

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut



English III College Prep

June 2016

Approved by BOE December 2016

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Course Overview

English III is a full-year course offered to eleventh grade students at the college prep and honors levels. English III is dedicated to the study of American literature and culture and is united by the theme of “E Pluribus Unum.” Students read major works of fiction and nonfiction with a focus on primary source documents. Students develop reading, writing, speaking, research, and viewing skills in alignment with Common Core standards. Students complete at least one research project with MLA documentation.

Pacing Guide

Unit Title	# of Weeks
Unit 1 -Encountering and Establishing New Cultures: Origins to 1800	8 - 10
Unit 2 - Romanticism and Realism: 1800 - 1890	8 - 10
Unit 3 - The Modern Period: 1900-1945	8 - 10
Unit 4 - Redefining America: 1945 - Present	8-10

New Milford Public Schools

Committee Member(s): Julie Rose Unit 1: Encountering and Establishing New Cultures: Origins to 1800	Course/Subject: English III College Prep Grade Level: 11 # of Weeks: 8-10
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> ● RI.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. ● RI.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.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. ● W.2. Write <u>informative/ explanatory texts</u> to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. ● W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research ● SL.4 Present information, findings, and evidence conveying a clear perspective such that listeners can follow the line of reasoning, and alternate or opposing perspectives are addressed. ● SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> ● The development of American national identity was forged from encounters between diverse cultures in the new world ● Early American and Native American experience often deviated from the European imagination of the new 	<ul style="list-style-type: none"> ● How do writers use persuasive appeals and rhetorical strategies to reach and convince their audiences? ● How was the new world imagined and represented in various early American texts versus the realities of the experience?

<p>world</p> <ul style="list-style-type: none"> ● Captivity takes many historical and psychological forms ● The social demand for conformity may conflict with the individual desire for freedom. 	<ul style="list-style-type: none"> ● How did early American views of Native Americans diverge from the realities of Native American experience and culture? ● How did early American writers depict the tension between conformity and the desire for individual freedom?
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Expected Performances
What students should know and be able to do

Students will know the following:

- Early American explorers and settlers' perception of Native Americans often diverged from the realities of Native American experience and culture
- Early American writers and thinkers strove to identify and create a national identity as distinct from European values and culture
- The tension between individual freedom and social conformity was explored by early American writings.

Students will be able to do the following:

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

Character Attributes

- Cooperation
- Perseverance

Technology Competencies

- Students can use the Internet and LLC databases to perform research related to English III
- Students can use technology, including Google Drive Docs/Apps, as well as other blogging, slide show, and video apps, to produce, publish, and update individual or shared writing/visual products in response to ongoing feedback, including new arguments or information.

Develop Teaching and Learning Plan

Teaching Strategies:

- Model and assign audio and visual materials to provide cultural context for early American writings and ideas
- Ask higher order critical thinking discussion questions and support student creation of high quality discussion questions
- Model and supervise guided practice for all aspects of rhetorical analysis of informational texts (Soapstone, rhetorical triangle of appeals)
- Provide free-writing and journaling prompts related to the content
- Plan and assess student writing and provide opportunities for revision
- Plan and assess opportunities for speaking and listening activities
- Utilize clips of film, video and theatrical productions/adaptations to engage students in the staging and directorial choices pertinent to drama and film as texts
- Create small group work and jigsaw tasks to foster comprehension and critical thinking
- Organize fishbowl, Socratic Seminar, and other student-directed discussion activities
- Implement literature circles
- Organize debates
- Include Think-Pair-Share as a routine

Learning Activities

- Read and analyze informational texts, primary source documents, and historical documents
- Identify and explain rhetorical strategies in informational texts
- Collaborate in small groups to identify rhetorical devices and share ideas about historical documents
- Compose a poem that reflects a contemporary perspective on an early American poet's work
- Perform a rhetorical analysis of an historical political cartoon and/or contemporary t.v. commercial
- Perform a rhetorical analysis of an informational text in a timed, in-class setting
- Analyze film, video, and theatrical versions of *The Crucible*, *The Scarlet Letter* as visual texts
- Present an original rhetorical speech utilizing various rhetorical devices; write a metatext on choices and effects on audience
- Use digital media for inquiry-based research on topics of choice
- Create and maintain a Facebook page for a character in *The Crucible*

