

**Summit Public Schools  
Summit, New Jersey**

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

**English III**

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

**ANCHOR STANDARD: READING**

**Key Ideas and Details:**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure:**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas:**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

10. Read and comprehend complex literary and informational texts independently and proficiently.	
<p><b>Big Ideas: Course objectives / Content statements</b>  The ability to read a variety of texts from a number of American literary movements and cultures with fluency and comprehension requires an understanding of language of the nation's literary traditions and influences that have shaped it.</p>	
<p><b>Essential Questions</b>  <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> <ul style="list-style-type: none"> <li>● What do readers do to understand a writer's purpose and meaning?</li> <li>● How does the language and word choice a writer uses reflect the period, region, culture and literary tradition in which it was written?</li> <li>● How do readers understand and evaluate a culture's literary heritage?</li> <li>● How do writers responsibly and effectively conduct research to develop and advance an argument or position?</li> <li>● How can readers explore historical texts without applying a modern bias?</li> </ul>	<p><b>Enduring Understandings</b>  <i>What will students understand about the big ideas?</i></p> <ul style="list-style-type: none"> <li>● Good readers anticipate, question, visualize, summarize, and evaluate the content and structure of a work to understand the author's meaning and purpose.</li> <li>● Language and word choice affect our understanding of the period, region, culture and literary tradition in which a text was written.</li> <li>● Good readers compare, infer, synthesize, and make connections regarding content and style to understand a culture's literary traditions.</li> <li>● Researchers gather and critique information from different sources to develop and support an argument and persuade an audience.</li> <li>● Effective readers build schema about the socio-historical background of the text and the author's life.</li> <li>● Good readers make world, personal and text-to-text connections by incorporating emotions, knowledge, experiences and understanding to help evaluate, synthesize, and analyze difficult texts.</li> </ul>
<b>Areas of Focus: Proficiencies</b>	<b>Examples, Outcomes and Assessments</b>
<p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>● RL.11-12.1 Cite strong and thorough textual evidence 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.</li> <li>● 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.</li> <li>● 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</li> </ul>	<p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>● Identify and compare common elements and relationships between American literary traditions</li> <li>● Analyze the context and influence of a work on the time period, culture, and literary movement in which it was written, as well as its impact on contemporary American and global literary traditions.</li> <li>● Identify common structures, vocabulary, and literary devices used by writers of a particular literary movement.</li> <li>● Compare American texts from different literary and historical periods to discuss how they reflect elements of a shared American culture over time.</li> <li>● Select works to support a research topic.</li> </ul> <p><b>Sample Assessments:</b></p> <ol style="list-style-type: none"> <li>1. As part of an inquiry project to examine the way the American economy has both shaped and reflected the American worker and our values about work,</li> </ol>

<p>story is set, how the action is ordered, how the characters are introduced and developed).</p> <ul style="list-style-type: none"> <li>● RI.11-12.1 Cite strong and thorough textual evidence 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.</li> <li>● RI.11-12.2 Determine two or more 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 provide a complex analysis; provide an objective summary of the text.</li> <li>● 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.</li> </ul>	<p>gather a variety of resources (poem, story, article, essay, play, novel, photograph, advertisement, etc.), as well as read class texts (i.e. Whitman, Thoreau, Sandburg, Miller, Ehrenreich) that address the subject of work and its connection to the American Dream. In writing, synthesize and define the principle values of the American work force.</p> <ol style="list-style-type: none"> <li>2. In exploring the feminist literary critique, read the play, <i>Death of a Salesman</i> and compare Linda, Willy's wife, to women in other supplementary texts ranging from the American classics to contemporary literature to analyze the similarities and differences in the female characters' experiences (e.g. "Story of an Hour," "Yellow Wallpaper," "The Doll House," "A Jury of Her Peers," poetry by Adrienne Rich).</li> </ol>
<p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>● 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. (Include Shakespeare as well as other authors.)</li> <li>● 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.</li> <li>● 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).</li> </ul>	<p><b>Instructional Strategies:</b></p> <p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>● Students search for and gather advertisements from several decades and describe how they reflect the values of producers and consumers of that era.</li> <li>● Students search for and gather information about women's rights and treatment during different eras of American history.</li> </ul> <p><b>Technology Integration</b></p> <ul style="list-style-type: none"> <li>● Students use a historical newspaper database to gather and analyze classified advertisements from a historical period for how they are written to entice a person to a particular line of work.</li> <li>● Students use a blog platform to share and discuss findings about the experiences of women in different eras.</li> </ul> <p><b>Global Perspectives</b></p> <ul style="list-style-type: none"> <li>● Students research, read and share information about work done in other nations and cultures (Western and Non-Western) and compare to American traditions.</li> <li>● Students research, read and compare information found about women's rights and treatments during the same eras but in different geographic locations. Explore the progressions and the setbacks.</li> </ul> <p><b>Instructional Focus:</b></p>

<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Use reading strategies to determine the effectiveness of a persuasive text.</li> <li>● Analyze organizational structure.</li> <li>● Define and contextualize words.</li> <li>● Recognize and analyze literary concepts, rhetorical strategies, and figurative language.</li> <li>● Determine the effectiveness and impact of an argument on an audience.</li> </ul>
<p><b>Integration of Knowledge and Idea</b></p> <ul style="list-style-type: none"> <li>● 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. (Include at least one play by Shakespeare and one play by an American dramatist.)</li> <li>● RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</li> <li>● 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.</li> <li>● RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions</li> </ul>	<p><b>Sample Assessments:</b></p> <ol style="list-style-type: none"> <li>1. Read and annotate three persuasive essays or op/ed articles on the same issue (i.e. race, our relationship to nature, war) from three different historical periods. Identify and compare the organization of each argument, the use of rhetorical language and strategies, and writer's word choice to determine which piece would likely have had the strongest impact on its audience when it was published.</li> <li>2. Conduct a two minute paired discussion to determine character motivation or main argument of a text.</li> <li>3. While reading a section of the text in class, record inferences, predictions, character analysis, conflicts, themes and textual connections on post-its and place them in the corresponding categories on the easel paper.</li> </ol> <p><b>Instructional Strategies:</b></p> <p><b><u>Interdisciplinary Connections</u></b></p> <ul style="list-style-type: none"> <li>● Students select persuasive articles that address issues in other subject areas (i.e. science: the environment, social studies: war).</li> </ul> <p><b><u>Technology Integration</u></b></p> <ul style="list-style-type: none"> <li>● Students read articles online following and evaluating hyperlinks to supporting resources.</li> </ul> <p><b><u>Global Perspectives</u></b></p> <ul style="list-style-type: none"> <li>● Students select articles that address how the issues (i.e. war, pollution, etc.) impact and are resolved by other cultures.</li> </ul> <p><b><u>Media Literacy Integration</u></b></p> <ul style="list-style-type: none"> <li>● Students find a persuasive media clip that is also effective in using language to relay an argument that impacts the audience.</li> </ul> <p><b><u>Culturally Responsive Teaching</u></b></p>

