witch hunt, hijab, Muslim

Students will be able to:

- Read a selected character part from the book with fluency, diction, and proper pronunciation.
- Identify and discuss the author's use of theme.
- Analyze a character's motives and actions.
- Participate in class discussion by citing examples from the plot to support a point or idea.
- Analyze author's choices
- Draw inferences
- Cite and explain specific symbols
- Build their vocabulary as they encounter new words
- Maintain a reader's journal
- Read and make meaning from related critical essays and NY Times pieces.

Stage 2: Acceptable Evidence

Transfer Task

Final writing assignment- *The Crucible*

Read the writing prompt below. Answer in a well written response in the form described by the prompt. Be sure you check the scoring guide (rubric) carefully before you begin to write, and again as you write, to be sure you are doing everything the assignment requires.

What Can We Learn?

You are a minister in Salem twenty years after the end of the trials. You have been reading accounts of the trials that happened in your town and realize that much can be learned from these events. You decide you will talk about this at church next week. The focus of your message will be on the lives of two people whose lives you think can teach lessons – either positive or negative. One must be John Proctor; the other is your choice.

As you discuss each person consider the essential questions we discussed in class and how each question may have played a role in the character's life. For example if you choose John Proctor you may want to address the question regarding one's life or reputation being more important and why? What can be learned from John's decision to this question? The essential questions can help you prepare your message and the lesson that can be learned from the character.

What you are writing then is the text of the speech you would deliver. You will not actually stand up in front of the class and deliver it; this is a writing grade. Because of the nature of the writing task, you may use both first person ("I") and second person ("you"). Quotes, while they may be useful to emphasize a point (so most A quality papers will contain them), are not required. If you do use them, citations are not required.

Paper Format: 1. Use Times Roman or Bookman 12 point font
2. Double spaced.
3. Paper length is about 3 or more types pages.

The Crucible – Final Writing Assignment Rubric

Rubric/writing checklist for a Performance Task

Performance Task 1: What Can We Learn?

The following characteristics determine the success of the response in meeting the needs of the audience and fulfilling the writing purpose.

Score of 4	Score of 3	Score of 2	Score of 1
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<p>Written with smooth transitions (connections) between points and a clear / logical progression of ideas.</p> <p>Includes a strong and effective introduction and closing.</p> <p>Sufficient, specific, and relevant details are fully explained. The character is fully explored.</p> <p>A clear lesson to be learned from the characters is identified in the text.</p> <p>At least 4 Essential Questions are clearly addressed through the characters discussed and the lessons to be learned.</p> <p>Few, if any, errors in standard written English that do not interfere with understanding.</p>	<p>Generally written with some smooth transitions between points and mostly a clear progression of ideas.</p> <p>Includes a fairly clear introduction and closing.</p> <p>Specific details but may be insufficient, irrelevant, or not fully elaborated. The character is not fully explored.</p> <p>A reasonably accurate discussion of the lesson to be learned from the characters is identified in the text.</p> <p>At least 3 Essential Questions are clearly answered through the characters discussed and the lessons to be learned.</p> <p>Some errors in standard written English that rarely interfere with understanding.</p>	<p>Lacks transitions or connections between points and/or lacks a clear progression of ideas.</p> <p>Includes either an introduction or a conclusion, but not both.</p> <p>An incomplete, limited, and/or sketchy understanding of the character; responses may be fragmented or unfocused.</p> <p>Missing one or more of the lessons to be learned from the characters.</p> <p>The Essential Questions are attempted within the paper but not clear or fully answered through the characters discussed.</p> <p>Several kinds of errors in standard written English that interfere with understanding.</p>	<p>No clear transitions (connections) between points and/or no clear progression of ideas.</p> <p>Lacks both an introduction and a closing.</p> <p>Serious misconceptions about the generalizations, concepts, specific to the character including lack of presenting the lesson to be learned from the character.</p> <p>No lessons to be learned from the characters can be identified in the text.</p> <p>No evidence of using the essential questions to teach a lesson about the characters' lives.</p> <p>Frequent and severe errors in standard written English that interfere with understanding.</p>	
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Scores:

