

PCTI Curriculum Unit Planner

Content Area:	English III	Grade(s)	11
Unit Plan Title:	Society Over the Individual		
NJSL Standard(s) Addressed			
<p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>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.</p> <p>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).</p> <p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>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.</p> <p>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).</p> <p>RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p> <p>RL.11-12.8. (Not applicable to literature)</p> <p>RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events</p>			

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interact and develop over the course of the text.

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

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

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

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

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

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

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

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<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> <ol style="list-style-type: none"> A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). <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> <ol style="list-style-type: none"> A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>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.</p> <p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced</p>			

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<p>searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).</p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).</p> <p>B. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p> <p>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.</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 peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</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> <p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>			

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Essential Questions (3-5)			
<ul style="list-style-type: none"> • What are the expectations and consequences of living in a theocracy? • What are the obstacles and pressures courageous people face as a result of their positions and actions? • How do common beliefs ensure the survival of an emerging society? • How can the individual in society prevent the reoccurrence of unjust law? 			
Anchor Text			
<p><i>The Crucible</i> -Arthur Miller (play version and in the textbook p.130) Targeted Skills – Allegory, Conventions of Drama, Characterization, Drawing Conclusions, Making Inferences</p>			
Informational Texts (3-5)			
<ul style="list-style-type: none"> ✓ The Examination of Sarah Good – old textbook/pdf <ul style="list-style-type: none"> ○ Targeted Skill - Historical Context ✓ Trials of “Witches” Susannah Martin and Mary Lacey 1692 –Ezekiel Cheever and Cotton Mather (Eyewitness to America p. 44) <ul style="list-style-type: none"> ○ Targeted Skill – Historical Context ✓ McCarthyism – online article (textbook p. 212) <ul style="list-style-type: none"> ○ Targeted Skill - Historical Context • Pilgrims Landing and First Winter – William Bradford (Eyewitness to America p. 23) <ul style="list-style-type: none"> ○ Targeted Skill – Cultural Characteristics • Common Sense – Thomas Paine (American Reader p. 45) <ul style="list-style-type: none"> ○ Targeted Skills – Persuasive Techniques and Analyzing Main Ideas • The Crisis – Thomas Paine (American Reader p. 50 – textbook p. 244) <ul style="list-style-type: none"> ○ Targeted Skills – Persuasive Techniques and Analyzing Main Ideas • An Angry Slave – John Josselyn (Eyewitness to America p. 33) <ul style="list-style-type: none"> ○ Targeted Skills – Primary Source Document and Drawing Conclusions • Chief Logan’s Lament (American Reader p. 30) <ul style="list-style-type: none"> ○ Targeted Skills – Historical Context • McCarthy Meets His Match – Official Records (Eyewitness to America p. 518) <ul style="list-style-type: none"> ○ Targeted Skills – Historical Context and Compare with the court questioning in <i>The Crucible</i> 			
Short Texts (1-3)			

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<ul style="list-style-type: none"> ✓ Half-Hanged Mary – pdf <ul style="list-style-type: none"> ○ Targeted Skills – Figurative Language and Allusion ✓ Sinners in the Hands of an Angry God - Johnathan Edwards (textbook p. 118) <ul style="list-style-type: none"> ○ Targeted Skills – Analyze Emotional Appeals and Sermon ✓ Anne Bradstreet Poetry – To My Dear and Loving Husband (textbook p. 110) <ul style="list-style-type: none"> - Upon the Burning of Our House (textbook p. 114) <ul style="list-style-type: none"> ○ Targeted Skill – Figurative Language • The World on a Turtle’s Back – Iroquois (textbook p.32) <ul style="list-style-type: none"> ○ Targeted Skills – Creation Myth and Folk Literature • The Interesting Narrative of the Life of Olaudah Equiano – Olaudah Equiano (textbook p.78) <ul style="list-style-type: none"> ○ Targeted Skills – Imagery, Slave Narrative, and Analyzing Details • Tituba – Video clip from TV show <ul style="list-style-type: none"> ○ Targeted Skills – Compare/Contrast with <i>The Crucible</i> character • Poor Richard’s Almanac – Benjamin Franklin (American Reader p. 7 or textbook p.271) <ul style="list-style-type: none"> ○ Targeted Skills – Aphorisms and Making Inferences • Declaration of Conscience - Margret Chase Smith (American Reader p. 522) <ul style="list-style-type: none"> ○ Targeted Skill – Persuasive Techniques 			
Suggested Writing Assessments			
<ul style="list-style-type: none"> • Narrative Writing Task: <ul style="list-style-type: none"> ○ Read the first conversation between John Proctor and Abigail Williams in <i>The Crucible</i> pages 21-24 ending after John says “Do you look for whippin’?” Think about the stage directions and dialogue used by the author to explain the relationship between the characters. Write an original story to continue where the passage ends. In your story, be sure to use what you have learned about John Proctor and Abigail Williams as you tell what happens next. • Literary Analysis Task: <ul style="list-style-type: none"> ○ Reading Selection #1 – “Letter to John Adams” by Abigail Adams (textbook p.258-259)(anchor) ○ Reading Selection #2 – “Letter from John Adams to his Wife” http://founders.archives.gov/documents/Adams/04-02-02-0016 Write an essay that explains their contrasting views on the concepts of freedom and independence. • Research Simulated Task (RST): How does history repeat itself? Using the three sources, explain how the events from history are similar. Consider what caused each event, the persecuted, and the outcome. <ul style="list-style-type: none"> ○ Source A – The Salem Witch Trials Video: http://www.history.com/shows/mankind-the-story-of-all-of-us/videos/mankind-the-story-of-all-of-us-salem-witch-trials ○ Source B – The McCarthy Era Article: http://www.essortment.com/red-scare-mccarthyism-21546.html ○ Source C – Modern-day Witch Hunts: Broadly Targeting the Muslim Community Article: http://www.cavalierdaily.com/article/2010/11/modern-day-witch-hunts/ 			
<u>Optional Writing Assignments:</u>			