<p>and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p> <ul style="list-style-type: none"> <li>• 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 society</li> </ul>	<ul style="list-style-type: none"> <li>• Students choose among a variety of topics for the persuasive articles to provide a breadth of culturally charged texts.</li> </ul>
<p><b>Range of Text and Level of Text Complexity</b></p> <ul style="list-style-type: none"> <li>• RL/RI.11-12.10 By the end of Grade 11, read and comprehend literature and literary non-fiction in the 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ul>	
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving</li> <li>• Communication and Collaboration</li> <li>• Information Literacy</li> <li>• Media Literacy</li> <li>• Life and Career Skills</li> </ul> <p><b>21<sup>st</sup> Century Themes (as applies to content area):</b></p> <ul style="list-style-type: none"> <li>• Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>• Civic Literacy</li> <li>• Health Literacy</li> <li>• S.T.E.A.M.</li> </ul>

#### ANCHOR STANDARDS: WRITING

##### Text Type and Purposes:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

##### Production and Distribution of Writing:

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

<p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p><b>Research to Build and Present Knowledge:</b></p> <p>7. Conduct short as well as more sustained research projects based on focused questions by demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Range of Writing:</b></p> <p>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, and audiences.</p>	
<p><b>Big Ideas: Course Objectives/Content Statements</b></p> <p>Writing is the process of communicating a point of view that supports and advances a position for a variety of audiences and purposes.</p>	
<p><b>Essential Questions</b></p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><b>Enduring Understandings</b></p> <p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> <li>● How do writers use the writing process to synthesize an argument?</li> <li>● How do writers develop and support a well-written position?</li> <li>● How do rules of language affect written communication?</li> <li>● How do writers develop a connection with and affect an audience through writing?</li> <li>● How do writers develop a style and distinct voice in their writing?</li> </ul>	<ul style="list-style-type: none"> <li>● Good writers define and refine their ideas through frequent and varied writing and revision.</li> <li>● Good writers apply a variety of forms and strategies to refine their ideas into an effective product supported by the thesis, content and organization of the writing.</li> <li>● Rules, conventions of language, help readers understand what is being communicated.</li> <li>● Good writers connect with readers by applying a variety of writing strategies that develop reader interest and which are suited to the writer's purpose.</li> <li>● Sophisticated writers take compositional risks with language and syntax to develop a style of their own.</li> </ul>
<p><b>Areas of Focus: Proficiencies</b></p>	<p><b>Examples, Outcomes and Assessments</b></p>
<p><b>Text Types and Purposes</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>● Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> </ul>	<p><b>I. Instructional Focus (Argument):</b></p> <ul style="list-style-type: none"> <li>● Develop a research topic</li> <li>● Use primary and secondary sources</li> <li>● Conduct responsible and thorough research</li> <li>● Develop a persuasive thesis</li> <li>● Write an argument essay in response to literary texts and/or contemporary issues</li> <li>● Revise and edit writing</li> <li>● Use word processing software and share documents online</li> <li>● Peer-edit writing using a writer's checklist/rubric</li> </ul> <p><b>Sample Assessments:</b></p>

<ul style="list-style-type: none"> <li>● Develop claim(s) and counterclaims fairly, supplying 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.</li> <li>● Use words, phrases, and 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.</li> <li>● Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>● Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	<ol style="list-style-type: none"> <li>1. As part of a unit examining civil and human rights, examine and discuss the Universal Declaration of Human Rights and research how the American government and people have or have not upheld its principles. Compare texts and media exploring the history of human rights violations (American slavery, the Holocaust, the rise of the concept of genocide and its application to American intervention overseas). Students will collect several sources (both primary and secondary) relating to an example of a human rights violation and compose an annotated bibliography summarizing and analyzing each source.</li> <li>2. Argue for an unknown "outlier" to receive greater recognition by constructing a three-part multi-media presentation in Google Docs. An introductory argument letter precedes the presentation to make the case in writing, while a bibliography documents sources consulted.</li> </ol> <p><b>Instructional Strategies:</b></p> <p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> <li>● Students research and analyze human rights violations considering their impact and context in history.</li> <li>● Students choose an Outlier from any discipline/subject matter.</li> </ul> <p><u>Technology Integration</u></p> <ul style="list-style-type: none"> <li>● Students use an online program (i.e. Noodletools) to develop their works cited and complete their annotated bibliography.</li> <li>● Students use library database to compile information on the "unknown" person and/or type an interview if there is a personal connection.</li> <li>● Students use Google Docs as a multi-modal approach to conveying literacy.</li> </ul> <p><u>Global Perspectives</u></p> <ul style="list-style-type: none"> <li>● Students research examples of human rights violations in different cultures and time periods.</li> <li>● Students have options to select people who are not from the American culture or who are a part of a sub-culture within America.</li> </ul> <p><b>II. Instructional Focus (Explanatory):</b></p> <ul style="list-style-type: none"> <li>● Use organizational strategies to thoroughly describe and locate a text in its cultural context</li> <li>● Use supportive details and textual observations to further develop the explanation of the text</li> </ul>
<p>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.</p> <ul style="list-style-type: none"> <li>● Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>● Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>● Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>● Use precise language and domain-specific vocabulary, and techniques such as metaphor,</li> </ul>	

