

# Unit 1: Early American Literature

Content Area: **English**  
Course(s): **ENGLISH III**  
Time Period: **Marking Period 1**  
Length: **10 weeks**  
Status: **Published**

## Section Title

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## Standards

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### Reading Literature

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LA.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.
LA.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.
LA.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.)
LA.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.)
LA.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.
LA.RL.11-12.10a	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.

### Reading Information

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LA.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.
LA.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.
LA.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.

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

## Writing

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LA.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.
LA.W.11-12.2.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.
LA.W.11-12.2.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.
LA.W.11-12.2.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.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.2.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.
LA.W.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.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.
LA.W.11-12.3.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.
LA.W.11-12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.11-12.3.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).
LA.W.11-12.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.11-12.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

LA.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.)
LA.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.
LA.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.
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.11-12.9.A	Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
LA.W.11-12.9.B	Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
LA.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.

## **Speaking and Listening**

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LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.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.
LA.SL.11-12.1.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.
LA.SL.11-12.1.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.
LA.SL.11-12.1.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.
LA.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.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## **Language**

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LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when
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	writing or speaking.
LA.L.11-12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.2.A	Observe hyphenation conventions.
LA.L.11-12.2.B	Spell correctly.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
LA.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
LA.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LA.L.11-12.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
LA.L.11-12.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **Life Literacies & Key Skills**

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TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

## Transfer Goals

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### Transfer Goals

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Students will closely and critically read works of informational texts, short fiction, and long fiction. Through writing, class discussions, and close reading activities, students will interpret what they read and present analysis based on appropriate examples and evidence from the text. They will assess the strength of an author's or speaker's points and assumptions based on evidence from the text. Additionally, students will expand their cultural knowledge by reading works representative of various cultures and worldviews. The students will develop the skill, fluency, and concentration to produce high-quality writing, as well as the capacity to edit and improve their writing over multiple drafts. Writing tasks include research papers, argumentative and explanatory essays, and literary analysis.

### Concepts

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### Essential Questions

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- How are the tone and purpose portrayed in a text and how do they impact the understanding of the overall message?
- How can specific events and societal shifts elicit different reactions or interpretations? (e.g. Dark Romanticism versus Transcendentalism)
- How do the selections express the shared qualities of the voices and cultures in the Early American historical period?
- How do the selections express the shared qualities of the voices and cultures in the Early American historical period?

### Understandings

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Theme

Author's Purpose

Point of View

Tone

Mood

## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

Historical background

Dark Romanticism

Transcendentalism

### **Skills**

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Students will be able to:

- Analyze how historical background influences authors, their point of view, and their purpose.
- Evaluate the impact of tone and mood on themes and central ideas.
- Identify themes and central ideas of texts.
- Identify tone and mood.

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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Study guides/ Guided Reading Questions

Discussions

Journals

Warm-ups and/or door passes

Graphic organizers, reading and Vocabulary quizzes

Peer editing sheets

Annotated text

Reading checks

Rough drafts

Outlines

Exit tickets

Google Forms

### **School Summative Assessment Plan**

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Close reading tests and quizzes on passages and articles with similar themes/topics/ideas

Summative Assessment Close reading passages

Summative Explanatory Essay

Summative Persuasive Essay

Summative Narrative Writing

Summative Reading Logs and Book Jacket

### **Primary Resources**

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Native American Myths

"Of Plymouth Plantation"

"Narrative of Captivity"

"Sinner in the Hands of an Angry God"

"The Devil and Tom Walker"

"The Legend of Sleepy Hollow"

"Young Goodman Brown"

"The Minister's Black Veil"

"The Birth-Mark"

"The Tell Tale Heart"

"The Black Cat"

"The Cask of Amontillado"

"Fall of the House of Usher"

"Cannibalism in the Cars"

Excerpts from *Moby Dick*

"Self-Reliance"

"Nature"

Excerpts from *Walden*

"Civil Disobedience"

"Song of Myself"

"I Hear America Singing"

"Transcendental Wild Oats"

## **Supplementary Resources**

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Guided Reading questions

Outlines

Double Entry Journal Examples

Personal Myth Rubric

Video Clips

Webquest

Commonlit

Jigsaw Graphic organizer

## **Technology Integration and Differentiated Instruction**

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## **Technology Integration**

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Google Docs

Google Slides (presentation software)

Google Drive

Google Classroom

1 to 1 Student Laptops

WD Research Databases (Ebsco Host, etc... )

## **Differentiated Instruction**

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### **Gifted Students (N.J.A.C.6A:8-3.1)**

Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

### **English Language Learners (N.J.A.C.6A:15)**

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

All assignments have been created in the student's native language.

Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

## **Special Education Students (N.J.A.C.6A:8-3.1)**

- ❑ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ❑ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

## **Interdisciplinary Connections**

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**MATH** - When researching data, students might be asked to reflect on various statistical projections and, at times, perform basic mathematical functions in order to learn something new.

**SCIENCE** - As a result of science becoming more a part of our everyday lives, students may find themselves, by way of current events or selected non-fiction, reading claims regarding contemporary science statistics and news.

**SOCIAL STUDIES** - Because history is so deeply rooted in both literature and the way we develop as a culture, we will be reading non-fiction on historic issues frequently.

**WORLD LANGUAGES** - Students may encounter specific words responsible for shaping the way a certain population views the world that do not come from their first language.

**VISUAL/PERFORMING ARTS** - Because the arts make up such a large part of our everyday lives, whether it be in the form of music, film, drama, etc..., students may find themselves, by way of selected non-fiction, reading claims regarding cultural trends and the arts.

**APPLIED TECHNOLOGY** - Students will utilize various technological tools in the class to build presentations and/or collaborate.

**BUSINESS EDUCATION** - As students look back on historic decisions regarding government, economics, and policy, they may find themselves reading news articles regarding business, commerce, and/or economic policies.

GLOBAL AWARENESS - Much like our connection with Social Studies, because what happens on a global level influences literature and the way we develop as a culture, we will be reading non-fiction on contemporary and historic global issues frequently.

## Learning Plan / Pacing Guide

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	Unit 1 Content	Assessments and Resources
Week	Note: Students will participate in continuous independent reading throughout the marking period. This will be connected to the greater skills in every unit. Intro to class; Native American Myths	
1	-Rules and procedures -Syllabus - “Importance of High School Junior Year” - Guided Note Taking - Myths intro (Moana Clip) - “The Sun Still Rises in the Same Sky” Native American Myths - “Fire”: Identify two characteristics of a Native American Myth and one value	-Syllabus - “Importance of High School Junior Year” -Guided Notes -Moana Clip
2	- “The Earth on Turtle’s Back”:Double entry journal focusing on interaction between man and nature - “Awi Usdi, The Little Deer”: Double entry journal focusing on interaction between man and nature - Wrap up: What role does nature fulfill in each myth? (graphic organizer) -Write their own myth emphasizing a value they believe should be passed down (students will use characteristics of myth previously discussed)	-Double Entry Journal Instructions -Graphic Organizer -Personal Myth Directions / Rubric
3	Colonial Literature (“Of Plymouth Plantation”, “Narrative of Captivity”, “Sinner in the Hands of an Angry God”) -Webquest: establish historical context -“Of Plymouth Plantation”: references to God, role of God	-Webquest directions - Organizer/Questions “Of Plymouth

	(allusion, thematic)		Plantation”
	-“Narrative of Captivity”: allusions		-Organizer/ Questions “Narrative of Captivity”
	Colonial Literature (“Of Plymouth Plantation”, “Narrative of Captivity”, “Sinner in the Hands of an Angry God”)		-Organizer/ Questions “Sinners in the Hands of an Angry God”
4	-“Sinners in the Hands of an Angry God”: note figurative language		-Writing assignment focusing on literary devices and author’s purpose
	- Wrap up: students analyze and evaluate the use of literary devices and their effect in helping an author achieve their purpose		
	Dark Romantics or Transcendentalists		
	Dark Romantics	Transcendentalists	-Guided Questions
5	Irving: “The Devil and Tom Walker”	Emerson: “Self-Reliance”	-Commonlit questions
	“The Legend of Sleepy Hollow”	“Nature”	
	-Guided reading questions	-Guided reading questions	-Video Version
	-Video version	-Commonlit	
	Dark Romantics or Transcendentalists		
	Dark Romantics	Transcendentalists	-Guided reading questions
6	Hawthorne: “Young Goodman Brown”	Thoreau: Excerpts from Walden	-Commonlit questions
	“The Minister’s Black Veil”		
	“The Birth-Mark”	-Guided reading questions	
	-guided reading questions	-Commonlit	
	Dark Romantics or Transcendentalists		
	Dark Romantics	Transcendentalists	-Guided questions
	Poe: “The Tell Tale Heart”		-Jigsaw Graphic organizer
7	• Multiple choice test practice	Thoreau: “Resistance to Civil Government” (“Civil Disobedience”)	-Commonlit
	- Jigsaw “The Black Cat”, “The Cask of Amontillado”, “The Fall of the House of Usher”	-Guided reading questions	-Extraordinary Tales video clips
	-Extraordinary Tales video shorts of certain stories	-Commonlit	