Learning Activities Oriented Specifically to CP Include:

activity

- Model and provide guided practice in note taking from visual and print sources

Teaching Strategies Specific to CP Include:

- *Routinize Do Now's and Exit Slips to check for comprehension*
- *Offer multiple, brief opportunities for writing in a block period versus one extended session to build writing stamina*
- *Create frequent opportunities for 'low-stakes' writing tasks such as journaling and free-writing to build writing stamina*
- *Routinize the practice of peer editing, online comments on draft by instructor, and revision to build students' writing proficiency*
- *Create and distribute graphic organizers to support analysis of texts*
- *Assign inquiry-based projects for purposes of differentiation*
- *Offer a range of reading lexile level texts suitable for students at all reading levels (e.g. News ELA for informational texts)*
- *Introduce relevant, supplementary informational texts of high interest*
- *Incorporate visual, audio, tactile and kinesthetic components for purposes of differentiation*
- *Provide student choices to address the essential question and allow for scaffolding opportunities*
- *Monitor and assess student product daily and individually*
- *Adjust lesson content and scaffold as needed per individual student to meet the learning needs of all students*

- *Complete guided reading questions for homework*
- *Complete Do Now's and Exit Slips as daily routine*
- *Complete graphic organizers for daily classwork*
- *Utilize and analyze visual texts in class to enhance comprehension of the literature*
- *Choose from a selection of learning tasks*
- *Assist in creating learning tasks and objectives*
- *Collaborate with a partner to read and underline rhetorical strategies in an informational text*
- *Choose appropriate Lexile-level informational and literary texts when using News ELA, No Fear Literature and other online reading sites with adjusted Lexile levels*
- *Look up unknown vocabulary*

Assessments	
Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p><u>Common Summative End of Unit Assessment:</u></p> <p style="padding-left: 40px;">Goal: Speech & Self-Reflection</p> <p style="padding-left: 80px;">Role: Speech Maker</p> <p style="padding-left: 80px;">Audience: Classmates</p> <p>Situation: Composition and Presentation of Persuasive Appeal of Choice</p> <p style="padding-left: 40px;">Product or Performance: Compose and deliver a persuasive appeal of choice and reflect in a 1-page metatext upon rhetorical strategies used</p> <p style="padding-left: 40px;">Standards for Success: Departmental writing and oral presentation rubrics</p>	<ul style="list-style-type: none"> ● Compose a rhetorical analysis of an informational text (in a timed setting (1-2 pp). ● Respond in writing to 1 of the unit's Essential Questions using text from Unit 1 (1-2 pp). ● Soapstone Graphic Organizers for Rhetorical Analysis ● Mini-Papers on Rhetorical Analysis ● Reading Quizzes ● Reading Responses/Logs ● Poem Reflecting Contemporary Response to an Early American Poet ● Says / Does Analyses. <li style="padding-left: 100px;">. <li style="padding-left: 100px;">.
SUGGESTED RESOURCES`	
<p><u>LITERARY TEXTS</u></p> <p><u>Novels</u> Hawthorne, <i>The Scarlet Letter</i></p> <p><u>Poetry</u> Bradstreet, "The Author to Her Book," "To My Dear and Loving Husband," "Upon the Burning of Our House" Boland, "Becoming Anne Bradstreet" Wheatley, "On Being Brought from Africa to America" Jordan, "The Difficult Miracle of Black Poetry in America: Or Something like a Sonnet for Phyllis Wheatley" Freneau, "Indian Burying Ground" Erdrich, "Captivity"</p>	

Drama

Miller, *The Crucible*

INFORMATIONAL TEXTS

Primary Sources from First Encounters in the New World including:

Columbus

De Vaca

Las Casas

Carroll, from *Letters of a Nation*

Zinn, from *A People's History of the United States 1492-Present*

Native American Texts (e.g. Creation & Trickster Stories, The Iroquois Constitution)

Rowlandson, from "A Narrative of the Captivity and Restoration of Mrs. Mary

Rowlandson"

Primary Sources from England and Its Colonies including:

Bradford, from *Of Plymouth Plantation*

Smith, "The Generall Historie"