A range = 24 – 21

B range = 20 – 17

C range = 16 – 13

D range 12-9

F Range 8-5

Stage 3: Activities

1. Essential Question Activity – Students will break into groups and brainstorm answers to essential questions. Share ideas with class.
2. Notes/lecture - Power Point Presentation on McCarthyism, linking it to Miller's reasons for writing *The Crucible*.
3. Students will fill-in character graphic organizer to clarify character names and relationships.
4. Assign character parts and read the selected character part aloud in class.(Check for understanding by questioning students)
5. Read and discuss article *The Milgram Experiment* and allow students to revisit essential questions.
6. Read and write responses to a selection of Puritan writings in the text - *Of Plymouth Plantation* (diary/journal), *Sinners in the Hands of an Angry God* (sermon), *Upon the Burning of Our House* (poem) and *The Devil and Tom Walker* (short story).
7. Whole class discussion of the Puritan readings and how they relate or enlighten.
8. View a movie version of *The Crucible* (incrementally, by acts of the play) to increase understanding .
9. Elicit reading responses by answering questions during/at the end of each Act.
10. Increase vocabulary through study of and quizzes on several sets of words gleaned from *The Crucible*, the Puritan readings, and *Zeitoun*.
11. Review Essential Question activity through journal entries about *Zeitoun* that employ the same questions to increase understanding of EQ's and themes.
12. Journal entries that drive student-led discussion -*Zeitoun*
13. Final formal writing assignment on *Zeitoun*.
14. Final test on *The Crucible*.

Unit 3: Finding Ourselves: The Political Underpinnings of America:

Unit 3 Duration: 2 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSL) 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.11-12.2. 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).
- 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.
- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
- RI.11-12.9. 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 primary source documents relevant to U.S. and/or global history.
- 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.
- W.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).

Transfer Goal:

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

- Independently articulate early American values through rhetorical analysis of revolutionary literature. Apply that knowledge to more contemporary writings/speeches.
- Write a persuasive modeling using rhetorical techniques studied.

Meaning

Students will understand that:

Students will understand that:

- A society's values are reflected in its core documents.
- Their writers' understanding of persuasive rhetorical techniques contribute to the power of these foundational documents

Essential Questions:

- What makes American literature American?
- How are the values of a society shaped?
- How are those values reflected within a society's core documents?

Acquisition of Knowledge & Skills

Students will know:

- Specific rhetorical techniques - i.e. - repetition, parallelism, restatement
- The definition and usage of ethos, pathos, logos
- The basic historical background of the speeches and writing studied
- How rhetorical techniques are employed in everyday life such as advertising

Students will be able to:

- Participate in class discussion by citing examples from text to support a point or idea.
- Analyze author's choices
- Draw inferences
- Cite and explain specific uses of rhetorical techniques
- Build their vocabulary as they encounter new words
- Apply new knowledge of rhetorical techniques to understanding pieces of writing
- Recognize and employ in their own writing ethos, pathos, and logos

Stage 2: Acceptable Evidence

Transfer Task

Students will analyze famous 20th century speeches - including but not limited to speeches by John F. Kennedy and Dr. Martin Luther King Jr. - making connections both thematic and rhetorical (applying new knowledge) to the writing of the Revolutionary period essayists.

Students will write an original persuasive piece employing some of the strategies of the foundational documents studied.

Stage 3: Activities

lecture/notes on rhetorical terms

YouTube videos on ethos/pathos/logos

Exercises in identifying ethos/pathos/logos

Textbook pieces with selected questions:

Speech in the Virginia Convention, Common Sense, Letters from an American Farmer, Declaration of Independence, section of Franklin autobiography, Equiano slave narrative.

Class discussion of each piece.

Aphorisms exercise - group and individual

Extensive vocabulary study given the elevated diction of these pieces

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).

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).

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers

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.

Transfer Goal:

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

- Write a synthesis essay using multiple sources of literary criticism to analyze a primary source.