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<ul style="list-style-type: none"> • Persuasive Writing: John Proctor has been arrested and stands on trial for being the main cause of hysteria in Salem. You are a lawyer assigned to the case of <i>John Proctor vs The City of Salem</i>. You must select one of the following positions to argue in an essay. <ul style="list-style-type: none"> ○ Work as the prosecution to prove John Proctor is guilty ○ Work as the defense to prove John Proctor is innocent • Literary Analysis: This is a community that prides itself on its religious and moral ethics. The people are supposed to be living by the Ten Commandments. Write an essay describing the hypocrisy of their actions and attitudes. Cite examples from the texts that illustrate your views. 			
Resources (websites, Blackboard, documents, etc.)			
<ul style="list-style-type: none"> • McDougal Littell Literature – American Literature (English Textbook) • Eyewitness to America - David Colbert (Supplemental Reference) • The American Reader – Diane Ravitch (Supplemental Reference) • PDF Documents • Crucible Film (1996) – Nicholas Hytner (director) • Crucible Play (book) – Arthur Miller • The Scarlet Letter -Nathaniel Hawthorne • Grammar Power Workbook – Mary Louis Wanamaker • Supplemental videos on historical context and authors (Mini Bios) • PARCC Assessment Workbook 			
Grammar Skills			
<ul style="list-style-type: none"> • Grammar Power Workbook Unit 1 – Sentences and Punctuation <ul style="list-style-type: none"> ○ What is a sentence? ○ Fragments ○ Dependent Clauses ○ Run-on Sentences ○ Sentence Functions ○ Simple and Complete Subjects ○ Compound Subjects ○ Appositives ○ Simple and Complete Predicates ○ Compound Predicates 			
Vocabulary			

Vocabulary in Context (Target Words for Texts):

The Crucible

adamant
ameliorate
anarchy
conciliatory
conscientious
corroborate
deference
deposition
dissembling
effrontery
immaculate
imperceptible
iniquity
subservient
trepidation

Examination of Sarah Good

affliction
muttering
scorn
spiteful
torment

McCarthyism

blacklisted
infiltrated
repressive
unsubstantiated
zealous

Half-Hanged Mary

ambiguous
improvisation
insidious
martyr
profound

Sinners in the Hands of an Angry God

abhor
abominate
appease
ascribe
deliverance
discern
incense
induce
mitigation
pining

Suggested Time	10 Weeks
Frame:	

- ✓ Informational and Short Texts used by all English III classes
- Informational and Short Texts that are optional for non-honors classes

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NJSL Standard(s) Addressed			
<p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>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.</p> <p>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).</p> <p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>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.</p> <p>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).</p> <p>RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p> <p>RL.11-12.8. (Not applicable to literature)</p> <p>RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p>			

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<p>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.</p> <p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p> <p>RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p> <p>RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</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"> F. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. G. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. H. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. I. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. J. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications 			

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<p>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.</p> <p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).</p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>C. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).</p> <p>D. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p> <p>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.</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 peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>E. 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.</p> <p>F. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>G. 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.</p> <p>H. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</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> <p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in</p>			