Winthrop, "Model of Christian Charity"

Edwards, "Sinners in the Hands of an Angry God"

Primary Sources from the Revolutionary Period including:

Henry, "Speech to the VA Convention"

Paine, from *Common Sense*

Jefferson, *The Declaration of Independence*

U.S. Constitution

Essays

Momaday, "The Becoming of the Native"

Miller, "Why I Wrote *The Crucible*"

<p>Committee Member(s): Julie Rose Unit 2: Romanticism and Realism: 1800-1890</p>	<p>Course/Subject: English III College Prep Grade Level: 11 # of Weeks: 8-10</p>
<p>Identify Desired Results</p>	
<p>Common Core Standards</p>	
<ul style="list-style-type: none"> ● RL.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. ● RL.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. ● RL.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). ● W.1. Write <u>arguments</u> to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● SL.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. ● L.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. 	
<p>Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p>Essential Questions Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> ● Students will understand the concepts and practice of constructing claims, argumentation, counter-claims, and supporting textual evidence. ● Students will understand how the literature of the American Renaissance reflects a nation-building enterprise in terms of establishing a national cultural identity 	<ul style="list-style-type: none"> ● What are the elements of successful argumentation? ● How do texts of American Romanticism engage in the larger national project of constructing American cultural identity as distinct from Europe? ● How does American Gothicism reflect the anxieties and fears of 19th century America? ● How does American realism embody a maturing vision of our nation and culture?

Expected Performances

What students should know and be able to do

Students will know the following:

- Specific literary movements reflect and express reactions to cultural events and ideologies
- Elements of literature (e.g. character, narration, point of view, narrative structure, setting, theme, figurative language)
- Meaning and connotations of words can change over time, reflecting transformations in social thought and values
- Successful argumentation utilizes and adheres to the concepts of claims, counterclaims, textual evidence, analysis and evaluation

Students will be able to do the following:

- 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
- 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.
- 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).
- Write arguments to support claims, using valid reasoning and relevant and sufficient evidence.
- 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.
- Use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Character Attributes

- Citizenship Courage

Technology Competencies

- Students can use the Internet and LLC databases to perform research related to English III
- Students can use technology, including Google Drive Docs/Apps, as well as other blogging, slide show, and video apps, to produce, publish, and update individual or shared writing/visual products in response to ongoing feedback, including new arguments or information.

Develop Teaching and Learning Plan

Teaching Strategies:

- Model and assign audio and visual materials to provide cultural context for American Renaissance writings and ideas
- Ask higher order critical thinking discussion questions and support student creation of high quality discussion questions
- Provide free-writing and journaling prompts related to the content
- Plan and assess student writing and provide opportunities for revision
- Plan and assess opportunities for speaking and listening activities
- Utilize clips of film, video and theatrical productions/adaptations to engage students in the staging and directorial choices pertinent to drama and film as texts
- Create small group work and jigsaw tasks to foster comprehension and critical thinking
- Organize fishbowl, Socratic Seminar, and other student-directed discussion activities
- Implement literature circles
- Organize debates
- Include Think-Pair-Share as a routine activity
- Model and provide guided practice in note taking from visual and print sources

Teaching Strategies Specific to CP Include:

- *Routinize Do Now's and Exit Slips to check for comprehension*
- *Offer multiple, brief opportunities for writing in a block period versus one extended session to build writing stamina*

Learning Activities:

- Read, identify, and analyze the arguments of others
- Compose an argument about a 19th century literary text
- Collaborate with a partner to analyze text, create quality discussion questions and share ideas
- Use digital media for inquiry-based research on topics of choice
- Maintain reader response journals/notes
- Analyze film, video, and theatrical versions of *Huck Finn* as visual texts
- Analyze original illustrations of *Huck Finn* as visual texts
- Use digital media for inquiry-based research on topics of choice

Learning Activities Oriented Specifically to CP Include:

- *Complete guided reading questions for homework*
- *Complete Do Now's and Exit Slips as daily routine*
- *Complete graphic organizers for daily (graded) classwork*
- *Utilize and analyze visual texts in class to enhance comprehension of the literature*
- *Choose from a selection of learning tasks*
- *Assist in creating learning tasks and objectives*
- *Choose appropriate lexile-level informational and literary texts when using News ELA, No Fear Literature and other online reading sites with adjusted Lexile levels*
- *Look up unknown vocabulary*

