

**Course: English III**  
**Unit #: 4: Societal Pressures and Responses**

**Year of Implementation: 2022-2023**

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## Stage One - Desired Results

**Link(s) to New Jersey Student Learning Standards for this course:**

<https://www.state.nj.us/education/cccs/2020/>

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-CLKS.pdf>

- **Unit Standards:**

- **Content Standards**

- RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and make relevant connections 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.
- 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. (e.g. Shakespeare as well as other authors.)
- RI.11-12.1. Accurately cite strong and thorough textual evidence (.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.

- 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.
- 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.
- 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).
- 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
- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, 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.
- 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.

- **21st Century Life & Career Standards**

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, *Social Studies Practice: Gathering and Evaluating Sources*).
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., 7.1.AL.IPRET.6).
- 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.).
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- **Interdisciplinary Content Standards**
  - 6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
  - 6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
- **NJ Statutes:** (Please cut/paste the following NJ statutes. This way a new teacher (or veteran) reading each curriculum unit understands the State law/mandate to include such information in their lesson design and instruction aligned to the curriculum.)

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further

emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

For additional information, see

***NJ Amistad Curriculum:*** <http://www.njamistadcurriculum.net/>

**Transfer Goal** – Students will be able to independently use their learning to recognize societal norms, and analyze how individuals and societies choose to respond to external pressures in order to evaluate what necessitates change.

As aligned with LRHSD Long Term Learning Goal(s):

- understand key ideas and details in various texts of all genres; analyze and evaluate text structure and its impact on the meaning of text
- make connections between and among texts as well as real-life experiences
- produce clear and coherent writing of various text types and purposes; utilize research-based strategies to produce, present and distribute these texts
- employ the writing process (planning, revising, editing, rewriting, publishing)
- produce and engage in a range of conversations using a variety of media and formats
- evaluate speakers' use of evidence, point of view, logic and rhetoric
- evaluate and respond to their and others' oral and written communication, including reading, writing, speaking and listening
- demonstrate command of the conventions of standard English grammar and usage when writing or speaking

*Enduring Understandings*

*Essential Questions*

Students will understand that . . .

*EU 1 authors' works reflect the values and the defining class structure of a society in which it was written.*

*EU 2 authors' works reflect conflicting standards of society and highlight the hypocrisy within.*

*EU 3 literary works allow an individual to reflect on his/her role and responsibility in society.*

*EU 4 literary works allow for an understanding that fear of the unknown can cause adverse societal change.*

*EU 5 modern media has a profound influence on individuals and society; therefore, analysis of rhetorical strategies and logical fallacies in informational texts allows readers to engage with and evaluate online content.*

*EU 1*

- How do readers infer the values of a society within a chosen work?
- How does the class structure of a work studied affect the characters and conflicts?

*EU 2*

- How do we recognize hypocrisy?
- Why are there inconsistencies in a society's standards?
- How are a society's expectations communicated?

*EU 3*

- How are literary works a mirror of a given society?
- How does recognition of the role of an individual change a society for the better or worse?

*EU 4*

- How can fear drive change?
- How does fear contribute to a change in morals and ethics?
- Why do people resort to mob mentalities and scapegoating?

*EU 5*

- How does affiliation affect the relationship between speaker and audience?
- How do we determine the motivation for the publication and sharing of information?
- How does an individual's perspective shape understanding of information presented in media sources?
- How can an individual evaluate a source's logic regardless of affiliation?

Knowledge

Students will know . . .

Skills

Students will be able to . . .

*EU 1*

- the values of a given society (RI.11-12.1.).
- the elements contributing to the shifting of class structures (RI.11-12.3.).
- the class structure of the work's time period.(RI.11-12.3.)

*EU 2*

- the definition of hypocrisy (SL.11-12.3.).
- the differences between expectations and reality (RL.11-12.1).
- why an author focuses on societies' hypocrisies ((RI.11-12.3.).

*EU 3*

- responsibilities within a class structure (RI.11-12.3.).
- civic duties and ethics within a society (RI.11-12.3.).

*EU 4*

- the causes and effects of mob mentality and scapegoating (SL.11-12.1).
- various psychological responses to fear (RL.11-12.2.).
- how the ripple effects of fear affect a society (RI.11-12.3.).

*EU 1*

- Identify and discuss the values of their own society (RI.11-12.1.).
- explain the root of those values (RI.11-12.1.).
- compare and contrast the differences between each class in a given time period (RI.11-12.3.).
- explain how values of a society drive a class structure (RI.11-12.3.).

*EU 2*

- model examples of hypocrisy from literary works and current society (SL.11-12.3.).
- Identify and evaluate expectations of a given society.(RL.11-12.1)
- determine the extent to which a society's expectations are met. (RL.11-12.1)
- analyze reasons why expectations do not always meet the reality of a society (RI.11-12.1.).