Dark Romantics or Transcendentalists

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| 8  | Dark Romantics<br>Twain: "Cannibalism in the Cars"<br>-Guided reading questions<br>Dark Romantics or Transcendentalists | Transcendentalists<br>Whitman: "Song of Myself"<br>"I Hear America Singing"<br>-Guided Questions | -Guided reading questions  |
| 9  | Dark Romantics<br>Melville: Excerpts from Moby Dick<br>-guided reading questions  | Transcendentalists<br>Alcott: "Transcendental Wild Oats"<br>-guided reading questions            | -Guided Reading Questions<br><br>-Linkit assessment for Dark Romantics and/or Transcendentalists |
| 10 | Summative Assessments on Dark Romantics or Transcendentalist; IR Summative assessment                                   |  | -IR Creative Bookjacket and logs   |

# Unit 2: Early-Mid Twentieth Century American Literature

Content Area: **English**  
Course(s): **ENGLISH III**  
Time Period: **Marking Period 1**  
Length: **10 weeks**  
Status: **Published**

## Standards

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### Reading Literature

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LA.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.
LA.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.
LA.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.)
LA.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.
LA.RL.11-12.10a	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.

### Reading Information

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

### Writing

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LA.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.
LA.W.11-12.2.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.

- LA.W.11-12.2.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.
- LA.W.11-12.2.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.
- LA.W.11-12.2.D Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- LA.W.11-12.2.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.
- LA.W.11-12.2.F Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- LA.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.)
- LA.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.
- LA.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.
- LA.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- LA.W.11-12.9.A Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
- LA.W.11-12.9.B Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
- LA.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.

## Speaking and Listening

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- LA.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- LA.SL.11-12.1.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.
- LA.SL.11-12.1.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.
- LA.SL.11-12.1.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.
LA.SL.11-12.1.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.
LA.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.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## Language

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LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.2.A	Observe hyphenation conventions.
LA.L.11-12.2.B	Spell correctly.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
LA.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
LA.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LA.L.11-12.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
LA.L.11-12.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Life Literacies & Key Skills

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TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

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## Transfer Goals

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### Transfer Goals

Students will closely and critically read works of informational texts, short fiction, and long fiction. Through writing, class discussions, and close reading activities, students will interpret what they read and present analysis based on appropriate examples and evidence from the text. They will assess the strength of an author's or speaker's points and assumptions based on evidence from the text. Additionally, students will expand their cultural knowledge by reading works representative of various cultures and worldviews. The students will develop the skill, fluency, and concentration to produce high-quality writing, as well as the capacity to edit and improve their writing over multiple drafts. Writing tasks include research papers, argumentative and explanatory essays, and literary analysis.

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## Concepts

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### Essential Questions

- How do socioeconomic differences create conflict?
- How do the age, background, and characterization of main characters influence our perception and understanding of the story?
- How does the American Dream influence individual's motives and actions?

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### Understandings

- Characterization

- Theme

## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

- Characterization is developed through a character's actions, decisions, interactions with other characters, speech and thoughts.
- Theme is a means of conveying an author's interpretation of his or her surroundings.

### **Skills**

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Students will be able to:

- Analyze how conflict contributes to the development of a character.
- Analyze the impact of setting on a character's actions.
- Determine how an author chooses to convey theme over the course of a text.
- Note a character's development over the course of a text.