<ul style="list-style-type: none"> ● <i>Create frequent opportunities for ‘low-stakes’ writing tasks such as journaling and free-writing to build writing stamina</i> ● <i>Routinize the practice of peer editing, online comments on draft by instructor, and revision to build students’ writing proficiency</i> ● <i>Create and distribute graphic organizers to support analysis of texts</i> ● <i>Assign inquiry-based projects for purposes of differentiation</i> ● <i>Offer a range of reading lexile level texts suitable for students at all reading levels (e.g. News ELA for informational texts)</i> ● <i>Introduce relevant, supplementary informational texts of high interest</i> ● <i>Incorporate visual, audio, tactile and kinesthetic components for purposes of differentiation</i> ● <i>Provide student choices to address the essential question and allow for scaffolding opportunities</i> ● <i>Monitor and assess student product daily and individually</i> ● <i>Adjust lesson content and scaffold as needed per individual student to meet the learning needs of all students</i> 	
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Assessments	
<p style="text-align: center;">Performance Task(s)</p> <p style="text-align: center;">Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p style="text-align: center;">Other Evidence</p> <p style="text-align: center;">Application that is functional in a classroom context to evaluate student achievement of desired results</p>

Common Summative End of Unit

Assessment :

Goal: Argumentative Essay (2-3 pp.)

Role: Writer /Student

Audience: School Audience

Situation: Students will enter into an ongoing public conversation -- and construct an argument of their own -- about a 19th century literary text whose message is still debated in today's society. For instance:

Should public schools teach *The Adventures of Huckleberry Finn*?

Product or Performance: Argumentation Writing

Standards for Success: Publishable for the school blog or newspaper; argumentation writing departmental rubric.

- Construct an argumentative essay referring to 19th century American texts in which you connect the development of the nation with specific literary movements and concerns.
- Argumentation Analysis Using Graphic Organizers
- Says / Does Analyses
- Mini-Arguments on Readings Debate Participation
- Socratic Seminar Participation

Suggested Resources

LITERARY TEXTS

Novels & Short Fiction

- Poe, Stories
- Hawthorne, Stories
- Twain, *The Adventures of Huckleberry Finn*
- *No Fear Literature online (adaptation into contemporary language of Huck Finn)*
- *Vox Libre audio recording of Huck Finn*

Poetry

- Whitman, *Leaves of Grass*
- Dickinson, Poems

Drama

- Lee & Lawrence, *The Night Thoreau Spent in Jail*

INFORMATIONAL TEXTS

Essays & Documents

- Thoreau, from *Civil Disobedience. On Walden Pond*
- Emerson, from "Self-Reliance," *Nature*
- Dillard, "Living Like Weasels"
- Anastias, "The Foul Reign of Emerson's 'Self-Reliance'"

Slave Narratives

- Douglass, *The Narrative of the Life of Frederick Douglass*
- Truth, *Narrative of Sojourner Truth, "Ain't I a Woman?"*
- *Amistad*

Contemporary Non-Fiction

- Krakauer, *Into the Wild*
- News ELA online (Lexile gradations)

Visual Texts

Cole, Hudson River School landscape paintings

<p>Committee Member(s): Julie Rose Unit 3: The Modern American Period: 1900-1945</p>	<p>Course/Subject: English III College Prep Grade Level: 11 # of Weeks: 8-10</p>
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> ● RL.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 ● RL.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. ● RL.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). ● RL.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. ● W. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. ● SL.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. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> ● Definitions and beliefs regarding the vitality of the American Dream diverge ● The richness of one’s life is not always determined by economic wealth and possessions ● Modernization and world war resulted in the alienation and disillusionment embodied by many 	<ul style="list-style-type: none"> ● How can close reading of figurative language, tone, omission, irony, and other literary devices enhance our comprehension of non-conventional modernist literary texts? ● How did modernization and world war result in alienation and disillusionment in the early American 20th century? ● Can money buy anything? Are there some things money cannot buy?

early 20th century texts.	<ul style="list-style-type: none"> ● In what ways does <i>The Great Gatsby</i> critique modern culture, and/or the concept of the American Dream? ● How do multiple versions of a text in film and other media offer original interpretations that can expand our understanding of a narrative?
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Expected Performances
What students should know and be able to do

- Students will know the following:
- Elements of fiction, including narrative voice, structure, dramatic irony, imagery, flashbacks
 - Modernist texts require close reading strategies
 - Dominant themes of early 20th century American literature include alienation, disillusionment, and questioning of conventional norms
- Students will be able to do the following:
- Perform close readings of complex literary texts (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)
 - Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
 - 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.
 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
 - 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.