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<p>presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>			
Essential Questions (3-5)			
<ul style="list-style-type: none"> • How do writers use their work to challenge established policies and beliefs? • How do literary movements reflect the attitudes of a society? • What are the values and dangers of conformity? • How do people perceive beauty and nature? 			
Anchor Text			
<p><i>The Great Short Works of Edgar Allan Poe</i> – Edgar Allan Poe (The Cask of Amontillado p. 496, The Pit and the Pendulum p.366, The Masque of the Red Death p.427, The Murders in the Rue Morgue p.272)</p> <p>Targeted Skills – Allegory, Mood, Tone, Point of View, Symbolism, Figurative Language, Drawing Conclusions, Making Inferences</p>			
Informational Texts (3-5)			
<ul style="list-style-type: none"> ✓ Self-Reliance – Ralph Waldo Emerson (American Reader p. 106 and textbook p. 360) <ul style="list-style-type: none"> ○ Targeted Skill – Transcendentalism ✓ Walden (excerpts) – Henry David Thoreau (American Reader p.134 and textbook p. 370) <ul style="list-style-type: none"> ○ Targeted Skills – Essay Writing Techniques and Evaluate Ideas ✓ Civil Disobedience – Henry David Thoreau (textbook p. 382) <ul style="list-style-type: none"> ○ Targeted Skills – Essay Writing Techniques and Evaluate Ideas ✓ Women in the 19th Century – Margaret Fuller (textbook p. 394) <ul style="list-style-type: none"> ○ Targeted Skills – Author’s Perspective, Paraphrase Main Idea • Nature – Ralph Waldo Emerson (textbook p.365) <ul style="list-style-type: none"> ○ Targeted Skills – Aphorisms, Transcendentalism • The Insanity Law (PDF/Word article) <ul style="list-style-type: none"> ○ Targeted Skill – Historical Context • Leaves of Grass (excerpts) – Walt Whitman (textbook p. 518) <ul style="list-style-type: none"> ○ Targeted Skill – Metaphor • Sojourner Truth at a Woman’s Rights Convention (Eyewitness to America p. 213) <ul style="list-style-type: none"> ○ Targeted Skills – Persuasive Devices, Poetic Devices • Poe’s Macabre Dream – John Sartain (Eyewitness to America p. 206) <ul style="list-style-type: none"> ○ Targeted Skills – Author’s Perspective, Persuasive Techniques 			
Short Texts (1-3)			

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<ul style="list-style-type: none"> ✓ Emily Dickinson Poetry p.524 – Because I Could Not Stop for Death, Success is Counted Sweetest, My Life Closed Twice Before its Close, The Soul Selects its own Society <ul style="list-style-type: none"> ○ Targeted Skills – Author’s Purpose, Slant Rhyme, Poetic Devices ✓ Walt Whitman Poetry p. 508 – Song of Myself, A Noiseless Patient Spider, Beat Beat Drums <ul style="list-style-type: none"> ○ Targeted Skills – Free Verse, Tone, Poetic Devices ✓ Edgar Allan Poe Poetry - A Dream Within a Dream (textbook p. 482), Alone (Poe book p.60) <ul style="list-style-type: none"> ○ Targeted Skills – Poetic Devices, Narrative Poetry, Mood, Tone ✓ The Devil and Tom Walker – Washington Irving (textbook p. 310) <ul style="list-style-type: none"> ○ Targeted Skills – Satire, Interpret Imagery • The Minister’s Black Veil – Nathaniel Hawthorne (textbook p. 456) <ul style="list-style-type: none"> ○ Targeted Skills – Symbolism, Identification of Cultural Characteristics • Ain’t I a Woman – Sojourner Truth (old textbook and pdf) <ul style="list-style-type: none"> ○ Targeted Skill – Poetic Devices • Poe’s short stories - The Black Cat (Poe book p. 390) The Oval Portrait (Poe book p. 355) <ul style="list-style-type: none"> ○ Targeted Skills – Mood, Tone, Point of View, Symbolism, Gothicism • Silence – A Fable – Edgar Allan Poe (Poe book p. 171) <ul style="list-style-type: none"> ○ Targeted Skills – Mood, Tone, Point of View, Symbolism, Gothicism 			
Suggested Writing Assessments			
<ul style="list-style-type: none"> • Narrative Writing Task: <ul style="list-style-type: none"> ○ Read “The Pit and the Pendulum” (Great Short Works book p.366 stopping after “avalanche!” on the top of 379). Think about the point of view, diction, and internal monologue technique used by the author to create suspense. Write an original story to continue where the passage ends. In your story, be sure to use what you have learned about the narrator as you tell what happens next. • Literary Analysis Task: <ul style="list-style-type: none"> ○ Reading Selection #1 – Excerpt from “The Raven” - Edgar Allan Poe ○ Reading Selection #2 – “A Bird came down the Walk – Emily Dickinson Write an essay that provides an analysis of how each bird is depicted in the two poems. <p>*Literary Analysis Task found in the PARCC/Literary Assessments Workbook p. 38-43</p> • Research Simulated Task (RST): Does solitude lead to mental instability or does it have a positive impact on a person’s well-being? <ul style="list-style-type: none"> ○ Source A – “The Lake-To-” –Edgar Allan Poe (Great Short Works book p.55-56)(anchor) ○ Source B – <i>from Solitude</i> in <u>Walden</u> – Henry David Thoreau (textbook p. 376) ○ Source C – The Good and Bad Sides to Being Solitary – Cary McMullen http://www.theledger.com/article/20110122/COLUMNISTS/101225006 ○ Source D – Raptus Cartoon http://www.toonpool.com/cartoons/Raptus%20strip_138029 			
<u>Optional Writing Assignments:</u>			