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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Study guides/ Guided Reading Questions

Discussions

Journals

Warm-ups and/or door passes

Graphic organizers, reading and Vocabulary quizzes

Peer editing sheets

Annotated text

Reading checks

Rough drafts

Outlines

Exit tickets

Google Forms

### **School Summative Assessment Plan**

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Close reading tests and quizzes on passages and articles with similar themes/topics/ideas

Summative Explanatory Essay

Summative Persuasive Essay

Summative Reading Logs and Book Jacket

### **Primary Resources**

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*The Great Gatsby*

*Their Eyes Were Watching God*

### **Supplementary Resources**

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Guided Reading questions

Outlines

Historical Articles

Kahoot

Commonlit

Double Entry Journal Examples

Venn Diagram

Film Clips

Graphic Organizer

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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Google Docs

Google Slides (presentation software)

Google Drive

Google Classroom

1 to 1 Student Laptops

WD Research Databases (Ebsco Host, etc... )

### **Differentiated Instruction**

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#### **Gifted Students (N.J.A.C.6A:8-3.1)**

Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

### **English Language Learners (N.J.A.C.6A:15)**

- Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- All assignments have been created in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

- Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

### **Interdisciplinary Connections**

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**MATH** - When researching data, students might be asked to reflect on various statistical projections and, at times, perform basic mathematical functions in order to learn something new.

**SCIENCE** - As a result of science becoming more a part of our everyday lives, students may find themselves, by way of current events or selected non-fiction, reading claims regarding contemporary science statistics and news.

**SOCIAL STUDIES** - Because history is so deeply rooted in both literature and the way we develop as a culture, we will be reading non-fiction on historic issues frequently.

WORLD LANGUAGES - Students may encounter specific words responsible for shaping the way a certain population views the world that do not come from their first language.

VISUAL/PERFORMING ARTS - Because the arts make up such a large part of our everyday lives, whether it be in the form of music, film, drama, etc..., students may find themselves, by way of selected non-fiction, reading claims regarding cultural trends and the arts.

APPLIED TECHNOLOGY - Students will utilize various technological tools in the class to build presentations and/or collaborate.

BUSINESS EDUCATION - As students look back on historic decisions regarding government, economics, and policy, they may find themselves reading news articles regarding business, commerce, and/or economic policies.

GLOBAL AWARENESS - Much like our connection with Social Studies, because what happens on a global level influences literature and the way we develop as a culture, we will be reading non-fiction on contemporary and historic global issues frequently.

## Learning Plan / Pacing Guide

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	Unit 2 Content	
Week	Note: Students will participate in continuous independent reading throughout the marking period. This will be connected to the greater skills in every unit.	Assessments and Resources
	Due to resource availability teachers may go Weeks 1-9 or Weeks 6-9 then weeks 1-5. The Great Gatsby	
1	Introduction: Jazz age picture walk, kahoot, “The Roaring Twenties”, “Keeping up with the Joneses”, “The Lost Generation”	-Kahoot -Commonlit articles
	Chapters 1-3:	-Double entry journals

	-Scenes from movie version	
	-Double entry journals focusing on main characters and how they attempt to improve the circumstances of their lives	
	The Great Gatsby Chapters 3-5:	
2	-Guided Reading Questions	-Guided reading questions
	-Venn Diagram East Egg vs. West Egg	-Venn Diagram
	-Old Money vs. New Money Activity	-Short writing assignment
	-Scenes from movie version	
	-Paragraph analyzing results from activity and comparing to characters	
	The Great Gatsby Chapters 5-7	
3	- guided reading questions	-Guided Reading Questions
	-Scenes from movie version	-Movie scenes
	-Writing assessment focusing on Gatsby's past and how his character has developed	-Short writing assessment
	The Great Gatsby Chapters 7-9	
4	-guided reading questions	-Guided reading questions
	-movie scenes	-Movie scenes
	-American Dream organizer to track main characters	-Graphic Organizer
	Summative assessments/projects The Great Gatsby	
5	(Writing assignment: American Dream and Characterization)	-Summative writing assignment
	(Creative Project: Graphic novel, Movie poster/casting, Soundtrack to reflect themes of novel)	-Creative project
	Their Eyes Were Watching God	
6	Chapters 1-6	
	-Read chapters	-Guided reading questions
	-Guided reading questions	
	Their Eyes Were Watching God Chapters 7-16	
7	-Read chapters	-Guided reading questions
	-Guided reading questions	-Double entry journals
	-Double Entry journals focusing on female African American experience in the south	
8	Their Eyes Were Watching God Chapters 17-20	-Guided reading

	-Read chapters	questions
	-Guided reading questions	-Double entry journals
	-Double Entry journals focusing on female African American experience in the south	
9	Summative Assessment Their Eyes Were Watching God; Summative IR project Unit 2; Midterm Review	-Summative writing assessment  -IR Bookjacket and logs
10	Midterms	



# Unit 3: Literary Nonfiction and Research

Content Area: **English**  
Course(s): **ENGLISH III**  
Time Period: **Marking Period 3**  
Length: **10 weeks**  
Status: **Published**

## Standards

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### Reading Literature

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- LA.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.
- LA.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.
- LA.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.)
- LA.RL.11-12.10a 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.

