

Course Name: English III
Course#: H1302-Academic
Grade: 11 Level: 0

Semester: 5x

Credits: 5

Course Description:

English III concentrates on students' continued study of a variety of literature. The literature units emphasize critical analysis, evaluation of historical and cultural influences on literary works and philosophies, and interpretations of themes that cross literary eras and writers. In addition to the literary units, students are expected to read a variety of books outside of the class to extend themes or to broaden the dimensions of the works being studied in class. Students will have frequent analytical, expository, and creative writing opportunities. Grammatical instruction and vocabulary will be studied in reading context and through direct lessons. English III students will learn the formal research process that will emphasize independent reading and literary criticism. Additional performance based assessments provide students the opportunity to utilize their learning styles to display their interpretative skills beyond the written page. Summer reading is a prerequisite for the course.

Course Proficiencies:

The following is a list of proficiencies that describes what the students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of assessment of student achievement. The learner will demonstrate the ability to:

- Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. (NJSLS.RL.CR.11–12.1.)
- Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. (NJSLS.RL.CI.11–12.2.)
- Analyze the impact of the author's choices as they develop ideas throughout the text 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). (NJSLS.RL.IT.11–12.3.)
- Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact. (NJSLS.RL.TS.11–12.4.)
- Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats). (NJSLS.RL.PP.11–12.5.)
- Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

(NJSLS.RL.MF.11–12.6.)

- Demonstrate knowledge of, 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 how two or more texts from the same period treat similar themes or topics. (NJSLS.RL.CT.11–12.8.)
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (NJSLS.W.AW.11–12.1.)
- Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (NJSLS.W.IW.11–12.2.)
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (NJSLS.W.WP.11–12.4.)
- 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. (W.WR.11–12.5.)
- 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). (NJSLS.W.SE.11–12.6.)
- 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. (NJSLS.W.RW.11–12.7.)
- 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. (NJSLS.SL.PE.11–12.1.)
- 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. (NJSLS.SL.II.11–12.2.)
- 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. (NJSLS.SL.ES.11–12.3.)
- Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. (NJSLS.SL.PI.11–12.4.)
- 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. (NJSLS.SL.UM.11–12.5.)
- Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (NJSLS.SL.AS.11–12.6.)

- Demonstrate command of the system and structure of the English language when writing or speaking. (NJSLS.L.SS.11–12.1.)
- 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. (NJSLS.L.KL.11–12.2.)
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies. (NJSLS.L.VL.11–12.3.)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. (NJSLS.L.VI.11–12.4.)

Assessments:

- Tests/quizzes
- Open-ended responses and essays
- Individual and group projects
- Multimedia presentations
- Classroom discussion