<ul style="list-style-type: none"> <li>simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>	<ul style="list-style-type: none"> <li>Use transitional phrases, appropriate tone and specific vocabulary to establish cohesion and clarity</li> <li>Present explanatory responses in a multi-media form.</li> </ul>
<p>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.</p> <ul style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>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).</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul>	<p><b>Sample Assessments:</b></p> <ol style="list-style-type: none"> <li>As part of a unit on communicating through visual media, research an influential American artist or photographer and select an image that would make for an interesting expository or narrative essay prompt. Bring a copy of the image to class, along with supporting texts, and write an in-class essay in response using a writer's checklist. After the first draft has been graded, type and revise the essay as a polished draft.</li> <li>As part of examining mental and social illnesses prevalent in literature, research different types of mental illnesses that may be transferable to Holden Caulfield in <u>The Catcher in the Rye</u>. Then, use textual evidence from your research and the novel to write your case study explaining your diagnosis of the main character.</li> </ol> <p><b>Instructional Strategies:</b></p> <p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> <li>Students research works of art or photography for their prompt.</li> <li>Students' research and analysis of mental illnesses connects literature, psychology, sociology, science and history.</li> </ul> <p><u>Technology integration</u></p> <ul style="list-style-type: none"> <li>Students use library and online databases (i.e. <a href="http://www.artchive.com">www.artchive.com</a>) to research and select a work to respond to.</li> <li>Students use library databases, American Psychology Association website and other web sources to research the mental illnesses. Students type Harvard Outline to organize essay main points and supportive details.</li> </ul> <p><u>Global Perspectives</u></p> <ul style="list-style-type: none"> <li>Students select works of art and photographs that reflect different cultural groups and beliefs that make up American culture.</li> <li>Students research mental illnesses that are prevalent all around the world.</li> </ul>
<p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> <li>W.11-12.4 Produce clear and coherent writing in which the development, organization, and</li> </ul>	

<p>style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, or consulting a style manual (such as MLA), focusing on addressing what is most significant for a specific purpose and audience.</li> <li>W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</li> </ul>	<p><b>III. Instructional Focus (Narrative):</b></p> <ul style="list-style-type: none"> <li>Compose a well-structured narrative with a beginning, middle and end.</li> <li>Use master texts to provide models of structure, pacing, style, and tone</li> <li>Construct multi-media presentations</li> </ul> <p><b>Sample Assessments:</b></p> <ul style="list-style-type: none"> <li>As part of a unit on analysis, students will read <i>The Things They Carried</i>, and analyze how PTSD affects certain soldiers and conduct research about current day effects of PTSD and what can be done about it in the future.</li> <li>As part of a unit on memoir writing, pick a model text to emulate and construct a distinct personal narrative focused on one specific event or moment.</li> </ul>
<p>Research to Build and Present Knowledge</p>	<p><b>Instructional Strategies:</b></p>
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>	<p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>Students build schema on the literary movement (and historical era) of Realism and Naturalism.</li> <li>Students can incorporate multi-media elements within their personal narrative.</li> </ul> <p><b>Technology Integration</b></p> <ul style="list-style-type: none"> <li>After creating an iMovie featuring the students' short stories and characters, upload the iMovies onto Youtube. Once on Youtube, the students can access their Youtube clip by scanning a picture after establishing an account with Layar.com and completing all of the uploading steps.</li> <li>Students present one scene from final memoir in Prezi or Google presentation format to create a digital story.</li> </ul> <p><b>Global Perspectives</b></p> <ul style="list-style-type: none"> <li>Students are not limited to the types of characters or lifestyles that they can create for their short stories.</li> <li>Students draw on diverse cultures and backgrounds to develop memoir focus.</li> </ul>
<p>Range of Writing</p> <ul style="list-style-type: none"> <li>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, and audiences.</li> </ul>	

<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>● Creativity and Innovation</li> <li>● Critical Thinking and Problem Solving</li> <li>● Communication and Collaboration</li> <li>● Information Literacy</li> <li>● Media Literacy</li> <li>● Life and Career Skills</li> </ul> <p><b>21<sup>st</sup> Century Themes (as applies to content area):</b></p> <ul style="list-style-type: none"> <li>● Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>● Civic Literacy</li> <li>● Health Literacy</li> <li>● S.T.E.A.M.</li> </ul>
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ANCHOR STANDARDS: SPEAKING & LISTENING					
<p>Comprehension and Collaboration:</p> <ol style="list-style-type: none"> <li>1. Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.</li> <li>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</li> </ol> <p>Presentation of Knowledge and Ideas:</p> <ol style="list-style-type: none"> <li>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task purpose and audience.</li> <li>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li> <li>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</li> </ol> <p><b>Big Ideas: Course Objectives/Content Statements</b></p> <p>The ability to express one's ideas clearly and concisely through both discussion and rhetorical speaking is necessary for communicating, thinking, and learning.</p>					
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></th><th style="padding: 5px;">Enduring Understandings <i>What will students understand about the big ideas?</i></th></tr> </thead> <tbody> <tr> <td style="padding: 10px;"> <ul style="list-style-type: none"> <li>● How does understanding multiple points of view help strengthen an argument?</li> <li>● In what ways do discussion groups come to understand a text?</li> <li>● How does understanding the use of rhetorical language and devices improve one's oral communication?</li> <li>● How does a speaker choose and refine an organizational strategy to suit the audience and purpose?</li> <li>● How can one learn to listen?</li> <li>● How does a listener understand a message?</li> </ul> </td><td style="padding: 10px;"> <ul style="list-style-type: none"> <li>● Participating in oral discussion allows us to encounter other points of view in the process of shaping our own ideas.</li> <li>● Questioning and contributing help groups engage with a text by asking probing questions and sharing opinions and ideas about literary works.</li> <li>● Use of rhetorical devices can influence a speaker's audience.</li> <li>● A speaker must have a clear purpose and a deep understanding of the audience to determine how an oral presentation should be organized.</li> <li>● Listening, as opposed to hearing, involves empathy and seeing multiple perspectives.</li> </ul> </td></tr> </tbody> </table>		Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>	<ul style="list-style-type: none"> <li>● How does understanding multiple points of view help strengthen an argument?</li> <li>● In what ways do discussion groups come to understand a text?</li> <li>● How does understanding the use of rhetorical language and devices improve one's oral communication?</li> <li>● How does a speaker choose and refine an organizational strategy to suit the audience and purpose?</li> <li>● How can one learn to listen?</li> <li>● How does a listener understand a message?</li> </ul>	<ul style="list-style-type: none"> <li>● Participating in oral discussion allows us to encounter other points of view in the process of shaping our own ideas.</li> <li>● Questioning and contributing help groups engage with a text by asking probing questions and sharing opinions and ideas about literary works.</li> <li>● Use of rhetorical devices can influence a speaker's audience.</li> <li>● A speaker must have a clear purpose and a deep understanding of the audience to determine how an oral presentation should be organized.</li> <li>● Listening, as opposed to hearing, involves empathy and seeing multiple perspectives.</li> </ul>
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<ul style="list-style-type: none"> <li>How does being an effective listener strengthen speaking abilities?</li> </ul>	<ul style="list-style-type: none"> <li>Messages are highly dependent on context and tone, both of which effective listeners learn to interpret and evaluate for meaning.</li> <li>Effective listening skills enhance the ability to provide strategic, specific, and relevant responses (think on your feet).</li> </ul>
<p><b>Comprehension and Collaboration</b></p> <p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>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.</li> <li>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>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.</li> <li>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.</li> </ul> <p>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</p>	<p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>Listen to, summarize, and analyze oral arguments made by peers and/or historical figures</li> <li>Participate fully in small and large group discussions by being prepared, ready to refer to readings or other texts with specific examples and evidence</li> <li>Use the language of civil discourse to advance conversation with probing questions and insights</li> <li>Rely on text-based evidence to drive arguments</li> <li>Use classroom discussion to generate counter-arguments</li> <li>Record insights and observations during or immediately after discussion</li> <li>Use discussions to further understanding of a topic in writing</li> <li>Present argument/ main idea in a clear, coherent and organized fashion so the audience easily follows the line of reason.</li> </ul> <p><b>Sample Assessments:</b></p> <ol style="list-style-type: none"> <li>Incorporate classmate observations within a Socratic Seminar into a final argument paper. Use classmate comments as part of an argument or counter-argument and cite in-person interviews effectively.</li> <li>Use Literature Circles to provide choice with texts and an intimate setting for Socratic Seminar or Fish Bowl discussions. Provide students with a rubric with clear expectations on how to effectively discuss (push conversations to the next level). Students create their own critical reading questions (open-ended &amp; inferential) and provide classroom time to observe and give feedback on the group's discussions so that they may improve.</li> <li>Create a list (with class) of the important &amp; controversial current events that are happening within the American society. Students research the different topics choosing a side (pro or con). After writing an argumentative essay, the students will use their evidence and claims to defend their positions within a debate.</li> </ol> <p><b>Instructional Strategies:</b></p> <p><u>Interdisciplinary Connections</u></p>