### Reading Information

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

## Writing

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LA.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.
LA.W.11-12.1.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.
LA.W.11-12.1.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.
LA.W.11-12.1.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.
LA.W.11-12.1.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.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.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.
LA.W.11-12.2.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.
LA.W.11-12.2.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.
LA.W.11-12.2.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.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.2.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.
LA.W.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.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.)
LA.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.
LA.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.
LA.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.

- LA.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).
- LA.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- LA.W.11-12.9.A Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
- LA.W.11-12.9.B Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
- LA.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.

## **Speaking and Listening**

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- LA.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- LA.SL.11-12.1.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.
- LA.SL.11-12.1.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.
- LA.SL.11-12.1.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.
- LA.SL.11-12.1.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.
- LA.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.
- LA.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.
- LA.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- LA.11-12.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.

## Language

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LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.2.A	Observe hyphenation conventions.
LA.L.11-12.2.B	Spell correctly.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
LA.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
LA.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LA.L.11-12.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
LA.L.11-12.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Life Literacies & Key Skills

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TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

## Transfer Goals

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### Transfer Goals

---

Students will closely and critically read works of informational texts, short fiction, and long fiction. Through writing, class discussions, and close reading activities, students will interpret what they read and present analysis based on appropriate examples and evidence from the text. They will assess the strength of an author's or speaker's points and assumptions based on evidence from the text. Additionally, students will expand their cultural knowledge by reading works representative of various cultures and worldviews. The students will develop the skill, fluency, and concentration to produce high-quality writing, as well as the capacity to edit and improve their writing over multiple drafts. Writing tasks include research papers, argumentative and explanatory essays, and literary analysis.

## Concepts

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### Essential Questions

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- How does an author convey purpose through use of narrative episodes in a text?
- How can prejudice and superstition lead to injustice?
- How does one synthesize information from a variety of sources?

### Understandings

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- Theme
- Author's purpose

- Point of view
- Research

## **Critical Knowledge and Skills**

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### **Knowledge**

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Students will know:

- That understanding an author's purpose requires critical reading.
- How to compile and synthesize information from various resources to complete a research paper.
- How to employ textual evidence to support a thesis statement.
- That authors use fictional texts to reveal real-life truths.
- That narratives can be used to convey author's purpose.

### **Skills**

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Students will be able to:

- Analyze how author's use of subplot helps enhance understanding of author's purpose
- Analyze how events experienced first-hand by the author impacts point of view
- Analyze how works of a given time period reflect historical and ongoing social events and conditions
- Complete a finalized research paper in the MLA format
- Create or follow a well-organized outline
- Determine how setting affects an individual's perspective
- Distinguish between relevant and irrelevant information
- Evaluate author's use of storytelling to convey real-life experiences
- Gather and organize legitimate information
- Organize research into a cohesive research paper
- Properly cite information
- Use textual evidence to support a point

## **Assessment and Resources**

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## **School Formative Assessment Plan (Other Evidence)**

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- Study guides/guided reading questions
- Discussions
- Journals
- Do Nows and/or Exit Tickets
- Graphic organizers
- Reading quizzes
- Peer-editing checklists
- Annotated text
- Rough drafts
- Research organizers
- Outlines

### **School Summative Assessment Plan**

---

Close reading tests and quizzes on passages and articles with similar themes/topics/ideas

Summative Explanatory Essay

Summative Persuasive Essay

Summative Reading Logs and Book Jacket

### **Primary Resources**

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- *Just Mercy*

- Online databases

### **Supplementary Resources**

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- Historical articles
- Research articles
- Guided reading questions
- Kahoot!
- Scenes from film version and documentaries
- Sample research outlines
- Research organizers
- Various video clips, including coping techniques for dealing with trauma and Nelson Mandela biography
- *13th* (documentary)
- *Just Mercy* (film version)
- *True Justice: Bryan Stevenson's Fight For Justice* (documentary)
- The National Registry of Exonerations (<http://www.law.umich.edu/special/exoneration/Pages/about.aspx>)

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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Google Docs

Google Slides (presentation software)

Google Drive

Google Classroom

1 to 1 Student Laptops

WD Research Databases (Ebsco Host, etc... )



## **Differentiated Instruction**

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Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

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Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

All assignments have been created in the student's native language.