Character Attributes

- Loyalty
- Compassion

Technology Competencies

- Students can use the Internet and LLC databases to perform research related to English III
- Students can use technology, including Google Drive Docs/Apps, as well as other blogging, slide show, and video apps, to produce, publish, and update individual or shared writing/visual products in response to ongoing feedback, including new arguments or information.

Develop Teaching and Learning Plan

Teaching Strategies:

- Model and assign audio and visual materials to provide cultural context for modernist works (e.g. 1920s culture, commodification, Jazz Age)
- Ask higher order critical thinking discussion questions and support student creation of high quality discussion questions
- Model and supervise guided practice for close reading strategies for modernist works
- Provide free-writing and journaling prompts related to the content
- Plan and assess student writing and provide opportunities for revision
- Plan and assess opportunities for speaking and listening activities
- Utilize clips of film, video and theatrical productions/adaptations to engage students in the staging and directorial choices pertinent to drama and film as texts
- Create small group work and jigsaw tasks to foster comprehension and critical thinking
- Organize fishbowl, Socratic Seminar, and other student-directed discussion activities
- Implement literature circles
- Organize debates
- Include Think-Pair-Share as a routine

Learning Activities:

- Perform close readings of modern literary texts.
- Use digital media for inquiry-based research on topics of choice pertaining to cultural contexts for modernist works of literature .
- Analyze film, video, and theatrical adaptations of primary texts as visual texts
- Collaborate in small groups to analyze text, create quality discussion questions and share ideas
- Maintain reader response journals/notes
- Prepare for domain specific vocabulary quizzes/tests
- Complete a research project associated with the modern period or the American Dream
- Use MLA citation in written responses

Learning Activities Oriented Specifically to CP Include:

- *Complete guided reading questions for homework*
- *Complete Do Nows and Exit Slips as daily routine*
- *Complete graphic organizers for daily classwork*
- *Utilize and analyze visual texts in class to enhance comprehension of*

activity

- Model and provide guided practice in note taking from visual and print sources

Teaching Strategies Specific to CP Include:

- *Routinize Do Nows and Exit Slips to check for comprehension*
- *Offer multiple, brief opportunities for writing in a block period versus one extended session to build writing stamina*
- *Create frequent opportunities for ‘low-stakes’ writing tasks such as journaling and free-writing to build writing stamina*
- *Routinize the practice of peer editing, online comments on draft by instructor, and revision to build students’ writing proficiency*
- *Create and distribute graphic organizers to support analysis of texts*
- *Assign inquiry-based projects for purposes of differentiation*
- *Offer a range of reading lexile level texts suitable for students at all reading levels (e.g. News ELA for informational texts)*
- *Introduce relevant, supplementary informational texts of high interest*
- *Incorporate visual, audio, tactile and kinesthetic components for purposes of differentiation*
- *Provide student choices to address the essential question and allow for scaffolding opportunities*
- *Monitor and assess student product daily and individually*
- *Adjust lesson content and scaffold as needed per individual student to meet the learning needs of all students*

the literature

- *Choose from a selection of learning tasks*
- *Assist in creating learning tasks and objectives*
- *Collaborate with a partner to read and underline rhetorical strategies in an informational text*
- *Choose appropriate lexile-level informational and literary texts when using News ELA, No Fear Literature and other online reading sites with adjusted Lexile levels*
- *Look up unknown vocabulary*