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<ul style="list-style-type: none"> • Literary Analysis: In the words of Ralph Waldo Emerson, “We will walk on our own feet; we will work with our own hands; we will speak our own minds...A nation of men will for the first time exist, because each believes himself inspired by the Divine Soul which also inspires men.” How do the works of this time period illustrate this quote? Analyze the author’s beliefs and values by citing evidence from any two works by Thoreau, Emerson Whitman and Dickinson. • Literary Analysis: What is the role of women in the 19th century as portrayed in literary works studied in this unit? Cite evidence from multiple genres from this unit. • Research Simulated Task (RST): What elements of gothic literature are found in the life and work of Edgar Allan Poe? <ul style="list-style-type: none"> ○ Source A – Edgar Allan Poe Biography Channel – MiniBio http://www.youtube.com/watch?v=x-387NMCR6w ○ Source B – The Dark Side of Individualism: The American Gothic (old textbook p. 446-448) ○ Source C – Annabel Lee poem - (Great Short Works of Edgar Allan Poe p. 88-89) 			
Resources (websites, Blackboard, documents, etc.)			
<ul style="list-style-type: none"> • McDougal Littell Literature – American Literature (English Textbook) • Eyewitness to America - David Colbert (Supplemental Reference) • The American Reader – Diane Ravitch (Supplemental Reference) • PDF Documents • www.discoveryeducation.com • Great Short Works of Edgar Allan Poe (book) • The Adventures of Huckleberry Finn – Mark Twain • Grammar Power Workbook – Mary Louis Wanamaker • Supplemental videos on historical context and authors (Mini Bios) • PARCC Assessment Workbook • Writers Inc. Workbook – Patrick Sebranek, Dave Kemper, Verne Meyer 			
Grammar Skills			
<ul style="list-style-type: none"> • Writers Inc. Workbook pages 523-532 <ul style="list-style-type: none"> ○ Using the Right Words • Grammar Power Workbook Unit 2: Nouns <ul style="list-style-type: none"> ○ What is a Noun? ○ Kinds of Nouns ○ Singular and Plural Nouns ○ Use of a Noun ○ Possessive Nouns • Grammar Power Workbook Unit 3: Verbs <ul style="list-style-type: none"> ○ What is a Verb? ○ State of Being Verbs ○ Principal Parts of Verbs ○ Verb Tenses ○ Progressive Form of Verbs ○ Active and Passive Voice ○ Subject Verb Agreement 			
Vocabulary			

Vocabulary in Context
(Target Words for Texts)

The Cask of Amontillado

accost
connoisseur
grotesque
impunity
retribution
virtuoso

The Pit and the Pendulum

eloquent
imperceptible
lethargy
lucid
potent
stealthily

**The Masque of the Red
Death**

blasphemous
dauntless
disapprobation
impede
propriety
reverie
sagacious

The Murder's in the Rue

Morgue
conundrum
enigma
fathom
frivolous
petulant
unequivocal

Self-Reliance

aversion
decorum
exhilaration
nonconformist
occult

Walden and Civil

Disobedience
congenial
impetuous
perturbation
pervade
transgress

**Women in the Nineteenth
Century**

adversity
bewilderment
fidelity
incredulous
vanity

Suggested Time	10 weeks
Frame:	

- ✓ Informational and Short Texts used by all English III classes
- Informational and Short Texts that are optional for non-honors classes

PCTI Curriculum Unit Planner

Content Area:	English III	Grade(s)	11
Unit Plan Title:	The Struggle with Integrity		
NJSL Standard(s) Addressed			
<p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>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.</p> <p>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).</p> <p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>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.</p> <p>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).</p> <p>RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p> <p>RL.11-12.8. (Not applicable to literature)</p> <p>RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p>			

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<p>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.</p> <p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p> <p>RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p> <p>RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</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"> K. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. L. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. M. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. N. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. O. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications 			

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<p>or the significance of the topic).</p> <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"> M. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. N. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. O. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. P. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Q. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. R. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). <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"> K. 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. L. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. M. 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). N. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. O. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated</p>			

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<p>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.</p> <p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).</p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>E. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).</p> <p>F. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p> <p>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.</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 peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>I. 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.</p> <p>J. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>K. 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.</p> <p>L. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</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> <p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in</p>			