<p>accuracy of each source and noting any discrepancies among the data.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● Socratic Seminars build effective oral discussion strategies for all disciplines; build demand for evidence in all disciplines</li> <li>● Literature Circles allow students to incorporate world, personal and text-to-text connections in their group discussions.</li> <li>● The Current Events will provide a variety of topics for the students to explore in their research.</li> </ul>
<p><b>Presentation of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>● SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</li> <li>● 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.</li> <li>● SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li> </ul>	<p><b>Technology Integration</b></p> <ul style="list-style-type: none"> <li>● Students record Socratic Seminar preparatory questions into group Google Doc; record classmate comments into shared Google Doc</li> <li>● Students use chrome books and smart devices to quickly find information during the group's discussion to enhance the textual and worldly connections.</li> <li>● Students use library databases and media literacy to gain more knowledge and research about the current events.</li> </ul> <p><b>Global Perspectives</b></p> <ul style="list-style-type: none"> <li>● Students consider whether every issue has an argument and counter-argument—or whether some issues have a clear and unassailable moral claim</li> <li>● Students create a section in the literature circle packet that compels the students to make world connections to their choice readings. Encourage students to provide different opinions and perspectives in the group discussions.</li> <li>● In preparation for debates, students create concessions, precedents, analogies and action plans to make larger, universal connections.</li> </ul>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>● Creativity and Innovation</li> <li>● Critical Thinking and Problem Solving</li> <li>● Communication and Collaboration</li> <li>● Information Literacy</li> <li>● Media Literacy</li> <li>● Life and Career Skills</li> </ul> <p><b>21<sup>st</sup> Century Themes (as applies to content area):</b></p> <ul style="list-style-type: none"> <li>● Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>● Civic Literacy</li> <li>● Health Literacy</li> <li>● S.T.E.A.M.</li> </ul>

ANCHOR STANDARDS: LANGUAGE					
<p>Conventions of Standard English:</p> <ol style="list-style-type: none"> <li>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</li> <li>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</li> </ol>					
<p>Knowledge of Language:</p> <ol style="list-style-type: none"> <li>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.</li> </ol>					
<p>Vocabulary Acquisition and Use:</p> <ol style="list-style-type: none"> <li>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.</li> <li>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>Acquire and use accurately a range of 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.</li> </ol>					
<p><i>Big Ideas: Course Objectives/Content Statements</i></p> <p>The ability to use Standard English effectively and purposefully is a powerful tool for communicating through writing, speaking and multimedia. Understanding the denotative and connotative associations of words improves one's ability to persuade, explain, or tell a story.</p>	<table border="1"> <thead> <tr> <th>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></th><th>Enduring Understandings <i>What will students understand about the big ideas?</i></th></tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>When is it most effective to use different styles of language in writing or speaking (i.e. formal, informal, etc.)?</li> <li>How do diction and the use of well-chosen vocabulary impact the effectiveness (i.e. clarity, persuasiveness, etc.) of written or spoken language?</li> <li>How do writers use connotative and denotative meaning of words to improve the effectiveness of written and spoken language?</li> <li>How do writers use context—both textual and topical—and subtext to convey meaning?</li> <li>How do writers use symbolic language to both create and transcend cultural difference?</li> <li>How do linguistic differences in culture and geography create</li> </ul> </td><td> <ul style="list-style-type: none"> <li>Effective writers and speakers understand their audience and use language that is well suited to the occasion and purpose.</li> <li>Carefully managed diction and use of vocabulary can greatly affect the clarity and persuasiveness of a writer or speaker's message.</li> <li>Writers and speakers can create complex meaning, both literal and figurative, by being sensitive to the connotative and denotative meaning of the language they use</li> <li>Compelling writers use context and subtext to convey meaning and sway readers.</li> <li>Speakers and writers use symbolic language—idioms, metaphors, irony—to create communities, demonstrate social status, and delineate hierarchies</li> <li>Writers draw on regional and colloquial language to create, maintain, and destroy cultures, communities, and status</li> </ul> </td></tr> </tbody> </table>	Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>	<ul style="list-style-type: none"> <li>When is it most effective to use different styles of language in writing or speaking (i.e. formal, informal, etc.)?</li> <li>How do diction and the use of well-chosen vocabulary impact the effectiveness (i.e. clarity, persuasiveness, etc.) of written or spoken language?</li> <li>How do writers use connotative and denotative meaning of words to improve the effectiveness of written and spoken language?</li> <li>How do writers use context—both textual and topical—and subtext to convey meaning?</li> <li>How do writers use symbolic language to both create and transcend cultural difference?</li> <li>How do linguistic differences in culture and geography create</li> </ul>	<ul style="list-style-type: none"> <li>Effective writers and speakers understand their audience and use language that is well suited to the occasion and purpose.</li> <li>Carefully managed diction and use of vocabulary can greatly affect the clarity and persuasiveness of a writer or speaker's message.</li> <li>Writers and speakers can create complex meaning, both literal and figurative, by being sensitive to the connotative and denotative meaning of the language they use</li> <li>Compelling writers use context and subtext to convey meaning and sway readers.</li> <li>Speakers and writers use symbolic language—idioms, metaphors, irony—to create communities, demonstrate social status, and delineate hierarchies</li> <li>Writers draw on regional and colloquial language to create, maintain, and destroy cultures, communities, and status</li> </ul>
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barriers between people who share the same language?	
Conventions of Standard English	<b>Instructional Focus:</b>
<p>L.11-12.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>• Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> </ul> <p>L.11-12.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>• Observe hyphenation conventions.</li> <li>• Spell correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively use standard written English rules of grammar, syntax, and spelling to establish personal voice and style and to convey precise meaning</li> <li>• Effectively use varied sentence structure to convey tone, increase complexity of thought, and engage different audiences</li> <li>• Use reference tools to build understandings of how change in language and syntax over time reflects larger socio-cultural patterns</li> <li>• Interpret and be able to make inferences about word choice to make claims about broader meanings</li> <li>• Grapple with and understand unfamiliar words using context clues</li> <li>• Understand and use literary terms and devices to close read texts.</li> </ul>
Knowledge of Language	<b>Sample Assessments:</b>
<p>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.</p> <ul style="list-style-type: none"> <li>• Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</li> </ul>	<ol style="list-style-type: none"> <li>1. Analyze the use of symbolic language in a Dickinson poem and connect the formal use of language to the era or her life</li> <li>2. Compare and contrast the use of language in a Whitman poem and a contemporary song to argue what specific American aspirations they reveal</li> <li>3. Extract unknown vocabulary words from independent reading texts and develop a personal vocabulary list. Write a short story using ten previously unknown words in the correct context.</li> <li>4. Pull profound quotes from both non-fiction and fiction texts. Practice close reading skills by deciphering the important words, analyzing the deeper meaning and evaluating the author's purpose. Write an analytical body paragraph explaining the quotes significance.</li> <li>5. Write a eulogy, elegy or obituary for a character in The Great Gatsby in the style of Fitzgerald and applicable to the characters and themes studied.</li> </ol>
Vocabulary Acquisition and Use	<b>Instructional Strategies:</b>
<p>L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</li> <li>• 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, or its etymology, or its standard usage.</li> </ul>	<p><u>Interdisciplinary Connections</u></p> <ul style="list-style-type: none"> <li>• Students connect formal insights to historical era; students compare musical form to poetic form.</li> <li>• In Close Reading texts, students should be exposed to different subject matter and different types of writers (novelist, poets, scientists, philanthropist, psychologist,</li> </ul>