*EU 3*

- determine how civic duties and ethics are communicated (RI.11-12.3.).
- identify and explain the necessary steps to fulfill civic duties (RI.11-12.3.).
- determine if responsibilities are realistic for the given class (structure in both literature and life (RL.11-12.1).

*EU 4*

- evaluate reactions to fear in literature and life (SL.11-12.1).
- explain how fear often leads to scapegoating and a mob mentality (RL.11-12.2.) .

*EU 5*

- the definitions of affiliation, and perspective(RI.11-12.6.).
- authors / organizations have their own biases and agendas (RI.11-12.6).
- various emotional responses rooted in perspective (RL.11-12.4).
- the difference between sound vs. fallacious reasoning (RI.11-12.5).

- analyze steps taken to limit fear and maintain order (RI.11-12.3.).
- determine the cause for specific events in literary societies (RI.11-12.3.).

*EU 5*

- analyze how the media influences an individual's choices(RI.11-12.6.).
- explain possible motivation for publishing information/content online (RI.11-12.6).
- identify and define logical fallacies (RI.11-12.5).
- evaluate the reliability of a source based on the validity of the information it provides. (SL.11-12.2.)

**Stage Two - Assessment**

**Stage Three - Instruction**

**Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: 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. {place A, M and/or T along with the applicable EU number in parentheses after each statement} The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- Research and present the values of a given society. (A) (EU 1)
- Explore historical, psychological, cultural, and societal background that is necessary for characterization and comprehension (A, M) (EU 1,3)
- Create a chart delineating values of today's society compared with those of a literary work. (A, M) (EU 1)
- Find an example from the news detailing an example of mob mentality and/or scapegoating (M) (EU 4)
- Research and choose a poem/song lyric that reflects a certain societal pressure and explain how your choice is a good illustration (M) (EU 3)
- 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) (EU 1, 3, 5)
- Video lessons from experts in the field related to digital literacy e.g.: Crash Courses Navigating Digital Information lessons 1-10. (M). (EU 1, 5)
- Evaluate how the psychological reactions of a protagonist are fueled by his/her society (M) (EU 1, 3)
- Identify and weigh the students' responsibilities in the school society and a school's responsibility to students. (M) (EU 1,3)
- Find articles/speeches which reveal hypocrisy in our society. (M) (EU 1, 2)
- Create and utilize graphic organizers to track a character's personal progression related to their society (M) (EU 1, 3)
- 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) (EU 1, 2)
- Write a letter from a literary character to the class as a reaction to a modern-day catastrophe. (M,T) (EU 3, 4)
- Write a journal entry comparing/contrasting the hypocrisies in a literary passage to hypocrisies in our society (M,T) (EU 2)
- 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) (EU 1, 4)
- 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) (EU 2)
- Choose a pop culture or athletic figure, and evaluate his/her decisions and how those decisions affected his/her popularity. (T) (EU 1, 2, 3, 5)



## Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	<i>Rhetoric</i>	Five weeks
2	<i>The Making of a Hero</i>	Eight weeks
3	<i>Leadership and Power</i>	Seven weeks
4	<i>Societal Pressures and Responses</i>	Eight weeks
5	<i>The Nature of Humanity</i>	Eight weeks
6	<i>Personal Narrative/College Essay</i>	Four weeks

## Instructional Materials

Suggested Major / Central Texts [Choose 1]: *The Curious Incident of the Dog in the Night-Time* by Mark Haddon, *The Year of Wonder* by Geraldine Brooks, *Pride & Prejudice* by Jane Austen, *Home Fire* by Kamila Shamsie

Options / Additional Works:

- Excerpts *Between the Lines* by Nikki Grimes
- "Apollo" by Chimamanda Adichie
- Excerpts "A Journal of the Plague Year" by Daniel Defoe
- Articles of the Week archive
- *Letter From Birmingham Jail* Dr. MLK, Jr.
- *Best in Class* by Margaret Talbot

- *A Modest Proposal* Jonathan Swift
- “Shooting an Elephant” George Orwell
- The Todd Marinovich Project: ESPN 30 for 30 documentary and article
- “The Game Has Changed” TedTalk by Chris Herren <https://www.youtube.com/watch?v=gAZ9aL30qOI>
- *Contagion* film
- Crash Course Navigating Digital Information

## Accommodations

*Special Education:* The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

*Students with 504 Plans:* Students will be accommodated based on specific accommodations listed in the 504 Plan.

*English Language Learners:* Students will be accommodated based on individual need and in consultation with the ELL teacher.

*Students at Risk of School Failure:* Students will be accommodated based on individual need and provided various structural supports through their school.

*Gifted and Talented Students:* Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.