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<p>presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>			
Essential Questions (3-5)			
<ul style="list-style-type: none"> • How can the individual break the chains of prejudice? • What defines success in society and what are the dangers of a purely materialistic definition of success? • What is the value of balance in the individual and society? • How does an individual navigate a corrupt or unjust society? 			
Anchor Text			
<p><i>The Great Gatsby</i> – F. Scott Fitzgerald – novel Targeted Skills – Historical Context, Setting, Characterization, Themes, Symbolism, Conflict, Foreshadowing, Drawing Conclusions, Making Inferences</p>			
Informational Texts (3-5)			
<ul style="list-style-type: none"> ✓ The Flapper – Samuel Crowther (Eyewitness to America p. 405) <ul style="list-style-type: none"> ○ Targeted Skill – Historical Context, Eyewitness Account ✓ Prohibition – Paul Morand (Eyewitness to America p. 418) <ul style="list-style-type: none"> ○ Targeted Skill – Historical Context, Eyewitness Account ✓ Against Entry into the War – George Norris (American Reader p. 422) <ul style="list-style-type: none"> ○ Targeted Skills – Historical Context, Fact vs Opinion ✓ The Birth of the Blues – W.C. Handy (Eyewitness to America p. 370) <ul style="list-style-type: none"> ○ Targeted Skills – Historical Context, Cultural Characteristics • The Narrative of the Life of Fredrick Douglas – Frederick Douglass (textbook p. 536) <ul style="list-style-type: none"> ○ Targeted Skills – Style, Analyze Author’s Purpose, Slave Narrative • Radio and Its Evils Arrive – Franklin Pierce Adams (Eyewitness to America p. 413) <ul style="list-style-type: none"> ○ Targeted Skill – Eyewitness Account • Al Capone, Patriot – Claud Cockburn (Eyewitness to America p. 414) <ul style="list-style-type: none"> ○ Targeted Skills – Eyewitness Account • Hitting Bottom – F. Scott Fitzgerald (Eyewitness to America p. 450) <ul style="list-style-type: none"> ○ Targeted Skills – Diary Entry • Crash – Elliot V. Bell (Eyewitness to America p. 424) <ul style="list-style-type: none"> ○ Targeted Skills – Eyewitness Account 			
Short Texts (1-3)			

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<ul style="list-style-type: none"> ▪ “Grass” – Carl Sandburg (textbook p. 892) <ul style="list-style-type: none"> ○ Targeted Skills – Tone, Diction, Synthesize Details, Poetic Devices ▪ I Hear America Singing – Walt Whitman (textbook p. 508) <ul style="list-style-type: none"> ● Targeted Skills – Free Verse, Analyze Tone, Compare and Contrast ✓ I, Too – Langston Hughes (textbook p. 843) <ul style="list-style-type: none"> ○ Targeted Skills – Speaker, Analyze Rhythm and Repetition, Compare and Contrast ✓ A Rose for Emily – William Faulkner (textbook p. 1018) <ul style="list-style-type: none"> ○ Targeted Skills - Mood, Analyze Sequence • The Notorious Jumping Frog of Calaveras County – Mark Twain (textbook p. 659) <ul style="list-style-type: none"> ○ Targeted Skills – Tall Tale, Understand Dialect, Regionalism, Humor • An Occurrence at Owl Creek – Ambrose Bierce (textbook p. 580) <ul style="list-style-type: none"> ○ Targeted Skills – Point of View, Analyze Structure • Robert Frost poetry p. 896 – Acquainted with the Night, Nothing Gold Can Stay, “The Road Not Taken” (The American Reader p. 404) <ul style="list-style-type: none"> ○ Targeted Skills – Author’s Style, Ambiguity, Poetic Devices • The Love Song of J. Alfred Prufrock – T.S. Eliot (textbook p. 928) <ul style="list-style-type: none"> ○ Targeted Skills – Stream of Consciousness, Summarize Stanzas 			
Suggested Writing Assessments			
<ul style="list-style-type: none"> • Narrative Writing Task: <ul style="list-style-type: none"> ○ Read the excerpt in chapter 8 from <i>The Great Gatsby</i>. Think about the character Gatsby as developed through this selection. Write an original story, from Gatsby’s point of view, to continue where the passage ended. In your story, be sure to use what you have learned about Gatsby when you write from his point of view. <p>*Narrative Writing Task found in the PARCC/Literary Assessments Workbook p. 44-53</p> • Literary Analysis Task: <ul style="list-style-type: none"> ○ Reading Selection #1 – I Will Fight No More Forever – Chief Joseph (textbook p.812) ○ Reading Selection #2 – excerpt from Sister Carrie – Theodore Dreiser (textbook p. 812-813) <p>Write an essay that analyzes the theme of materialism.</p> • Research Simulated Task (RST): <p>What is F. Scott Fitzgerald’s contribution to American culture? Support your position with evidence from the three sources.</p> <ul style="list-style-type: none"> ○ Source A – F. Scott Fitzgerald: Tales from the Jazz Age, www.gutenberg.org/cache/epub/6695.html (Anchor Text) ○ Source B – F. Scott Fitzgerald biography (www.biography.com/people/f-scott-fitzgerald-9296261) ○ Source C – F. Scott Fitzgerald: Encyclopedia of American Literature <p>*RST found in the PARCC/Literary Assessments Workbook p. 213-229</p> 			