<ul style="list-style-type: none"> <li>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).</li> </ul> <p>L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ul> <p>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.</p>	<p>mathematicians, etc.) to truly study the unique and collective stamps of language.</p> <p><b>Technology integration</b></p> <ul style="list-style-type: none"> <li>Students select and transcribe online song lyrics independently; students write using online document sharing system (Google Docs)</li> <li>Students create poems on their cell phones to make the text language true to nature.</li> </ul> <p><b>Global Perspectives</b></p> <ul style="list-style-type: none"> <li>All languages have grammar and form; humans are ‘hard-wired’ to learn and speak grammatically.</li> <li>Explore base meanings of suffixes, prefixes and root words to further understand the contextual meaning.</li> </ul>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>Creativity and Innovation</li> <li>Critical Thinking and Problem Solving</li> <li>Communication and Collaboration</li> <li>Information Literacy</li> <li>Media Literacy</li> <li>Life and Career Skills</li> </ul> <p><b>21<sup>st</sup> Century Themes (as applies to content area):</b></p> <ul style="list-style-type: none"> <li>Financial, Economic, Business, and Entrepreneurial Literacy</li> <li>Civic Literacy</li> <li>Health Literacy</li> <li>S.T.E.A.M.</li> </ul>

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

**Unit Summary:**

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

<p><b>Primary interdisciplinary connections:</b></p> <ul style="list-style-type: none"> <li>• History           <ul style="list-style-type: none"> <li>◦ post WWII</li> </ul> </li> <li>• Psychology           <ul style="list-style-type: none"> <li>◦ anxiety, fears, facing the future</li> <li>◦ mental illness</li> </ul> </li> </ul>	
<p><b>Unit Rationale:</b> (Why is this an appropriate unit for this grade, level, and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)</p>	
<p><i>The Catcher in the Rye</i> by J.D. Salinger is a coming of age novel in which readers follow the main character, Holden Caulfield, through a turning point in his life. Although the novel takes place over only three days, his experiences, feelings, and thoughts thoroughly explore his unraveling teenage life. Despite the novel being set in post-World War II Manhattan, students today can learn a great deal from Holden, as he is struggling to find meaning and truth in a world he sees as full of "phonies." This is something that teenagers can relate to. Furthermore, Holden's struggles with becoming a young adult and with his future make the book an appropriate choice for Juniors. Students likely struggle, or know someone who struggles, with the themes of finding authenticity in society, and as it is developed in the novel, wrestling specifically with the consequences of making decisions based on fear, anxiety or feeling alone or disconnected. Additionally, students will trace the themes of innocence and corruption and explore the impact on their own lives. Ultimately, the goal will be that students will understand that it is "okay" to struggle with difficult thoughts, ideas, and fears, and that it is truly important to seek help before those struggles get out of hand.</p>	
<p><b>Standards:</b> (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)</p>	
Reading	<ul style="list-style-type: none"> <li>• RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</li> <li>• RL.9-10.3 Analyze how complex characters (e.g. those with multiple conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</li> <li>• RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</li> <li>• RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</li> <li>• RL.9-10.6 Assess how point of view or purpose shapes the content and style of a text.</li> <li>• RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>• W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>
Speaking & Listening	<ul style="list-style-type: none"> <li>• SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> </ul>
Language	<ul style="list-style-type: none"> <li>• L.9-10.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking</li> </ul>