Work with ELL Teacher to allow for all assignments to be completed with extra time.

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Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

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by way of current events or selected non-fiction, reading claims regarding contemporary science statistics and news.

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**GLOBAL AWARENESS** - Much like our connection with Social Studies, because what happens on a global level influences literature and the way we develop as a culture, we will be reading non-fiction on contemporary and historic global issues frequently.

## **Learning Plan / Pacing Guide**

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### *Just Mercy*

1	Chapters 1-2	
Theme	-Bryan Stevenson information/introduction (TedTalk, documentary, etc.)	-Kahoot
Author's Purpose	-Comparison between Nelson Mandela and Bryan Stevenson	-Guided reading questions
Point of View	-Movie scene comparison regarding chapter two (catalyst for Stevenson's life work)	-Organizer
	-Exit Ticket and discussion regarding chapter two as catalyst	

for Stevenson

-Guided reading questions

-Organizer regarding misunderstandings that occur throughout reading

*Just Mercy*

Chapters 3, 5

2	-Kahoot or similar “quiz” serving to establish context (informal check regarding students’ background understanding of criminal law)	
Theme		
Literary Author’s Purpose	-Research restitution laws in NJ activity (compare to other states)	-Guided reading questions
Point of View	-Video regarding connection to first-hand experience from the point of view of inmate (including prison time)	-Film scenes
	-Backgrounds and experiences shape outcomes/future; “walking in somebody else’s shoes” activity	
	-Film version of <i>Just Mercy</i>	
	<i>Just Mercy</i>	
3	Chapters 4, 6, 10, 12, 14 (these chapters do NOT focus on the primary narrative: they are subplots)	
Theme		-Guided reading questions
Literary Author’s Purpose	-Assigning cases from chapters 4, 6, 10, 12 for students to research (jigsaw style activity)	
Point of View	-Formal writing assessment regarding one of these chapters (how this chapter - even though it is a subplot - serves to reinforce Stevenson’s purpose)	-Case jigsaw
	-Video regarding coping techniques for dealing with trauma	
4		-Guided reading questions
Theme	<i>Just Mercy</i>	
Literary Author’s Purpose	Chapters 7-8	-Scottsboro boys documentary
Point of View	-Mini research activity on wrongly convicted (using database of <a href="#">Questions</a> exonerated individuals)	- <a href="#">Scripted trial</a>
	-EJI donor letter activity (or Gofundme page)	-Short writing assessment
5	<i>Just Mercy</i>	-Research Packets
Theme	9, 11, 13 (possibly skip chapters 15-16)	<a href="#">Packet I</a>

Literary Author's Purpose	<i>To Kill a Mockingbird</i>	<a href="#">Packet II</a> -Topic Choice
Point of View	Chapters 15-20 (dramatic version) -Students will take notes on chapters 15 and 16 focusing on characters actions and interactions. These notes will be used to compare the Scottsboro Boys with Tom Robinson's trial -Show documentary -Read scripted version -Writing assignment where students compare Scottsboro boys to Tom Robinson -Formative assessment/multi-paragraph writing assignment (essay) based on reading of <i>Just Mercy</i> regarding author's purpose and theme	- <a href="#">Double entry journals</a> (packet I) -Film scenes  - <a href="#">Guided reading questions</a>
6 Theme	-Discussion question about wrongfully convicted compensation	-Research databases (packet I)
Literary Author's Purpose	Research paper (juvenile criminal justice system)	-Thesis development (packet II)
Point of View	-Introduction of assignment and research process -Students will use introductory information to choose topic -Students will complete double-entry journals to identify literary elements in novel	-Annotated Bibliography (packet II)
7 Theme	Research paper -Use the online databases to find sources	- Annotated Bibliography (packet II)
Literary Author's Purpose	-Develop thesis based on double entry journals and research findings -Create outline to follow	- Thesis paragraph with thesis statement (packet II)
Point of View	-Develop annotated bibliography as sources are compiled	-Outline of essay (packet II)
8 Theme	Research paper	- Essay Draft (packet II)
Literary Author's Purpose	-Complete annotated bibliography of sources to use in essay -Write introductory paragraph (including thesis statement)	- Peer Revision checklist
Point of View	-Begin writing body paragraphs of essay	(packet II)

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Theme	Research paper	
Literary Author's Purpose	-Continue writing body paragraphs of essay -Write concluding paragraph -Use peer revision checklist to revise and edit essay for final submission	-Summative research essay assesses understanding of research skills (rubric in packet II)
Point of View		

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Theme		
Literary Author's Purpose	Research paper - revisions, final draft due	-Summative research essay
Point of View		

# Unit 4: Modern American Literature

Content Area: **English**  
Course(s): **ENGLISH III**  
Time Period: **Marking Period 1**  
Length: **10 weeks**  
Status: **Published**

## Standards

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### Reading Literature

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LA.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.
LA.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).
LA.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).
LA.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.)
LA.RL.11-12.10a	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.