Meaning

Students will understand that:

- Great writing can entertain and instruct simultaneously.
- Writing can reflect a personal philosophy.
- Freedom can be defined in different ways
- The freedom sought by both Huck and Jim is from societal norms and conventions
- An individual's morals are influenced by a number of factors.(parents, peers, upbringing)
- The concept of civilization is a relative term.
- What is socially acceptable is not always morally acceptable.
- Huck Finn's life reflects common adolescent concerns and moral dilemmas

Essential Questions:

- How does democracy impact personal philosophy?
- What types of freedom exist?
- How would you define freedom?
- What is morality?
- What makes people civilized?
- Can something legal still be wrong?
- What is a conscience?
- Why do readers identify with Huck Finn?

Acquisition of Knowledge & Skills

Students will know:

- The local geography of *Huck Finn*
- The history of challenges/hardships to *Huck Finn*
- Definitions of key terms, including: morality, conscience, dialect, satire and the satiric norm, malaprop, iconoclasm, misanthropy, parody

Students will be able to:

- Cite strong and thorough textual evidence to support analysis of what the text says
- 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
- Analyze the impact of the author's choices regarding how to develop and relate elements
- Analyze a character's motives and actions
- Participate in class discussions by citing examples from the plot to support a point or idea.
- Watch a video and take notes
- Maintain a reader's journal
- Read and make meaning from related critical essays and NY Times pieces

Stage 2: Acceptable Evidence

Transfer Task

English III Honors

Final Essay - *The Adventures of Huckleberry Finn*

The Adventures of Huckleberry Finn Final Essay

Your final essay on *The Adventures of Huckleberry Finn* will be a synthesis essay, similar to the SGO writing task in that you will use multiple sources/documents to support a discussion of one specific question. This essay will ask you to consider the novel itself and excerpts from several critical essays as you write about a specific topic concerning Huck.

The writing prompt is below. The sources follow. The rubric is the last page of this packet.

Prompt:

Mark Twain once said that his character Huck, in *The Adventures of Huckleberry Finn* has “a deformed conscience but a good heart.” As we read the novel we see that Twain is defining conscience as what Huck has been taught by a society with warped values, while his “heart” is his natural goodness. There are many influences, factors, interactions, and situations that influence Huck as he tries to wrestle with these conflicting forces. Explore this idea in a well-written and well-developed essay that synthesizes specifics from the novel itself with insight from the outside sources you have consulted.

Please consult the rubric as you prepare and write your essay.

Stage 3: Activities

- Study guide questions
- Dialect exercise
- Class discussion
- Oral reading
- Open book quizzes
- Viewing parts of film version
- Viewing 60 Minutes piece, Daily Show treatment, Born to Trouble excerpts re: race debate
- Written response to race debate
- Vocabulary exercises (including malapropos, and critical article vocab.)
- Letter to BOE pro or con keeping *Huck* in the curriculum

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Language Arts

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).

Integration of Knowledge and Ideas

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

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.11-12.3. 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.11-12.5. 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.

W.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.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.11-12.7. 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.

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.

Transfer Goal:

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

Synthesize and present information in a coherent form exploring how America's emerging identity is reflected in literature.

Meaning

Students will understand that:

Students will understand that:

- The American myth is a complex one that has evolved over time.
- Fiction reveals truth.
- Success has multiple definitions
- It is human nature to be affected by wealth and that affect can be either positive or negative.

Essential Questions:

- What is the American Dream?
- What is mythology and does America have a mythology?
- How available do you feel success is to you personally? What will you do, or are you doing now, to achieve the life you dream of?
- Does having great wealth and power impact one's morality?
- Is it true that we spend a lot of time convincing people we are something we are not?

- As individuals we all have a certain image we project onto others, and for some it is accurate and for others it is not.

- How can a made up story reveal real truths?