	<ul style="list-style-type: none"> <li>L.9-10.3 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.</li> </ul>
<b>Essential Questions:</b>	<b>Understandings: Students will understand that...</b>
<ul style="list-style-type: none"> <li>How do fear and anxiety drive action?</li> <li>What is corruption and how does it affect our lives and our decisions?</li> <li>What leads one to feel isolated or alone?</li> <li>What does it mean to be real, and what does it mean to be “phony”? <ul style="list-style-type: none"> <li>How do we know what is genuine and what isn’t?</li> <li>If a part of something or someone real is phony, does that make everything about it phony?</li> </ul> </li> <li>What does it mean to “belong” or “fit in” with a group? <ul style="list-style-type: none"> <li>Do you define who you are because you belong to a group, or do you belong to a group because of who you are?</li> <li>What happens to you when you change groups or become removed from a group?</li> </ul> </li> <li>What’s the difference between being a child and being an adult? What kinds of experiences lead a person to grow up? Is growing up more physical, mental, or emotional?</li> <li>What does it mean to be “mature”?</li> </ul>	
<b>Unit Learning Activities:</b> <i>Students will...</i>	
<ul style="list-style-type: none"> <li>Recall and apply the different types of conflict</li> <li>Analyze how conflict affects plot development</li> <li>Learn and apply key terms—unreliable narrator, stream of consciousness narrative, author’s perspective, conflict, theme, symbolism, etc.</li> <li>Read, discuss, and analyze a novel in large- and small-group settings</li> <li>Identify and understand major themes and how the novel develops and complicates these themes</li> <li>Recognize and discuss how a writer’s tone, vocabulary, and pacing of writing can influence meaning</li> <li>Use one or more themes to analyze passages and characters from the text and present well-developed opinions and arguments</li> <li>Compare and relate character motivations and interactions to motivations and interactions in their own daily lives</li> <li>Develop and support an opinion in writing, using analysis of evidence from the text to build their case</li> <li>Research and utilize outside sources to build upon the knowledge of characters and make connections</li> </ul>	
<b>Assessments</b>	
<b>Summative:</b>	<b>Formative:</b>
<ul style="list-style-type: none"> <li>Synthesis essay (full paper building off work done on “Diagnosing Holden” combining research and textual evidence)</li> </ul>	<ul style="list-style-type: none"> <li>Reading check quizzes</li> </ul>

<ul style="list-style-type: none"> <li>• Socratic Seminar (theme, characterization, conflict, and character development)</li> <li>• Unit Test</li> </ul>	<ul style="list-style-type: none"> <li>• Double Entry Close reading journals (chapter based)</li> <li>• Observation notebook</li> <li>• Advice letter for Holden</li> <li>• “Diagnosing” Holden mini-project</li> <li>• Found Poem</li> <li>• Holden’s “Red Hunting Hat” symbolism analysis</li> <li>• Symbolism, theme, characterization Stations Activity</li> <li>• Diction analysis</li> <li>• Mini-presentations for choice chapter and choice literary element</li> </ul>
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**Course:** English 3  
**Unit Title:** *The Crucible*  
[5 weeks]

**Unit Summary:**

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

**Primary interdisciplinary connections:**

- History
  - Puritanism
  - New England colonial structure
  - The Salem Witch Trials
  - McCarthyism
    - Red Scare
  - Arthur Miller
    - his connection to McCarthyism

**Unit Rationale:** (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)

The purpose of this unit is to have students analyze and connect the historical implications and their connections to the themes in Arthur Miller's play *The Crucible*. Not only will the students analyze the themes such as vengeance, corruption, mob mentality, bigotry, deceit, politics and religion, but they will connect these sensitive issues of the past and see how they are still relevant to our society today. Furthermore, students in their Junior year are faced with many difficult decisions and crossroads; this play will teach them that their decisions have lasting effects. Although it is a story set over 400 years in the past, the themes ring true to society today and they can connect and analyze motives throughout history and the play.

**Standards:** (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)

Reading	<ul style="list-style-type: none"> <li>• RL.11-12.1 Cite strong and thorough textual evidence 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.</li> </ul>
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	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> <li>• 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. (Include Shakespeare as well as other authors.)</li> <li>• 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.</li> <li>• 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).</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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 an understanding of the subject under investigation.</li> </ul>
Speaking & Listening	<ul style="list-style-type: none"> <li>• SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>• SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</li> </ul>
Language	<ul style="list-style-type: none"> <li>• 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.</li> <li>• L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul>
<b>Essential Questions:</b>	
<b>Understandings: <i>Students will understand that...</i></b>	
<ul style="list-style-type: none"> <li>• How can literature reflect the values of society and shape that society?</li> <li>• What is fear? How do people react when they are fearful of someone/something?</li> <li>• What is the danger of mob mentality?</li> <li>• When should an individual take a stand against a group or society as a whole?</li> <li>• How does a collective fear affect the group or individuals?</li> </ul>	
<ul style="list-style-type: none"> <li>• An author's writing is influenced by their personal experience</li> <li>• An allegory is a writing tool that conveys thematic messages to the reader</li> <li>• Intolerance is the root of many societal ills.</li> <li>• Rule through fear reduces our freedom and our own humanity.</li> <li>• Arthur Miller's <i>The Crucible</i> depicts the universal ideas of intolerance, hysteria, individual integrity, reputation, power, and resentment/revenge.</li> </ul>	

<ul style="list-style-type: none"> <li>• Is personal integrity more important than survival?</li> <li>• Does history always repeat itself?</li> <li>• To what extent is a system of justice that protects the rights of all members of society an important part of any democracy?</li> </ul>	<ul style="list-style-type: none"> <li>• Arthur Miller's The Crucible is a universal political allegory for the events of the Salem Witch Trials of 1692 and the anti-communist hysteria associated with McCarthyism in the 1950s.</li> <li>• It is important to explore the intersection of the self and the larger society.</li> </ul>
<p><b>Unit Learning Activities:</b></p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Recall and apply the different types of conflict</li> <li>• Analyze how conflict affects plot development</li> <li>• Learn and apply key terms—allegory, scapegoat, author's perspective, conflict, theme, symbolism, etc.</li> <li>• Learn and apply basic facts about the McCarthy era and connect to the play</li> <li>• Learn and apply basic information about the events and possible causes of the historical Salem Witch Trials (Arthur Miller's experience with the HUAC)</li> <li>• Participate in reading activities (listening and reading)</li> <li>• Be aware of basic information regarding Puritan communities and beliefs in the New England colonies and connect to the play</li> <li>• Identify and analyze why characters change because of the conflict they are involved in</li> <li>• Identify and analyze why and when people/characters are treated like a scapegoat and its effects on the individual and society</li> <li>• Infer connections between text, author, and historical context</li> </ul>	
<b>Assessments</b>	
<p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Arthur Miller and the Red Scare Historical Background HyperDoc (WebQuest) and exit ticket</li> <li>• "Escape Room" Review (Themes, historical background, plot, symbolism, close reading)</li> <li>• Unit Test</li> <li>• Theme and Current Event Final Fishbowl</li> </ul>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Reading check quizzes</li> <li>• Excerpts from "Sinners in the Hands of an Angry God" by Jonathan Edwards connection</li> <li>• Overture close reading and analysis</li> <li>• Act 1 Abigail/Proctor close reading and stage directions analysis</li> <li>• Act 1 Abigail/Proctor Film Scene Analysis</li> <li>• Act 1 Hysteria Blame Chart</li> <li>• Act 1 Learning stations (Conflict, McCarthyism, Puritanism, Theme/Fear)</li> <li>• Act 2 Close reading</li> <li>• Act 2 Irony Analysis</li> <li>• Act 2 Character Diary Entry</li> <li>• Act 2 Character Development Analysis</li> <li>• Act 2 Deleted Scene Analysis</li> <li>• Act 3 Proctor Close reading (conflict, theme, McCarthyism connection)</li> <li>• Act 3 Danforth Close Reading (conflict, theme, McCarthyism connection)</li> <li>• Act 3 Stations (Theme, Author's Choice, Character analysis, Dramatic Structure, Irony)</li> <li>• Act 4 Proctor Eulogy</li> <li>• Film analysis</li> </ul>