Content Area:	English III	Grade(s)	11
Unit Plan Title:	The Struggle with Integrity		
<u>Optional Writing Assignments:</u>			
<ul style="list-style-type: none"> • Expository Essay: Explain how personal image, integrity, and money play a role in your life, American society, and in <i>The Great Gatsby</i>. • Literary Analysis Task: <ul style="list-style-type: none"> ○ Reading Selection #1 – excerpt from <i>The Great Gatsby</i> ○ Reading Selection #2 – excerpt from <i>The Glass Menagerie</i> Write an essay that provides an analysis of how each protagonist relates to reality. • Literary Analysis: The nation’s early idealism is destroyed by its involvement in materialism. Compare this concept to any five major characters in <i>The Great Gatsby</i>. 			
Resources (websites, Blackboard, documents, etc.)			
<ul style="list-style-type: none"> • McDougal Littell Literature – American Literature (English Textbook) • Eyewitness to America - David Colbert (Supplemental Reference) • The American Reader – Diane Ravitch (Supplemental Reference) • PDF Documents • www.discoveryeducation.com • <i>The Great Gatsby</i> – F. Scott Fitzgerald (novel) • <i>The Great Gatsby</i> – Film (2013) • <i>The Great Gatsby</i> – Film (1974) • <i>The Glass Menagerie</i> – Tennessee Williams • Grammar Power Workbook – Mary Louis Wanamaker • Supplemental videos on historical context and authors (Mini Bios) • PARCC Assessment Workbook 			
Grammar Skills			
<ul style="list-style-type: none"> • Grammar Power Workbook Unit 4: Pronouns <ul style="list-style-type: none"> ○ What is a Pronoun? ○ Antecedents ○ Personal Pronouns ○ Use of Pronouns ○ Interrogative and Demonstrative Pronouns ○ Indefinite Pronouns ○ Possessive Pronouns ○ Pronouns and Contractions • Grammar Power Workbook Unit 5: Prepositions <ul style="list-style-type: none"> ○ What is a Preposition? ○ Prepositional Phrases ○ Objects of Prepositions • Grammar Power Workbook Unit 8: Conjunctions and Interjections <ul style="list-style-type: none"> ○ What is a Conjunction? ○ What is an Interjection? 			
Vocabulary			

Vocabulary in
Context
(Target Words for
Texts)

The Great Gatsby

Chapter 1
complacent
feign
reciprocal
supercilious

Chapter 2
apathetic
contiguous
facets
imply
interpose

The Great Gatsby

Chapter 3
erroneous
impetuous
innuendo
permeate

Chapter 4
elicit
jaunty
sporadic

Chapter 5
defunct
disheveled
ecstatic
innumerable
reproach

The Great Gatsby

Chapter 6
gaudy
ineffable
oblivious
reverie
turbulent

Chapter 7
lapse
pretentious
tentative
tumult
vicarious
Chapter 8
duplicitous
exuberant

The Great Gatsby

Chapter 9
exasperated
nostalgia

A Rose for Emily

circumvent
encroach
impervious
inextricable
tableau

Suggested Time

10 weeks

Frame:

- ✓ Informational and Short Texts used by all English III classes
- Informational and Short Texts that are optional for non-honors classes

PCTI Curriculum Unit Planner

Content Area:	English III	Grade(s)	11
Unit Plan Title:	The Evolving Perceptions of the American Dream		
NJSL Standard(s) Addressed			
<p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>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.</p> <p>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).</p> <p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>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.</p> <p>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).</p> <p>RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p> <p>RL.11-12.8. (Not applicable to literature)</p> <p>RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p>			

Content Area:	English III	Grade(s)	11
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<p>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.</p> <p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p> <p>RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p> <p>RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</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"> P. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Q. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. R. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. S. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. T. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications 			

Content Area:	English III	Grade(s)	11
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<p>or the significance of the topic).</p> <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"> S. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. T. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. U. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. V. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. W. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. X. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). <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"> P. 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. Q. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. R. 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). S. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. T. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated</p>			

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<p>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.</p> <p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).</p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>G. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).</p> <p>H. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p> <p>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.</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 peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>M. 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.</p> <p>N. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>O. 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.</p> <p>P. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</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> <p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in</p>			