Acquisition of Knowledge & Skills

Students will know:

- The connection between Fitzgerald rules for Gatsby's self-improvement and Ben Franklin's autobiography
- The unique qualities of Post WWI America
- Parallels between Fitzgerald's life and the Gatsby story
- The importance of setting on the story
- The differences between East and West Egg
- Basic historical facts informing Ragtime
- Key terms: Jazz Age, bootlegging, affectation, "rags to riches" old money, new money, materialism

Students will be able to:

- Determine theme
- Cite relevant textual evidence to support a position or theory
- Analyze author's choices
- Explain the impact of telling a story a particular way (in Gatsby's case, out of chronological order)
- Draw inferences
- Cite and explain specific symbols
- Build their vocabulary as they encounter new words
- Maintain a reader's journal
- Read and make meaning from related critical essays and NY Times pieces

Stage 2: Acceptable Evidence

Transfer Task

The Great Gatsby, Ragtime and Death of a Salesman: Three Views of the American Dream

Goal: *To smoothly and efficiently synthesize elements of all three major works in this unit into a well-written and clearly thought-out expository essay that explores a thesis linking them.*

In an essay of about 1200- 1400 words typed and double-spaced, you will combine all three works into a synthesis essay. To do this you must develop an "umbrella" idea under which all three works will fit. The best papers will provide commentary on what these works say about early twentieth-century America and thus more broadly on the American Dream.

Your essay will have an introduction, a three-**part** (not paragraph) body section, and a conclusion.

Successful essays will quote extensively from the works. You still have *Ragtime* and *DOAS*, and although I have collected the books, I have a link to the text of *Gatsby* on my website so you can find quotes from there as well. For *Salesman* and *Ragtime*, you should start your work of finding the quotes you will use as support.

From a technical rather than thematic standpoint, another important part of this essay will be how well you incorporate your quotes smoothly into your writing, a skill that all sophisticated writers have mastered, and that will be of utmost importance to all your academic work going forward. As we get closer to the actual writing of the essay, I will work with you directly on this skill.

The notes from the *Gatsby* American Dream PowerPoint (about American mythology) as well as the Essential Questions we looked at before starting *DOAS* may help you frame this essay, and help you think about how you can combine these works into a single provable thesis.

Stage 3: Activities

- Class discussion
- oral reading
- Vocabulary study
- small group discussions and presentations
- chapter study guide questions
- journal writing
- textual analysis activities
- creative projects
- Socratic seminar

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for Language Arts

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions 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 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.

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

RI.11-12.1. Accurately cite strong and thorough textual evidence, via discussion, 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.

Transfer Goal:

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

- Participate in a competitive class-wide public forum debate

Meaning

<p>Students will understand that: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> • The preparation and logic applicable to preparing for debate is a transferable skill • Organizing and establishing clear relationships among claims, counterclaims, reasons, and evidence is imperative to winning a debate and applicable to many other kinds of academic endeavors • Attire, carriage, presentation (eye contact, confidence, posture) are constantly being being evaluated by an audience - whether they be peers, mentors, college, potential employers, or whomever else one may speak to. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is the value of formal debate? • How does one construct an argument? • Why is citing reliable evidence to support a claim necessary? • How are counter arguments/claims important? • How does presentation (speaking tone/enunciation/carriage/confidence) influence an intended audience?
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Acquisition of Knowledge & Skills

<p>Students will know:</p> <ul style="list-style-type: none"> • Relevant vocabulary, including policy debate, cutting cards, flowsheet, Victory Briefs, core files • The structure of a formal debate • The differences between prepared and impromptu speeches 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Read core files with a high level of comprehension • Make notes from those files • Prepare cards for use in debate • Identify core arguments • Construct speeches, both with preparation time and in the course of a live debate • Present appropriate evidence in a timely fashion • Counter arguments with evidence in a timely fashion
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Stage 2: Acceptable Evidence

Transfer Task

English III Honors Debate Unit

What is Debate?
Public Forum Debate is a structured format for discussions regarding a topic of current national interest, usually involving a law or policy. The format of the debate allows for both sides of the topic to present their arguments and plan for responses in a way that is organized and equitable.

A debate round is based on a resolution, or a statement that a team can either support (*pro*) or negate (*con*). The pro claims that a law or policy must change, the con will support the notion that it is better to keep the policy the way it is - or maintain the *status quo*.

What are we going to do?
The focus of this unit is to have you prepare the necessary research to participate effectively in a debate round. When your team is not debating, you will be judging other debate rounds.

In your teams, you will build a case for both the pro and con side; which means you will write short speeches, construct your main arguments, and organize evidence and examples. All of this preparation will lead up to two teams competing in a debate round.