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

**Unit Summary:** As students read F. Scott Fitzgerald's classic novel *The Great Gatsby*, they will conduct in-depth character analysis of Gatsby and evaluate how Fitzgerald uses the character of Gatsby, as well as other literary devices, to comment on the society and values of America in the 1920s. Students will consider issues of social class and the impact of reality vs. perception on the lives of the characters as well as on our own.

**Primary interdisciplinary connections:**

- History
  - prohibition
  - social class and wealth in the 1920s
  - The Great Depression and its lasting effects
  - The Roaring 20s
  - The American Dream

**Unit Rationale:** (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)

The purpose of this unit is to have students interpret *The Great Gatsby* artistically, thematically and historically. In so doing, students will be able to connect with the memory-style narrative structure of the novel and apply the themes of this classic to their own development as young adults. This unit is appropriate for Juniors as they currently find themselves facing the future and what it means to them. Students are getting ready to enter college or the work force and they are making decisions about the rest of their lives. It is important that before they begin the quest for their definition of "The American Dream" that they know what that dream is and what consequences come with decision making. It is also important that they explore what this dream is because it is a large part of adult American culture.

**Standards:** (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)

Reading	<ul style="list-style-type: none"><li>● RL.11-12.1 Cite strong and thorough textual evidence 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.</li><li>● 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.</li><li>● 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).</li><li>● 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. (Include Shakespeare as well as other authors.)</li><li>● 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.</li><li>● 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).</li></ul>
Writing	<ul style="list-style-type: none"><li>● 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.</li></ul>

	<ul style="list-style-type: none"> <li>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.</li> <li>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 an understanding of the subject under investigation.</li> </ul>
Speaking & Listening	<ul style="list-style-type: none"> <li>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</li> </ul>
Language	<ul style="list-style-type: none"> <li>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.</li> <li>L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul>
<b>Essential Questions:</b> <i>Students will...</i>	<b>Understandings: Students will understand that...</b>
<ul style="list-style-type: none"> <li>What is meant by The American Dream?</li> <li>How important is wealth and social Class?</li> <li>How far can or should one go to break boundaries that separate the classes? Is "the past" a boundary we cannot overcome?</li> <li>How do the characters in <i>The Great Gatsby</i> exhibit or not exhibit the characteristics of The American Dream?</li> <li>How do the characters in <i>The Great Gatsby</i> allow or not allow their pasts to dictate their futures?</li> <li>Does The American Dream still exist today? How does it apply to you?</li> </ul>	<ul style="list-style-type: none"> <li>Often, in life and art, things are not as they seem. Individual perception may create alternate interpretations of events.</li> <li>Wealth and social class can dictate how people achieve their dreams.</li> <li>The past often dictates people's futures.</li> <li>Point of view, tone and symbolism add meaning and complexity to narratives.</li> <li>It is difficult to discern what is real and what is fiction both about others and about yourself.</li> <li>Love—and other obsessions—can distract, drive, define, and torment us.</li> <li>Our pasts affect the people we are, but they do not always limit the people we can become.</li> <li>Access to the American Dream is not a given. Access depends on external factors (such as race, class, gender, religious beliefs, etc.) as well as chance.</li> </ul>
<b>Unit Learning Activities:</b> <i>Students will...</i>	
<ul style="list-style-type: none"> <li>Learn and apply the definition of theme; identify and interpret the major themes of <i>The Great Gatsby</i></li> <li>Understand the social, political, and historical context of the 1920s and how it applies to the characters and themes in <i>The Great Gatsby</i></li> <li>Demonstrate discussion behaviors that promote civil discourse such as facilitation, building off of others' comments, referring to the text, asking questions, FishBowl discussions, and making connections.</li> <li>Learn and apply literary terms such as foreshadowing, unreliable narrator, symbolism, motif, etc.</li> <li>Apply reading strategies such as summarizing, clarifying, questioning, and predicting. summarizing, clarifying, questioning, and predicting.</li> </ul>	

Assessments	
<b>Summative:</b> <ul style="list-style-type: none"> <li>• 1920s background stations activity (author background, social, political and historical context, etc.)</li> <li>• Characterization &amp; Theme Choice Essay (Combine a theme and how it affected the character)</li> <li>• Debate: Who is most responsible for the death of Myrtle?</li> <li>• Culminating Fishbowl discussion on themes and author's purpose</li> <li>• Unit Test</li> </ul>	<b>Formative:</b> <ul style="list-style-type: none"> <li>• Reading check quizzes</li> <li>• Morality Character "Report Card" for Chapter 1</li> <li>• Character Compare/Contrast (Daisy/Myrtle) Chapter 2</li> <li>• Figurative language &amp; Author's purpose analysis for Chapter 3</li> <li>• Reality vs. Perception Analysis for Chapter 4</li> <li>• Close reading and point of view rewrite for Chapter 5</li> <li>• Symbolism Stations for Chapter 5</li> <li>• Close reading "Instagrams" for Chapter 6</li> <li>• Frame of reference and point of view activity for Chapter 7</li> <li>• Death of Myrtle Blame Chart Chapter 7</li> <li>• RIP Gatsby (Eulogy or Obituary) for Chapter 8</li> <li>• Death of Gatsby Blame Chart Chapter 9</li> </ul>

