

Course Title – English III

Implement start year – 2015-2016

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Unit #5 –The Nature of Humanity

Transfer Goal – Students will be able to independently use their learning in order to evaluate the innate nature of humanity as experiences in fiction, non-fiction, and multimedia sources.

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.

RL.11-12.3

21st Century Themes

(www.21stcenturyskills.org)

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

21st 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

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.11-12.5

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.

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.

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.

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.

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.

L.11-12.1

Life and Career Skills:

Flexibility and Adaptability

Initiative and Self-Direction

Social and Cross-Cultural Skills

Productivity and Accountability

Leadership and Responsibility

<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1 fiction, non-fiction, and multimedia sources reflect the innate nature of an individual and drives the action.</i></p> <p><i>EU 2 fiction, non-fiction, and multimedia sources reflect the external forces that shape the individual.</i></p> <p><i>EU 3 protagonists are not all good and antagonists are not all bad.</i></p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • What characteristics are inherent to an individual? • How does the internal struggle drive the action? • What are the positive and negative ways to deal with the internal struggle? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How is the true nature of a character revealed? • How are internal and external forces influential? What do trials reveal about the characters' flaws? Not clear on the alignment/wording for this one. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Why do readers search for the positives in villains? • How can the blurred lines between protagonists and antagonists reflect real life?

Knowledge:

Students will know . . .

EU 1

- the types of innate characteristics of a person
- the plot structure of a literary work (PARCC: Exposition, Rising Action, Climax, Falling Action, and Resolution)
- how Motivation drives action

EU 2

- the definition of external forces
- how external forces drive action

EU 3

- the definition of a protagonist.
- the definition of an antagonist.
- the definition of an extenuating circumstance

Skills:

Students will be able to . . .

EU 1

- discuss common traits of human nature.
- evaluate what shapes the common traits of human nature.
- discuss factors that contribute to multiple perspectives on the same issue such as culture, religion, politics, & gender.
- analyze why the internal struggle is necessary to the plot

EU 2

- differentiate between the urgency and weight of external forces.
- analyze how an author presents the conflict between external forces and the impact it has on the reader

EU 3

- discuss and rank characters' actions from good to evil
- recognize actions that are definable by the terms good or evil
- assess the impact of an extenuating circumstance on choice

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.*

- Annotate selected works
- Student written responses (both formal and informal) to prompts (plot structure, right/wrong, personal internal struggles)
- Quiz on terms used in plot structure, characterization, etc.
- Class discussion
- Ranking graphic organizer

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.*

- Incorporate mini-lessons on various modes of argument. (A)
- Interview a retired or enlisted member of the armed forces to compare/contrast his/her internal struggles with external demands. (A)
- Incorporate mini-lessons on various forms of appeals for context and occasion. (A, M)
- Identify the five modes of characterization. (A)
- Use textual support in writing with paraphrases and direct quotes. (M,T)
- Writer's workshop as modeled in English I and II: pre-write and draft ideas for a persuasive piece; write, evaluate and revise potential thesis statements. (M,T)
- Practice writing skills and concepts learned in English I: thesis introduction, body paragraphs, conclusion, tone, diction, organization, paraphrasing; mini-lessons as needed. (M,T)
- Employ various reading comprehension strategies (active reading, annotating, dialectical journals, highlighting, questioning the text, creating predications). (A, M)
- Engage in discussions of nature vs. nurture. (A)
- Identify and explain the protagonist's conflicts with external forces. (M)
- Debate the actions of a character in terms of how they are good or bad and/or better or worse than another characters' actions. (M)
- Role play conversation between characters to identify motivations behind actions. (T)
- Compare/contrast how internal/external forces affect a chosen character from any work of literature or from real life. (M, T)
- Choose a character who has the same innate nature as a real person – good or bad, and explain how they are similar. (M, T)
- PARCC: PARCC Research Simulation Tasks (T)

Same comment for this unit. When you choose the texts, you can fill in the specifics of the learning plan activities and the assessments.