For more specifics on the structure of a debate round, please refer to our [debate round schedule](#).

How do you win a debate round?

Debates are judged holistically; therefore, there are several ways in which you can win a debate round. Ultimately, the team that makes the best logical arguments and supports them with evidence would win a round. When determining a winner, judges should observe if debaters can:

- present arguments that support the team's stance on the resolution (*pro or con*)
- organize, explain, and support arguments with sound expert evidence
- present evidence with a proper verbal citation (*example: author or speaker, year*)
- listen to their opponents by counterarguing their reasoning
- ask and answer questions efficiently during a debate round
- speak and deliver their message clearly by using effective public speaking techniques

For more specifics on judging, please refer to our [debate judging ballot](#).


How are we being graded?





The focus of our assessment will be on the process rather than the end product. Meaning, you will not be graded on whether you win or lose a round - but rather on:


- the quality and effort of your preparation work
- how well you collaborate with your team
- how prepared you are for your debate round
- and the quality of your feedback during judging

For more specifics on grading, please refer to our [debate grading rubric](#).

Stage 3: Activities

Tentative Dates	Lesson Topic(s)	Lesson Goals and Materials
Day One	<ul style="list-style-type: none">● Introduction to Debate● Local Topic and	 <i>To understand the basic purpose and structure of a debate round by building our main arguments and supporting them with evidence and examples.</i>

	case construction	<p><i>Materials:</i></p> <ul style="list-style-type: none"> • Local Topic Overview: Banning Homework • Debate Round Schedule
Day Two	<i>Prep Day</i>	<i>Prep Day</i>
Day Three	<ul style="list-style-type: none"> • Local Topic Debate Round: Banning Homework • Reflection 	 <p><i>To reflect on argumentation and use of evidence and examples by participating or judging in a practice debate round</i></p> <p><i>Materials:</i></p> <ul style="list-style-type: none"> • Judging Ballots • "Flow" Notes Sheet
Day Four	<ul style="list-style-type: none"> • National Topics: Discussion and Selection • Topic Briefing 	 <p><i>To prepare cases and argumentation by exploring various Public Forum topics and selecting one</i></p> <p><i>Materials:</i></p> <ul style="list-style-type: none"> • Victory Briefs: NCAA Core Files • NCAA Topic Analysis
Day Five	<ul style="list-style-type: none"> • Building a Case • Speech Writing • Constructing Counterarguments 	 <p><i>To organize our debate rounds by identifying at least 3 main arguments and composing a speech that sets the stage for counterarguments</i></p> <p><i>Materials:</i></p> <ul style="list-style-type: none"> • Public Forum Speeches: A Step by Step Guide • Victory Briefs: NCAA Core Files • NCAA Topic Analysis
Day Six	<ul style="list-style-type: none"> • Constructing Counterarguments • How evidence works 	 <p><i>To support our argumentation by locating research that is applicable to our stance</i></p> <p><i>Materials:</i></p> <ul style="list-style-type: none"> • Cutting Cards: Template and Sample (TBD) • Victory Briefs: NCAA Core Files • Issue Briefing and Analysis

Day Seven	Sample Guided Debate Round & Team Prep	 <p><i>To reflect on our current debate cases by running through a practice debate round and provide constructive feedback</i></p> <p>Materials:</p> <ul style="list-style-type: none"> • Judging Ballots • “Flow” Notes Sheet • Debate Competition To Do Checklist 	
Day Eight	Debate Tournament Rounds	<p>Team vs. Team (<i>TBD</i>)</p> <p>Materials:</p> <ul style="list-style-type: none"> • Judging Ballots • “Flow” Notes Sheet 	

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).

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.

Integration of Knowledge and Ideas

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

W.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.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.

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 Goal:

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

- To write creatively, while demonstrating understanding of (by applying) themes from the reading.
- Judge the humanity and morality of an individual based on his/her acts.
- Analyze the conflict between what is socially acceptable and morally imperative.