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presentations to enhance understanding of findings, reasoning, and evidence and to add interest.			
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.			
Essential Questions (3-5)			
<ul style="list-style-type: none"> • How has the American Dream evolved? • What forces threaten to corrupt the American Dream? • How does social class impact the American Dream? • How can traditions be practiced while adapting to a constantly changing society? 			
Anchor Text			
<p>A Raisin in the Sun – Lorraine Hansberry – play</p> <p>Targeted Skills – Setting, Foreshadowing, Theme, Symbolism, Conventions of Drama, Characterization, Drawing Conclusions, Making Inferences</p>			
Informational Texts (3-5)			
<ul style="list-style-type: none"> ✓ Police Break Up a Student Protest – Studs Terkel (Eyewitness to America p. 572) <ul style="list-style-type: none"> ○ Targeted Skills – Historical Context, Eyewitness Account ✓ Police try to Halt the Selma March – Sheyann Webb (Eyewitness to America p. 563) <ul style="list-style-type: none"> ○ Targeted Skills – Historical Context, Eyewitness Account ✓ Front of the Bus – Rosa Parks (Eyewitness to American p. 524) <ul style="list-style-type: none"> ○ Targeted Skills – Historical Context, Primary Source ✓ A Neighborhood Vote – Bernard Taper (Eyewitness to America p. 515) <ul style="list-style-type: none"> ○ Targeted Skills – Historical Context, Compare and Contrast (with <i>A Raisin in the Sun</i>) ✓ Looking for a Crack in the Glass Ceiling – article excerpt and chart – Thomas Reuters 2012 <ul style="list-style-type: none"> ○ Targeted Skills – Historical Context, Cultural Context, Analysis of Charts/Graphs • Dr. Martin Luther King, Jr. – James Reston (Eyewitness to America p. 539) <ul style="list-style-type: none"> ○ Targeted Skills – Eyewitness Account • First Day of School in Little Rock – Relman Morin (Eyewitness to America p. 527) <ul style="list-style-type: none"> ○ Targeted Skills – Eyewitness Account • Roe v. Wade – Court Records (Eyewitness to America p. 598) <ul style="list-style-type: none"> ○ Targeted Skills – Primary Source • Dissenter’s View of Dr. King’s Speech - Malcolm X (Eyewitness to America p. 540) <ul style="list-style-type: none"> ○ Targeted Skills – Literary Criticism • Letter from Birmingham Jail – Martin Luther King Jr. (textbook p. 1151) <ul style="list-style-type: none"> ○ Targeted Skills – Historical Context, Compare/Contrast Author’s Beliefs, Analyze Argument, Allusion • Brown vs. Board of Education (American Reader p. 531) <ul style="list-style-type: none"> ○ Targeted Skills – Primary Source • Children’s March – Video and pdf <ul style="list-style-type: none"> ○ Targeted Skills – Historical Context, Cultural Context • Eyes on the Prize (Video clips, website) <ul style="list-style-type: none"> ○ Targeted Skills – Historical Context, Cultural Context 			
Short Texts (1-3)			

Content Area:	English III	Grade(s)	11
Unit Plan Title:	The Evolving Perceptions of the American Dream		
<ul style="list-style-type: none"> ✓ Harlem – Langston Hughes (textbook p. 838) <ul style="list-style-type: none"> ○ Targeted Skills – Speaker, Analyze Rhythm, Repetition, Poetic Devices ✓ The Feminine Mystique and the Women’s Rights Movement – Betty Friedan (Eyewitness to America p. 542) <ul style="list-style-type: none"> ○ Targeted Skills –Historical Context, Cultural Context ✓ Death of a Salesman – Arthur Miller (play) <ul style="list-style-type: none"> ○ Targeted Skills – Conventions of Drama, Characterization, Tragedy, Tragic Hero, Foreshadowing, Theme, Drawing Conclusions, Making Inferences • Langston Hughes poetry p. 838 – “The Negro Speaks of Rivers”, “The Weary Blues” and “Mother to Son” <ul style="list-style-type: none"> ○ Targeted Skills – Speaker, Analyze Rhythm, Repetition, Poetic Devices • Sylvia Plath poetry – Lament (pdf) <ul style="list-style-type: none"> ○ Targeted Skills – Poetic Devices, Villanelle • The Story of an Hour – Kate Chopin (textbook p. 758) <ul style="list-style-type: none"> ○ Targeted Skills – Conflict, Irony, Prediction • Straw into Gold: The Metamorphosis of the Everyday - Sandra Cisneros (textbook p. 1224) <ul style="list-style-type: none"> ○ Targeted Skills – Voice, Analyze Structure • Gwendolyn Brooks poetry p .1230 – Life for my Child is Simple, Primer for Blacks <ul style="list-style-type: none"> ○ Targeted Skills – Repetition, Compare/Contrast, Poetic Devices 			
Suggested Writing Assessments			
<ul style="list-style-type: none"> • Narrative Writing Task: <ul style="list-style-type: none"> ○ Read to the end of <i>A Raisin in the Sun</i>. Think about the Younger family as developed through the play. Write an original resolution, in play form, continuing where Hansberry’s play ended. In your resolution, be sure to use what you have learned about the Younger family and the historical context of the time period. • Literary Analysis Task: <ul style="list-style-type: none"> ○ Reading Selection #1 – from <i>Death in the Woods</i> – Sherwood Anderson (textbook p.1080) ○ Reading Selection #2 – <i>To a Poor Old Woman</i> – William Carlos Williams (textbook p. 1081) ○ Poster – World War II Poster – (textbook p. 1081) <p>Write an essay analyzing how the authors’ use of irony help them convey their ideas.</p> • Research Simulated Task (RST): <p>Is money an essential factor of success in America? Support your position with evidence from the three sources.</p> <ul style="list-style-type: none"> ○ Source A – <i>A Raisin in the Sun</i> – Lorraine Hansberry Act 1 Scene 1 p. 32-35 ○ Source B – <i>Death of a Salesman</i> – Arthur Miller Act 1 p.60-65 ○ Source C – Steve Jobs Commencement Speech Video http://www.youtube.com/watch?v=UF8uR6Z6KLc 			

