

**Course Title – English III**

**Implement start year – 2015-2016**

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**Unit #4 - Societal Change/Pressure/Fear**

**Transfer Goal –** Students will be able to independently use their learning to recognize external pressures and how they affect an individual's place in society.

### Stage 1 – Desired Results

#### Established Goals

**2009 NJCCC Standard(s), Strand(s)/CPI #**  
(<http://www.nj.gov/education/cccs/2009/final.htm>)

**Common Core Curriculum Standards for Math and English**  
(<http://www.corestandards.org/>)

RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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.

#### 21<sup>st</sup> Century Themes

( [www.21stcenturyskills.org](http://www.21stcenturyskills.org) )

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

#### 21<sup>st</sup> Century Skills

*Learning and Innovation Skills:*

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

*Information, Media and Technology Skills:*

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.6

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

RI.11-12.7

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

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.

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.

*Life and Career Skills:*

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

<p>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	
<p><b><u>Enduring Understandings:</u></b> <i>Students will understand that . . .</i></p> <p><i>EU 1 authors' works reflect the values and the defining class structure of a society in which it was written.</i></p> <p><i>EU 2 authors' works reflect conflicting standards of society and highlight</i></p>	<p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• What are the values of the society within the chosen work?</li> <li>• What is class structure of the work being studied?</li> </ul> <p><i>EU 2</i></p>

<p><i>the hypocrisy within.</i></p> <p><i>EU 3 literary works allow an individual to reflect on his/her role and responsibility in society.</i></p> <p><i>EU 4 literary works allow for an understanding that fear of the unknown can cause adverse societal change.</i></p> <p><i>EU 5 authors often use tone to create the mood and enhance the meaning of the work.</i></p>	<ul style="list-style-type: none"> <li>• What is hypocrisy?</li> <li>• Why are there inconsistencies in a society's standards?</li> <li>• How are a society's expectations communicated?</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• How are literary works a mirror of a given society?</li> <li>• How does recognition of the role of an individual change a society for the better or worse?</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>• How can fear drive change?</li> <li>• How does fear contribute to a change in morals and ethics?</li> <li>• Why do people resort to mob mentalities and scapegoating?</li> </ul> <p><i>EU 5</i></p> <ul style="list-style-type: none"> <li>• What is tone and how can it enhance meaning?</li> <li>• How is tone created?</li> <li>• What is difference between tone and mood?</li> </ul>
<p><b>Knowledge:</b> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• the values of a given society.</li> <li>• the elements contributing to the shifting of class structures.</li> <li>• the class structure of the work's time period.</li> </ul> <p><i>EU 2</i></p>	<p><b>Skills:</b> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• identify the values of their own society.</li> <li>• explain the root of those values.</li> <li>• compare and contrast the differences between each class in a given time period.</li> <li>• explain how values of a society drive a class structure.</li> </ul> <p><i>EU 2</i></p>

- the definition of hypocrisy.
- the differences between expectations and reality.
- why an author focuses on societies' hypocrisies.

*EU 3*

- responsibilities within a class structure.
- civic duties and ethics.

*EU 4*

- the definitions of mob mentality and scapegoating.
- various psychological responses to fear.
- how the ripple effects of fear affect a society.
- causal relationships.

*EU 5*

- the definitions of tone and mood.
- how tone builds and changes over the course of an author's work.
- how tone helps to create the mood for a reader.

- model examples of hypocrisy from literary works and current society.
- identify expectations of a given society.
- determine the extent to which a society's expectations are met.
- analyze reasons why expectations do not always meet the reality of a society.

*EU 3*

- determine how civic duties and ethics are communicated.
- identify the necessary steps to fulfill civic duties.
- determine if responsibilities are realistic for the given class structure in both literature and life.

*EU 4*

- evaluate reactions to fear in literature and life.
- explain how fear often leads to scapegoating and a mob mentality.
- analyze steps taken to limit fear and maintain order.
- determine the cause for specific events in literary societies.

*EU 5*

- develop connections that identify particular tones.
- explain possible reasoning for why the author utilizes the chosen tones.
- discuss reader reactions to the mood and how it contributes to the overall effectiveness of the work.

## Stage 2 – Assessment Evidence

**Recommended Performance Tasks:** *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

**Other Recommended Evidence:** *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- dialogue about the different class structures in society, both modern and literary
- quiz on examples of tone and mood
- self-assessment essay/journal entry on examples of peer pressure
- annotations of literary works
- dialogue about hypocrisies in modern times

### Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Engage in mini-lessons on how to write a cause/effect paper. (A)
- Research and present the values of a given society. (A)
- Read and annotate a variety of works dealing with society. (A)
- Create a chart delineating values of today's society compared with those of a literary work. (A, M)
- Write a letter from a literary character to the class as a reaction to a modern-day catastrophe. (M,T)
- Research and choose a poem/song lyric that reflects a certain mood and explain how your choice is a good illustration (M)
- Write a journal entry comparing/contrasting the hypocrisies in a literary passage to hypocrisies in our society (M,T)
- Find an example from the news detailing an example of mob mentality and/or scapegoating (M)
- Find a current event article on a recent government decision and write an expository essay analyzing how the ends justify the means (M, T)
- Analyze how effective our government's actions have been to limit fear and maintain order during a recent crisis (M)
- Write a cause/effect essay showing how the psychological reactions of a character are fueled by his/her society (M)
- Write an essay which evaluates the students' responsibilities in the school society (M)
- Find articles/speeches which reveal hypocrisy in our society. (M)
- Find an example of a society where the expectations of the citizens are unrealistic and explain in written or verbal form why they don't make sense, and how they should be changed (M, T)
- Create a list of the top five examples of peer pressure faced by students today and how they relate to/rank with examples of peer pressure in literature (M, T)
- Choose a modern celebrity or historical figure whose life exemplifies a failure to live up to the expectations of his/her society and explain in an essay or speech how he/she has failed. (M, T)
- Create a dialogue of blogs or tweets between two characters - one who feels restricted by his/her society and the other giving advice on how to handle the problem. (M)