

**Cicely Tyson Community School of Performing and Fine Arts**  
**English III Course Syllabus**  
**SY 2019/2020**

Cicely Tyson Middle/High School  
English III  
Days of the Week: Mon-Fri  
Full year Course  
Credit hours: 5.0

Ms. Pamela Moenga  
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Room 125

### **Welcome and Introduction**

Welcome to English III. I, Ms. Pamela Moenga, will be your instructor during this academic year. In this course, we will engage in a rigorous curriculum that revolves around the New Jersey Student Learning Standards (NJSLs). These standards lay out a vision of what it means to be a literate person in the 21<sup>st</sup> century. Students will continue to build upon their critical-thinking skills and to closely read texts—a strategy that will help them understand and enjoy complex works of literature. Students will also learn to use cogent reasoning and evidence collection skills that are essential for success in college, career, and life.

### **Course Goals:**

In this course students will:

- Improve their ability to do close reading of a variety of literary genres.
- Recognize universal themes in literature
- Write a variety of essays throughout the year including informal in-class responses, narrative, explanatory, and argumentative essays.
- Increase vocabulary knowledge.
- Work to develop more sophisticated and varied sentence structure in all writing assignments.
- Improve writing skills by drafting, revising, editing of their essays.
- Achieve mastery of research skills by finding information from multiple print and digital sources, and assessing the credibility of those sources.

### **Methods of Instruction**

A variety of instructional strategies will be employed including, but not limited to:  
direct instruction/modeling, guided/small group instruction, and learning

stations.

### **Class Expectations:**

Students in this class will be held to a high standard. They will be expected to:

- Complete all assignments in a timely manner.
- Be prepared to engage in daily class discussions. These discussions will be based on their close reading of texts and on text-dependent questions.
- Highlight new vocabulary words specifically chosen to demonstrate working towards enriching their vocabulary in their writing assignments.
- Work in groups to research topics and make presentations to the class.
- Compose research papers demonstrating the ability to analyze, evaluate, synthesize, and cite information correctly using MLA/APA style. Any research assignment that is plagiarized will get a zero and punitive measures, as spelled out in the *Parent-Student Handbook* will be employed.
- Meet with teacher for routine conferences to discuss academic progress.
- Write a variety of essays, which will be reviewed by both their peers and the teacher.
- Participate in peer review activities.

### **Attendance and Make-Up Work**

The attendance policy for this class is aligned with the school and district's policy stipulated in the *Student- Parent Handbook*. Absences will only be recognized for the following reasons:

1. Absences to participate in official school/district activities (performances, field trips, athletic events, etc.)
2. Absences for medical reasons
3. College Visits
4. Pass indicating with Administrator/Guidance/Nurse/CST/Social Worker/Discipline

5. Passes indicating you are with another teacher must be cleared first by the period teacher if you are planning to be more than 10 minutes late.

If you miss class, make arrangements with me as soon as possible to arrange time for your make-up assignments. Make-up assignments are due by the end of the class following the missed class.

**Grading Rubric**

My grading policy will closely adhere to the district grading policy configured in the *Focus Gradebook Software*. Grading Weights will be calculated as follows:

Category	Percentage	Grading Scales
Tests/Quizzes	40%	A-Excellent 90-100 B-Good 80-89 C-Fair 70-79 D-Poor 65-69 F-Fail 64 and below
Homework	20%	
Writing	20%	
Class Participation	10%	
Journals	10%	

**The date of the 1<sup>st</sup> Parent/Teacher meeting:** *This meeting will take place during our back to school night scheduled for November. The exact date will be provided shortly.*

**Required text/E-book/Online Resources Used**

Holt McDougal Literature –[www.my.hrw.com](http://www.my.hrw.com)  
 Online Resources Used (Achieve3000, Proquest.k12.nj.us, Google classroom)

**Opportunities for Extra Support**

Available on Mondays-Wednesdays from 2:30-4pm.

**How to Reach Me**

See contact information above

**Supplies:** Subject Notebook, Blue/Black Pens, and Pencils

## **POWER Standards & Essential Skills**

### **Reading Standards R1 – Textual Evidence & Inference**

- Essential Skills & Concepts:
  - Analyze the text
  - Identify explicit textual evidence
  - Cite evidence
  - Draw inferences
  - Support inference using several pieces from the text
  - Provide varying degrees of support (evidence)
- Suggested Instructional Strategies:
  - T-Column Notes
  - Inference Questions
  - Annotation/Text-Coding