### Reading Information

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

### Writing

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LA.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.
LA.W.11-12.2.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.

- LA.W.11-12.2.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.
- LA.W.11-12.2.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.
- LA.W.11-12.2.D Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- LA.W.11-12.2.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.
- LA.W.11-12.2.F Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- LA.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.)
- LA.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.
- LA.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.
- LA.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.
- LA.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).
- LA.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- LA.W.11-12.9.A Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
- LA.W.11-12.9.B Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
- LA.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.

## Speaking and Listening

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- LA.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on

others' ideas and expressing their own clearly and persuasively.

LA.SL.11-12.1.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.
LA.SL.11-12.1.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.
LA.SL.11-12.1.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.
LA.SL.11-12.1.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.
LA.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.
LA.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.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LA.11-12.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.

## Language

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LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.2.A	Observe hyphenation conventions.
LA.L.11-12.2.B	Spell correctly.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
LA.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
LA.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).



LA.L.11-12.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
LA.L.11-12.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Life Literacies & Key Skills

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TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
TECH.9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

## Transfer Goals

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### Transfer Goals

Students will closely and critically read works of informational texts, short fiction, and long fiction. Through writing, class discussions, and close reading activities, students will interpret what they read and present analysis based on appropriate examples and evidence from the text. They will assess the strength of an author's or speaker's points and assumptions based on evidence from the text. Additionally, students will expand their cultural knowledge by reading works representative of various cultures and worldviews. The students will develop the skill, fluency, and concentration to produce high-quality writing, as well as the capacity to edit and improve their writing over multiple drafts. Writing tasks include research papers, argumentative and explanatory essays, and literary analysis.

## **Concepts**

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## **Essential Questions**

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- How do external circumstances affect a character's hopes and goals or objectives?
- How do great works of literature help the reader to study, reveal, and learn from our past trials and tribulations?
- How do personal experiences impact literature?
- Is it our personal responsibility to fight racism and hatred whenever and wherever it happens?

## **Understandings**

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- Characterization
- Setting
- Author's purpose

## **Critical Knowledge and Skills**

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## **Knowledge**

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Students will know:

- Characterization is developed through a character's actions, decisions, interactions with other characters, speech and thoughts.
- That the setting of a work is intentionally chosen and described by the author.
- Real-life events and personal experiences can inspire works of fiction.

## **Skills**

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Students will be able to:

- Develop an understanding of the time period that influenced the written works.
- Identify the author's purpose in writing the work.
- Make connections between the author's background and his or her work.
- Make connections between the works and modern-day conflicts.

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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Study guides/ Guided Reading Questions

Discussions

Journals

Warm-ups and/or door passes

Graphic organizers, reading and Vocabulary quizzes

Peer editing sheets

Annotated text

Reading checks

Rough drafts

Outlines

Exit tickets

Google Forms

### **School Summative Assessment Plan**

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Close reading tests and quizzes on passages and articles with similar themes/topics/ideas

Summative Explanatory Essay

Summative Persuasive Essay

Summative Reading Logs and Book Jacket

## **Primary Resources**

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*The Crucible*

*Death of a Salesman*

*A Raisin in the Sun*

"A Dream Deferred"

## **Supplementary Resources**

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Film scenes

Guided Reading questions

Outlines

Graphic organizer

Witch Hunt activity

Character development chart

## **Technology Integration and Differentiated Instruction**

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## **Technology Integration**

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Google Docs

Google Slides (presentation software)

Google Drive

Google Classroom

1 to 1 Student Laptops

WD Research Databases (Ebsco Host, etc... )

## **Differentiated Instruction**

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### **Gifted Students (N.J.A.C.6A:8-3.1)**

Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

### **English Language Learners (N.J.A.C.6A:15)**

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

All assignments have been created in the student's native language.

Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

## **Interdisciplinary Connections**

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**MATH** - When researching data, students might be asked to reflect on various statistical projections and, at times, perform basic mathematical functions in order to learn something new.

**SCIENCE** - As a result of science becoming more a part of our everyday lives, students may find themselves, by way of current events or selected non-fiction, reading claims regarding contemporary science statistics and news.

**SOCIAL STUDIES** - Because history is so deeply rooted in both literature and the way we develop as a culture, we will be reading non-fiction on historic issues frequently.

**WORLD LANGUAGES** - Students may encounter specific words responsible for shaping the way a certain population views the world that do not come from their first language.

**VISUAL/PERFORMING ARTS** - Because the arts make up such a large part of our everyday lives, whether it be in the form of music, film, drama, etc..., students may find themselves, by way of selected non-fiction, reading claims regarding cultural trends and the arts.

**APPLIED TECHNOLOGY** - Students will utilize various technological tools in the class to build presentations and/or collaborate.

**BUSINESS EDUCATION** - As students look back on historic decisions regarding government, economics, and policy, they may find themselves reading news articles regarding business, commerce, and/or economic policies.

**GLOBAL AWARENESS** - Much like our connection with Social Studies, because what happens on a global level influences literature and the way we develop as a culture, we will be reading non-fiction on contemporary and historic global issues frequently.

## Learning Plan / Pacing Guide

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	Unit 4 Content			Assessments and Resources
Week	Note: Students will participate in continuous independent reading throughout the marking period. This will be connected to the greater skills in every unit. The Crucible and/or Death of a Salesman and/or  A Raisin in the Sun			
	The Crucible Act I	Death of a Salesman  Act I	A Raisin in the Sun  Act I scenes i and ii	-The Crucible guided reading questions  -Film version The Crucible  -Graphic organizer film scenes  -Witch Hunt activity
1	-Watch opening scenes from movie version  -Discuss director's decisions with opening scenes  -Read act  -Guided reading questions  -Witch hunt class activity  (teachers will choose two of the three plays to cover in this unit)	-Read act  -Guided reading questions  -Historical context notes and discussion	-Read act  -Guided reading questions  -Historical context notes and discussion	-Death of a Salesman guided reading questions  -A Raisin in the Sun guided reading questions
	The Crucible Act II	Death of a Salesman  Act I	A Raisin in the Sun  Act I scene ii	-The Crucible guided reading questions  -Death of a Salesman guided reading questions
2	-Read act  -Contrast between Hale and Parris as leaders  -Analysis of mass hysteria as depicted in play	-Read act  -Guided reading questions  -Character development notes  -Modern middle	Act II scenes i and ii  -Read act  -Guided reading questions  -Setting discussion	-A Raisin in the Sun guided reading questions

-Mass hysteria flow class discussion chart

-Notes on historical background (McCarthyism, Red Scare, etc.)

3	The Crucible	Death of a Salesman	A Raisin in the Sun	
	Act III	Act II	Act II scenes ii and iii	-The Crucible guided reading questions
	-Compare characters with real-life individuals of McCarthy era	-Read act		-Death of a Salesman guided reading questions
	-Read act	-Connections to American Dream and Gatsby	-Read act	
	-Watch scenes from movie	-Guided reading questions	-Guided reading questions	-A Raisin in the Sun guided reading questions
	-Guided reading questions		-Race and class	
	-Kahoot review	-Character development notes	discussion	

4	The Crucible	Death of a Salesman Act II	A Raisin in the Sun	
		-Read act	Act III	-The Crucible double entry journals
	Act IV	-Guided reading questions	-Read act	-Witch Hunt essay
	-Read act		-Guided reading questions	-Death of a Salesman guided reading questions
	-Complete double-entry journal regarding consequences of mass hysteria as seen in text	-Character comparison and name analysis (tragic hero)	-Students will search for articles pertaining class disparity, race relations, gentrification	-A Raisin in the Sun guided reading questions
	-Watch scenes from movie	-Title discussion and connections to modern society	-Connections to "A Dream Deferred"	-Langston Hughes "A Dream Deferred"
	-Gender roles discussion	-Gender roles discussion		

5 Teacher will choose second work from plans in weeks 1-4

6 Teacher will choose second work from plans in weeks 1-4

7 Teacher will choose second work from plans in weeks 1-4

8 Teacher will choose second work from plans in weeks 1-4



9            Wrap up Drama; Summative assessment IR; Finals Review  
10           Finals