Assessments

<p>Performance Task(s)</p> <p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Other Evidence</p> <p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
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<p>Goal: Research Cultural Contexts for <i>The Great Gatsby</i></p> <p>Role: Student expert in a particular area of the 1920s</p> <p>Audience: School Community</p> <p>Situation: Visual presentation of research for public viewing</p> <p>Product or Performance: Digitally presented visual presentation</p> <p>Standards for Success: Departmental oral presentation rubric</p>	<p><u>Common End-of-Unit Assessment:</u></p> <p>Compose a literary analysis of <i>The Great Gatsby</i>. Use close reading to support the argument you make about the novel as a reflection of 20th century American culture and/or Fitzgerald's view of the American Dream (2-3 pp.).</p> <p style="text-align: center;">Close Reading Tasks Reading Quizzes Says/Does Analyses Film Analyses</p>
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Suggested Resources

<p><u>LITERARY TEXTS</u></p> <p><i>Novels & Short Fiction</i></p> <ul style="list-style-type: none"> ● Chopin, <i>The Awakening</i> ● Gilman, "The Yellow Wallpaper" ● Fitzgerald, <i>The Great Gatsby, Tales of the Jazz Age</i> ● Hemingway, <i>A Farewell to Arms, The Sun Also Rises</i> ● Hurston, <i>Their Eyes Were Watching God</i> ● Steinbeck, <i>Travels with Charley, Grapes of Wrath</i> <p><i>Poetry</i></p> <ul style="list-style-type: none"> ● Masters, <i>Spoon River Anthology</i> ● Hughes ● Other Harlem Renaissance Poetry & Fiction ● Frost ● Pound, "In a Station at the Metro" ● Cummings, Poems ● Guthrie, Poems
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Drama

- Wilder, *Our Town*

INFORMATIONAL & VISUAL TEXTS

- Nonfiction readings and visual texts on the American Dream from contemporary journalistic sources
- News ELA

Committee Member(s): Julie Rose
Unit 4: Redefining America: 1945 - Present

Course/Subject: English III College Prep
Grade Level: 11
of Weeks: 8-10

Identify Desired Results

Common Core Standards

- RL.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
- RI.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.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.
- SL.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 style="text-align: center;">Enduring Understandings</p> <p style="text-align: center;">Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p style="text-align: center;">Essential Questions</p> <p style="text-align: center;">Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> ● Alienation, disillusionment, and the problem of making meaning itself continued to pervade 20th century American literature In the wake of World War II, Vietnam, and other historical events ● American writers of diverse cultural backgrounds are finding and establishing their voices in narratives, poems, and other media that attempt to make meaning of 20/21st century experience ● 21st century technology and digital media has transformed the contexts and modes in which we convey narrative, with an increasing emphasis on using and interpreting visual imagery 	<ul style="list-style-type: none"> ● In what ways does 20th century American literature extend the themes of alienation and disillusionment, along with the problem of making meaning, that originated in the modern American period? In what ways does it break away from that perspective? ● How does cultural background shape the voice, style, and content of the narratives contemporary writers tell? Of the stories we want to tell? ● How do contemporary autobiographical writers and graphic novelists use narrative techniques and visual images to transform live experience into story? ● How have the contexts and modes in which contemporary writers communicate with their audiences changed due to advancements in technology and digital media?
<p>Expected Performances</p> <p>What students should know and be able to do</p>	
<p style="text-align: center;">Students will know the following:</p> <ul style="list-style-type: none"> ● the problem of making meaning is a central subject of contemporary literature, especially in the postmodernism movement ● Contemporary fiction displays the multiplicity of voices and cultures that constitute American literature ● Visual texts can convey and/or amplify a narrative and are increasingly significant in 21st century digital media culture. <p style="text-align: center;">Students will be able to do the following:</p> <ul style="list-style-type: none"> ● Read and comprehend literature, including stories, dramas, and poems, in the grades 	

11–CCR text complexity band proficiently.