Meaning

Students will understand that:

Students will understand that:

- Rules are necessary for order and safety but ideally should be negotiable.
- Individuals consider their own needs and the needs of others constantly while making decisions.
- Heroism is often a by-product of good decision-making.
- Power can be derived from many sources and negotiated in many ways

Essential Questions:

- What is the purpose of rules?
- What is more important – your individual needs or the needs of those around you?
- What makes someone heroic?
- What is power? How is it attained? How is it maintained?
- How can fiction be more “real” than truth
- Why is laughter powerful?

- Stories, true or not, have the power to change people's thinking
- Laughter can be a defense mechanism used to deal with emotional pain.

Acquisition of Knowledge & Skills

Students will know:

- Allegory
- Setting, mood, conflict, climax, resolution
- Relevant biographical information about the author
- Major theme and image patterns
- Key terms
 - schizophrenia, paranoia, emasculation, patriarchy, conflict, theme, resolution

Students will be able to:

- Read a selected character part from the book with fluency, diction, and proper pronunciation.
- Identify and discuss the author's use of theme.
- Analyze a character's motives and actions.
- Participate in class discussion by citing examples from the plot to support a point or idea.
- Analyze author's choices
- Draw inferences
- Cite and explain specific symbols
- Build their vocabulary as they encounter new words
- Maintain a reader's journal
- Read and make meaning from related critical essays and NY Times pieces.

Stage 2: Acceptable Evidence

Transfer Task

One Flew over the Cuckoo's Nest – Final Writing Assignment

Part 1 - Write an original short story inspired by *One Flew over the Cuckoo's Nest*. The plot of your story is entirely up to you, but it must incorporate the essential ideas of the novel. Part of your grade will be determined by how well you incorporate those ideas (outlined below). "A" stories will incorporate 4 or more of them, "B"s at least 3, and "C"s at least two.

Your story must be at least 3 pages typed (it would be hard to write a story meeting these requirements that is any shorter than 3 pages; most will be longer). It should have a clear conflict, climax, and resolution.

Part 2 – Write a brief analysis of your own story. Talk about how your story demonstrates the themes it is supposed to, and identify its conflict and climax. Here is your chance to explain what you were **trying** to do, in the event you were not successful in doing it.

Here are versions of the Essential Questions at the core of OFOTCN:

1. *What is power? Who has it? How does one get it? How does one keep it?* (Chief's "Combine" concept – his size=power equation)
2. *What is the purpose of having rules?*
3. *When should individuals conform? When should they rebel?* (Chief's internal conflict)
4. *What is more important to you – your individual needs or the needs of those around you?* (Mac's internal conflict)

5. *What makes someone heroic? (Is Mac a hero?)*
6. *Why are some people or groups “insiders” and others “outsiders”?* (St Luke’s School for Boys – the patients in microcosm)
7. *How can fiction be more real than truth?* Chief says “But if they don’t exist how can a man see them?” and “... it’s the truth even if it didn’t happen.”
8. *Why is laughter so powerful?*

Stage 3: Activities

Study guide questions

Class discussion

Journal responses

Open book quizzes

Application of essential questions to novel details

Viewing film version

Vocabulary exercises

Oral reading

Sherman Alexie/Vonnegut passages to explore anti-Indian racism

Group work

Nonfiction reading (articles) relating to race in America

Socratic seminar

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).

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).

Transfer Goal:

- Students will be able to use Tim O'Brien's model as a way to use storytelling to understand and examine their own life experience.
- Students will be able to understand and demonstrate how fiction can reveal truth

Meaning

<p>Students will understand that: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● An author may have various purposes. ● Writers may manipulate audiences for a certain purpose.\ ● Fiction can reveal truth and may in some ways be “truer” than truth ● The need to tell, hear, and repeat stories, is a fundamental part of how we understand and process our human experience. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why is it important to determine an author’s purpose? ● How do writers employ elements of rhetoric to convey meaning? ● How can fiction reveal truth? ● How and why do we construct stories?
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Acquisition of Knowledge & Skills

<p>Students will know:</p> <ul style="list-style-type: none"> ● Metafiction ● O’Brien’s distinction between story truth and happening truth ● Brief historical background re: U/S. military involvement in Vietnam. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify and discuss the author’s use of theme. ● Analyze a character’s motives and actions. ● Participate in class discussion by citing examples from the plot to support a point or idea. ● Analyze author’s choices ● Draw inferences ● Cite and explain specific symbols ● Build their vocabulary as they encounter new words ● Maintain a reader’s journal
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Stage 2: Acceptable Evidence