Content Area:	English III	Grade(s)	11
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Optional Writing Assignments:			
<ul style="list-style-type: none"> • Literary Analysis: This play is based on the poem by Langston Hughes, “Harlem”. Select one of the characters’ dreams and contrast his or her dream to the poem. Include an analysis of that character’s hopes and dreams in the play to the historical contexts in the informational and literary selections in this unit of study. • Literary Analysis Task: (discussion) <ul style="list-style-type: none"> ○ Reading Selection #1 – <i>A Raisin in the Sun</i> – Lorraine Hansberry p. 142-151 ○ Reading Selection #2 – <i>Death of a Salesman</i> – Arthur Miller p. 127-133 Write an essay analyzing the impact parenting has on children. • Research Simulated Task (RST): Compare and contrast the various definitions of the American Dream. Consider the time period, race, and generation from each of the following sources. You must use all three sources in the essay. <ul style="list-style-type: none"> ○ Source A – Defining the American Dream Video (2009) - http://www.nytimes.com/video/us/1194840031120/defining-the-american-dream.html ○ Source B – <i>A Raisin in the Sun</i> – Lorraine Hansberry – Act 1 Scene 1 p. 41-46 ○ Source C – <i>Death of a Salesman</i> – Arthur Miller –Act 2 p.93-99 			
Resources (websites, Blackboard, documents, etc.)			
<ul style="list-style-type: none"> • McDougal Littell Literature – American Literature (English Textbook) • Eyewitness to America - David Colbert (Supplemental Reference) • The American Reader – Diane Ravitch (Supplemental Reference) • PDF Documents • <i>A Raisin in the Sun</i> (play) – Lorraine Hansberry • <i>A Raisin in the Sun</i> (film) – (1961) • <i>A Raisin in the Sun</i> (film) – (2008) • www.discoveryeducation.com • Grammar Power Workbook – Mary Louis Wanamaker • Supplemental videos on historical context and authors (Mini Bios) • PARCC Assessment Workbook • Eyes on the Prize website - http://www.pbs.org/wgbh/amex/eyesontheprize/ • Children’s March DVD –Teaching Tolerance 			
Grammar Skills			
<ul style="list-style-type: none"> • Grammar Power Workbook Unit 6: Adjectives <ul style="list-style-type: none"> ○ What is an Adjective? ○ Articles ○ Proper Adjectives ○ Predicate Adjectives ○ Degrees of Adjectives ○ Verbs Used as Adjectives • Grammar Power Workbook Unit 7: Adverbs <ul style="list-style-type: none"> ○ What is an Adverb? ○ Adverbs vs. Adjectives ○ Degrees of Comparison ○ Problems with Adverbs and Adjectives ○ Double Negatives 			
Vocabulary			

Vocabulary in Context
(Target Words for Texts)

Harlem
deferred

A Raisin in the Sun

Act 1 Scene 1

defiance
futile
pretense
tyrant
vindicate

Act 1 Scene 2

assimilation
beseech
haphazard
heathen
suppress

A Raisin in the Sun

Act 2 Scene 1

cliché
dumbfounded
eccentric
oppressive
scrutinize

Act 2 Scenes 2-3

amiable
catastrophe
facetious
strident
undaunted

Act 3

linger
ominous
plunder
precarious
wrought

Death of a Salesman

Act 1

audacity
crestfallen
enthral
feasible
idealist
jovial
mercurial

Act 2

agonized
befuddled
candid
carte blanche
comradeship
contemptuous
remiss

Suggested Time

10 weeks

Frame:

- ✓ Informational and Short Texts used by all English III classes
- Informational and Short Texts that are optional for non-honors classes