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

Character Attributes

- Collaboration
- Perseverance

Technology Competencies

- Embedded in Common Core

Develop Teaching and Learning Plan

Teaching Strategies:

- Model and assign audio and visual materials to provide cultural context for contemporary American writings and ideas
- Ask higher order critical thinking discussion questions and support student creation of high quality discussion questions
- Provide free-writing and journaling prompts related to the content
- Plan and assess student writing and provide opportunities for revision

Learning Activities:

- Perform close readings of contemporary literary texts.
- Use digital media for inquiry-based research on topics of choice related to American contemporary literature
- Collaborate in small groups to analyze text, create quality discussion questions and share ideas
- Maintain reader response journals/notes
- Use MLA citation in written responses

- Plan and assess opportunities for speaking and listening activities
- Utilize clips of film, video and theatrical productions/adaptations to engage students in the staging and directorial choices pertinent to drama and film as texts
- Create small group work and jigsaw tasks to foster comprehension and critical thinking
- Organize fishbowl, Socratic Seminar, and other student-directed discussion activities
- Implement literature circles
- Organize debates
- Include Think-Pair-Share as a routine activity
- Model and provide guided practice in note taking from visual and print sources

Teaching Strategies Specific to CP Include:

- *Routinize Do Now's and Exit Slips to check for comprehension*
- *Offer multiple, brief opportunities for writing in a block period versus one extended session to build writing stamina*
- *Create frequent opportunities for 'low-stakes' writing tasks such as journaling and free-writing to build writing stamina*
- *Routinize the practice of peer editing, online comments on draft by instructor, and revision to build students' writing proficiency*
- *Create and distribute graphic organizers to support analysis of texts*
- *Assign inquiry-based projects for purposes of differentiation*
- *Offer a range of reading Lexile level texts suitable for students at all reading levels (e.g. News ELA for informational texts)*

Learning Activities Oriented Specifically to CP Include:

- *Complete guided reading questions for homework*
- *Complete Do Now's and Exit Slips as daily routine*
- *Complete graphic organizers for daily classwork*
- *Utilize and analyze visual texts in class to enhance comprehension of the literature*
- *Choose from a selection of learning tasks*
- *Assist in creating learning tasks and objectives*
- *Collaborate with a partner to read and underline rhetorical strategies in an informational text*
- *Choose appropriate lexile-level informational and literary texts when using News ELA, No Fear Literature and other online reading sites with adjusted Lexile levels*
- *Look up unknown vocabulary*

<ul style="list-style-type: none"> ● <i>Introduce relevant, supplementary informational texts of high interest</i> ● <i>Incorporate visual, audio, tactile and kinesthetic components for purposes of differentiation</i> ● <i>Provide student choices to address the essential question and allow for scaffolding opportunities</i> ● <i>Monitor and assess student product daily and individually</i> ● <i>Adjust lesson content and scaffold as needed per individual student to meet the learning needs of all students</i> 	
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Assessments	
Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Personal Narrative & Self-Reflection on Choices</p> <p>Role: Writer and/or Illustrator</p> <p>Audience: Classmates in Gallery Walk</p> <p>Situation: Write and/or illustrate an autobiographical narrative based on real-life events</p> <p>Product or Performance: Autobiographical and/or Graphic Narrative</p> <p>Standards for Success: Departmental or CCSS Narrative Writing Rubric</p>	<p><u>Common End-of-Unit Assessment:</u></p> <p>Conduct and write an inquiry-based research essay based on the Essential Question from this unit: How does cultural background shape the voice, style, and content of the narratives contemporary writers tell? Of the stories we want to tell? (3-5 pp.).</p> <p>Close readings of contemporary texts Rhetorical analyses of contemporary texts Argumentative writing about contemporary texts</p>

Suggested Resources

LITERARY TEXTS

Novels

- Spiegelman, *Maus I & II*
- O'Brien, *The Things They Carried*
- Vonnegut, *Slaughterhouse Five*
- Gaines, *A Lesson Before Dying*
- McCarthy, *All the Pretty Horses*
- Silko, *Ceremony*
- Ellison, *Invisible Man*
- Malamud, *The Natural*
- Erdrich, *The Round House*
- Alvarez, *How the Garcia Girls Lost Their Accents*
- Guterson, *Snow Falling on Cedars*

Poetry

Rich, from *Diving into the Wreck*

Plath, Poems

Baraka, Poems

Lee, Poems

Dove, Poels

Drama

- Miller, *Death of a Salesman, The Crucible*
- Williams, *A Streetcar Named Desire, Glass Menagerie*

Autobiography

- Malcolm X, *The Autobiography of Malcolm X*
- Heat-Moon, *Blue Highways*
- McBride, *The Color of Water*