Transfer Task

The Things I Carry – personal writing piece English III Honors

1. Think about the things that you carry.

- Think literally: Consider everything in your backpack or purse or wallet or sports bag, or whatever you are typically physically carrying.
- Think less literally as well: Is there a piece of jewelry that has meaning? A tattoo? A good-luck charm?
- Then think in the abstract: Kiowa carries his distrust of the white man, Lt. Cross carries fear that his love is unrequited, Mitchell Sanders carries the need to find a moral.

Here is a stream of consciousness set of examples but this list is endless; you just have to think creatively and specifically about what has meaning for you:

A ring you love? A debt you owe someone? A lucky something? A picture of...? Bitterness? Responsibility? Allergy Medicine? Political leanings? A ticket stub? Your parents' expectations? Your love of the Jets/Mets/Yankees/Knicks? Hatred for sports-obsessed people? A secret? A secret passion? Fear of rejection? Loneliness? Anxiety? Guilt? Desire?

2. Ask yourself some questions:

- Why am I carrying this?
- Did I make this choice or has someone or something made me carry this?
- Do I wish I could put it down or be rid of it?
- What does it weigh?
- Does it demand I carry it? Do I demand I carry it?
- Where/whom would I be without it?

3. Decide which form of expression your “carry” piece will take: poem, letter, or personal essay. No matter which form you use, your piece must include at least two of the following elements Tim O'Brien employs repeatedly: polysyndeton, anaphora, zeugma (don't panic – definitions are on the back and they are not that complicated).

4. Begin to write. Although there is a “listing” component” to this, the best of these will depict vividly one or several of the items. This may come from a clear and concise story about the “thing” or perhaps an explanation of why you carry it. Your piece may also have an overall theme if you choose.

Poem – If you take the poetic road, your poem should be about 25-30 lines. You can write about one particular thing or many things. There is no need to rhyme, and in fact trying to do so will probably hurt the effect you are trying to achieve. Rather, develop this idea or ideas with insight – their weight, their meaning, their purpose, the reasoning behind it/them.

Letter- Write a letter to someone in which you discuss what you carry. Choose your audience carefully: Who might be affected by reading about this? The letter may be serious, sarcastic, angry, sentimental, etc. but should be powerful. Your tone will likely be dictated by what you choose to write about. The letter should make your reader understand what you carry, why you take it with you, and how its weight affects you. (Length: about a page and a half typed and double-spaced)

Essay – Describe what you carry in a brief personal essay with an intro a body and a conclusion. Try to emulate O'Brien's style. Like the letter, the essay may be serious, sarcastic, angry, sentimental, etc. but should be powerful. Your tone will likely be dictated by what you choose to write about. The essay should make your reader understand what you carry, why you take it with you, and how its weight affects you. (Length: about a page and a half typed and double-spaced)

· Polysyndeton joins words, phrases, and clauses, bringing continuity in a sentence. It acts also as a stylistic device, bringing rhythm to the text with the repetition of conjunctions in quick succession:

And Joshua, and all of Israel with him, took Achan the son of Zerah, and the silver, and the garment, and the wedge of gold, and his sons, and his daughters, and his oxen, and his donkeys, and his sheep, and his tent, and all that he had.

· Anaphora - In writing or speech, the deliberate repetition of the first part of the sentence in order to achieve an artistic effect is known as anaphora. One of the most famous examples is the opening of Charles Dickens' novel *A Tale of Two Cities*:

It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair...

· zeugma, from the Greek "yoking" or "bonding", is a figure of speech in which a word, usually a verb, applies to more than one noun, blending together logically different ideas.

"They were covered in mud and glory"

"They shared a menu and a passion"

"He carried a hatchet and a distrust of the white man"

"She opened the door and opened her heart"

Stage 3: Activities

Study guide questions

Class discussion

Small group discussion

Journal responses

Open book quizzes

Oral reading

Group work

YouTube videos of Tim O'Brien speaking about his craft

Socratic seminar re metafiction