

Unit Essential Questions: What is the meaning of freedom?

- **Whole Class Learning:** Which statement do you find most compelling for Americans today: the *Preamble to the Constitution* or the first sentence of paragraph three in the *Declaration of Independence*?
- **Small-Group Learning:** Do narratives provide strong evidence to support arguments about American freedoms?
- **Performance-Based Assessment (Argumentative Essay):** What are the most effective tools for establishing and presenting freedom?

Power Standards

11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.

11-12.RI.KID.3 Analyze how an author’s choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.

11-12.RI.CS.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.

11-12.RI.CS.6 Determine an author’s point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.

11-12.RI.IKI.8 Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.

11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

11-12.W.TTP.1.a Introduce precise claim(s).

11-12.W.TTP.1.b Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

11-12.W.TTP.1.c Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.

11-12.W.TTP.1.d Provide a concluding statement or section that follows from and supports the argument presented.

11-12.W.TTP.1.e Use precise language and domain-specific vocabulary to manage the complexity of the topic.

11-12.W.TTP.1.f Establish and maintain a formal style and objective tone.

11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.

11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

11-12.L.KL.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; consult references for guidance and apply an understanding of syntax to the study of complex texts.

2022-23, ENGLISH III, All Units

Unit 2: *The Individual and Society*

(September 19 – November 03)

Unit Essential Questions: What role does individualism play in American society?

- **Whole Class Learning:** How has my personal experience shaped my view of individualism? Do I see it as a guiding principle, something to be avoided, or both?
- **Small-Group Learning:** When is it difficult to march to the beat of a “different drummer” and stand on your own as an individual?
- **Performance-Based Assessment (Personal Narrative):** What significant incident helped me realize that I am a unique individual?

Power Standards

- 11-12.RL.KID.3** Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
- 11-12.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.
- 11-12.RL.CS.5** Analyze how an author’s choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
- 11-12.RL.IKI.9** Demonstrate knowledge of and analyze thematically related, significant literary texts, considering how two or more texts treat similar themes or topics.
- 11-12.RI.KID.2** Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.
- 11-12.RI.CS.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- 11-12.RI.CS.6** Determine an author’s point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.
- 11-12.W.TTP.3** Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.
- 11-12.W.TTP.3.a** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a narrator/speaker and/or characters.
- 11-12.W.TTP.3.b** Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
- 11-12.W.TTP.3.c** Create a smooth progression of experiences or events.
- 11-12.W.TTP.3.d** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.
- 11-12.W.TTP.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- 11-12.W.TTP.3.f** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- 11-12.W.TTP.3.g** Use appropriate language and techniques, such as metaphor, simile, and analogy.
- 11-12.W.TTP.3.h** Establish and maintain an appropriate style and tone.

2022-23, ENGLISH III, All Units

11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

11-12.L.KL.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; consult references for guidance and apply an understanding of syntax to the study of complex texts.

2022-23, ENGLISH III, All Units

Unit 3: *Power, Protest, and Change*

(November 04 – January 06)

Unit Essential Questions: In what ways does the struggle for freedom change with history?

- **Whole Class Learning:** Did the nation achieve the goals that Douglass and Lincoln desired?
- **Small-Group Learning:** What were the goals of these reformers? Why did they want to achieve those goals?
- **Performance-Based Assessment (Informative Essay):** What motivates people to respond to the need for change?

Power Standards

11-12.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.

11-12.RI.CS.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.

11-12.RI.CS.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.

11-12.RI.CS.6 Determine an author’s point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.

11-12.RI.IKL.8 Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.

11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.

11-12.RL.CS.5 Analyze how an author’s choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.

11-12.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

11-12.W.TTP.2.a Provide an introduction that is relevant to the rest of the text and effectively engages the audience.

11-12.W.TTP.2.b Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.

11-12.W.TTP.2.c Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

11-12.W.TTP.2.d Provide a concluding statement or section that follows from and supports the information or explanation presented.

11-12.W.TTP.2.e Use appropriate formatting, graphics, and multimedia to aid comprehension.

11-12.W.TTP.2.f Use precise language and domain-specific vocabulary to manage the complexity of the topic.

11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.

11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

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2022-23, ENGLISH III, All Units

Unit 4: *Grit and Grandeur*

(January 09 – February 21)

Unit Essential Questions: **The Importance of Place: What is the relationship between literature and place?**

- **Whole Class Learning:** How do American authors use regional details to make the events and themes of a narrative come to life for readers?
- **Small-Group Learning:** Are the texts all inspired by a childhood sense of place, or are there other sources of inspiration, whether real or symbolic?
- **Performance-Based Assessment (Explanatory Essay):** What makes certain places live in our memory?

Power Standards

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11-12.RI.KID.3 Analyze how an author’s choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.

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11-12.RL.IKI.9 Demonstrate knowledge of and analyze thematically related, significant literary texts, considering how two or more texts treat similar themes or topics.

11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

11-12.W.TTP.2.a Provide an introduction that is relevant to the rest of the text and effectively engages the audience.

11-12.W.TTP.2.b Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.

11-12.W.TTP.2.c 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.

11-12.W.TTP.2.d Provide a concluding statement or section that follows from and supports the information or explanation presented.

11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

2022-23, ENGLISH III, All Units

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2022-23, ENGLISH III, All Units

Unit 5: *Facing Our Fears*

(February 22 – April 11)

Unit Essential Questions: Victims and Victors: How do we respond when challenged by fear?

- **Whole Class Learning:** Could any of the characters in *The Crucible* have done more to end the hysteria in Salem?
- **Small-Group Learning:** Do people usually learn from their fear?
- **Performance-Based Assessment (Argumentative Essay):** Is fear always a harmful emotion?

Power Standards

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2022-23, ENGLISH III, All Units

Unit 6: *Ordinary Lives, Extraordinary Tales*

(April 12 – May 25)

Unit Essential Questions: The American Short Story: What do stories reveal about the human condition?

- **Whole Class Learning:** How do stressful situations often reveal the best and worst in people?
- **Small-Group Learning:** Present a stream-of-consciousness narrative based on this idea: The day felt as if it would never end.
- **Performance-Based Assessment (Narrative):** How does a fictional character or characters respond to life-changing news?

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