**Course:** English 3  
**Unit Title:** *The Things They Carried*  
[4 weeks]

<p><b>Unit Summary:</b> As students read Tim O'Brien's <i>The Things They Carried</i> they will examine the lines between truth and fiction. Although the novel is a collection of short stories or vignettes, they blend together to seamlessly create a memoir-like retelling of O'Brien and his fellow soldiers' experiences in the Vietnam War. The unit examines various elements of media to discuss the emotions and perceptions surrounding war, especially the Vietnam War. Students will also gain a better understanding of the historical background for the Vietnam War so they have an appropriate context in which to discuss the events and lasting impact for the returning soldiers. Because O'Brien's writing style demonstrates a unique way to develop characters, students will analyze the purpose of these techniques and examine the effects of truth, fiction, storytelling, memories, PTSD and beyond.</p>
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<p><b>Primary interdisciplinary connections:</b></p> <ul style="list-style-type: none"> <li>• <b>History</b> <ul style="list-style-type: none"> <li>○ The Vietnam War and its effects on America and the soldiers <ul style="list-style-type: none"> <li>■ PTSD</li> <li>■ Sense of "Americanism" <ul style="list-style-type: none"> <li>● War protests</li> </ul> </li> <li>■ Physical injuries sustained</li> </ul> </li> </ul> </li> </ul>
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<p><b>Unit Rationale:</b> (Why is this an appropriate unit for this grade, level, and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)</p>
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<p>The purpose of this unit is to have students analyze the book <i>The Things They Carried</i> by Tim O'Brien. This novel relates stories from the Vietnam War and allows students to analyze a well-written novel as well as empathize with the characters. This particular style of a novel can be engaging for this age group and its subject matter is historically relevant. The narrator (O'Brien) uses a series of short stories to describe the characters in creative ways, blur the line between fact and fiction and provide commentary on several themes like love, guilt, fear and loneliness. This unit is designed for students to examine literary techniques used in the novel, discuss major themes surrounding the content and produce pieces of writing that reflect their understanding of both the content in the novel and how it relates to their lives. Finally, <i>The Things They</i></p>
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<p><i>Carried</i> is a powerful collection of memories and stories that come from O'Brien, who was in the war himself, and its impact on the soldiers who served.</p> <p><b>Standards:</b> (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)</p>					
Reading	<ul style="list-style-type: none"> <li>• RL.11-12.1 Cite strong and thorough textual evidence 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.</li> <li>• 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.</li> <li>• 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).</li> <li>• 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. (Include Shakespeare as well as other authors.)</li> <li>• 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.</li> <li>• 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).</li> </ul>				
Writing	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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 an understanding of the subject under investigation.</li> </ul>				
Speaking & Listening	<ul style="list-style-type: none"> <li>• SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> <li>• SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</li> </ul>				
Language	<ul style="list-style-type: none"> <li>• 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.</li> <li>• L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul>				
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<ul style="list-style-type: none"> <li>● What is the difference between “truth” and “fiction”?</li> <li>● How can war change a person?</li> <li>● What can literature teach us about bravery, truth, and the effects of and perspectives on war?</li> <li>● How does an author’s life experiences, cultural background and the time period in which they write affect their perspective of the world?</li> <li>● Is war ever necessary to “keep the peace”?</li> </ul>	<ul style="list-style-type: none"> <li>● Addressing this event through many different lenses and examining differences in author’s perspective will allow for a broader understanding of this event</li> </ul>
<p><b>Unit Learning Activities:</b></p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>● Utilize different active reading strategies to process, analyze, and engage with the text.</li> <li>● Investigate a text on multiple levels and apply the historical implications learned in the pre-reading activities</li> <li>● Apply conventions of fiction writing to their own work.</li> <li>● Understand the social, political, and historical context of the 1960s/Vietnam War and how it applies to the characters and themes in <i>The Things They Carried</i></li> <li>● Demonstrate discussion behaviors that promote civil discourse such as facilitation, building off of others’ comments, referring to the text, asking questions, FishBowl discussions, and making connections.</li> <li>● Learn and apply literary terms such as unreliable narrator, symbolism, motif, allusion, etc.</li> <li>● Apply reading strategies such as summarizing, clarifying, questioning, and predicting. summarizing, clarifying, questioning, and predicting.</li> <li>● Synthesize information from primary and secondary sources</li> <li>● Examine and analyze the role of perspective in author’s purpose</li> </ul>	
<p align="center"><b>Assessments</b></p>	
<p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>● Vietnam War historical background HyperSlides (author background, social, political and historical context, etc.)</li> <li>● Characterization &amp; Theme Choice Essay (Combine a theme and how it affected the character)</li> <li>● Unit Test</li> <li>● PTSD Mask Project HyperSlides Project <ul style="list-style-type: none"> <li>○ combining real life examples and examples from the text</li> </ul> </li> <li>● Culminating Fishbowl discussion on themes and author’s purpose</li> </ul>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>● Reading check quizzes</li> <li>● Vietnam War images gallery walk and connection to themes/essential questions</li> <li>● Shared Weight Letter Writing</li> <li>● Love and War Video and Text Activity</li> <li>● Figurative language &amp; author’s purpose analysis</li> <li>● Reality vs. Perception Analysis</li> <li>● “How To Tell A True War Story” analysis</li> <li>● “On The Rainy River” choice activity</li> <li>● “The Sweetheart of the Song Tra Bong” Analysis with a comparison to clips from <i>A Soldier’s Sweetheart</i> movie</li> <li>● Close reading “Friends” &amp; “Enemies”</li> </ul>

### Career-Ready Practices

**CRP1:** Act as a responsible and contributing citizen and employee.

**CRP2:** Apply appropriate academic and technical skills.

**CRP3:** Attend to personal health and financial well-being.

**CRP4:** Communicate clearly and effectively and with reason.

**CRP5:** Consider the environmental, social and economic impacts of decisions.

**CRP6:** Demonstrate creativity and innovation.

**CRP7:** Employ valid and reliable research strategies.

**CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP9:** Model integrity, ethical leadership and effective management.

**CRP10:** Plan education and career paths aligned to personal goals.

**CRP11:** Use technology to enhance productivity.

**CRP12:** Work productively in teams while using cultural global competence.

### **Instructional Strategies:**

#### **Supports for English Language Learners:**

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

from <https:// wida.wisc.edu>

#### **Differentiation Strategies:**

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading

# Summit Public Schools

Summit, New Jersey

## Curricular Addendum

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- CRP12:** Work productively in teams while using cultural global competence.

### **Interdisciplinary Connections**

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

### **Technology Integration**

#### Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

#### Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

**Instructional Strategies:  
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Models & figures		

from <https://wida.wisc.edu>

**Media Literacy Integration**

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

**Global Perspectives**

- [The Global Learning Resource Library](#)

**Differentiation Strategies:**

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