### **Reading Standards R2 – Central/Main Idea, Theme, and Objective Summary**

- Essential Skills & Concepts:
  - Determine theme or central idea
  - Analyze theme/central idea development
  - Make inferences
  - Formulate an objective summary of the text
  - Understand theme /character relationships
  - Understand theme/setting
  - Understand theme/plot
- Suggested Instructional Strategies:
  - Summarizing & Note-taking
  - Word Splash
  - Sum It Up

### **Reading Standards R4 – Meaning of Words, Phrases**

- Essential Skills & Concepts
  - Understand connotations
  - Understand figurative language (simile, metaphor, analogy, hyperbole, personification, idioms, onomatopoeia)
  - Understand how word choice impacts meaning
  - Understand how word choice impacts tone
  - Identify and understand the use of analogies and allusion
- Suggested Instructional Strategies:
  - K.I.M. (Key Word, Important Information, Memory Clue) Vocabulary Strategy
  - Frayer Model
  - Word Detective
  - Concept Cubes

## **Reading Standards R5 – Text Structure and Features**

- Essential Skills & Concepts
  - Understand text structures and their forms
  - Understand and analyze how text structure contributes to the meaning of a text.
  - Compare and contrast structures of text
- Suggested Instructional Strategies:
  - Pattern Guide
  - Selective Underlining
  - Text-Coding

## **Reading Standards R6 – Author’s Viewpoint or Purpose**

- Essential Skills & Concepts
  - Explain and identify various points of view
  - Understand and explain the development of the narrator’s or speaker’s point of view.
  - Contrast the points of the character and the audience/reader.
  - Determine the effect of differing points of view.
  - Recognize and understand text devices (eg. irony)
  - Recognize and understand text effects (eg. suspense, humor)
- Suggested Instructional Strategies:
  - Compare/Contrast POV
  - Questioning the Author
  - Author’s Analysis Diagram

**Unit I Dates: September 5-November 15/Marking Period 1  
(37 days)**

**Theme: What is Social Justice?**

### **New Jersey Student Learning Standards:**

- NJSLS.RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.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.
- NJSLS.RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
- NJSLS.RI.11-12.4. 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 (e.g., how Madison defines faction in Federalist No. 10).

- NJSLS.RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- NJSLS.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.
- NJSLS.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.
  - A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - B. 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.
  - C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
  - e. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
  - E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

Recommended Informational Texts:

- *Souls of Black Folk* by W.E.B. Dubois
- Paired Text- 'Atlanta Compromise' Speech by Booker T. Washington

Supplementary texts:

- Speech to the Ohio Women's Conference: *Ain't I a Woman* by Sojourner Truth
- *The Jungle* by Upton Sinclair  
<https://www.gutenberg.org/files/140/140-h/140-h.htm>
- "from Women Must Learn to Play the Game as Men Do" 1928
- "The Crying Water" (poem) by Arthur Symons  
<https://allpoetry.com/The-Crying-Water>
- Declaration of Sentiments by the Seneca Falls Convention

### Writing Informative/Explanatory Texts

**Primary Focus (Portfolio Requirement):** Students will write a multi-paragraph essay in response to the following prompt: *Consider Du Bois' "Of Our Spiritual Strivings" and Washington's "Atlanta Compromise Speech." Analyze how each author uses rhetoric to advance his point of view, and how each author's use of rhetoric contributes to the power or persuasiveness of the text.*

### Secondary Focus – Short Research (Portfolio Requirement)

Task: Students will research a problem related to social equality during the Progressive Era, Imperialism, WWI, or the 1920's and 1 person, group, or event that was responsible for improving that specific problem. Students will find at least 3 resources, create an APA styled document of their resources, and present their information in a presentation (mini documentary, Ppt. etc.)

**Unit II Dates: November 18-January 31<sup>st</sup> /Marking Period 2  
(33 days)**

**Theme: What is Justice?**

### New Jersey Student Learning Standards:

- NJSLS.RL.11-12.1. Cite strong and thorough textual evidence and

make relevant connections 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.

- NJSLS.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, and provide an objective summary of the text.
- NJSLS.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.)
- NJSLS.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.
- NJSLS.RL.11-12.6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- NJSLS.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.
  - A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
  - B. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
  - C. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - D. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the

discipline in which they are writing.

E. Provide a concluding statement or section that follows from and supports the argument presented.

### **Recommended Informational Texts:**

- Hiroshima by John Hersey (Chapters 1 & 2)  
<http://www.eflclub.com/10books/hiroshima.pdf>
- The Atomic Bomb and its Long Shadow (The New York Times upfront Lesson Pack)  
<http://commoncore.scholastic.com/sites/default/files/UPF%20031615%20LessonPack%20AtomBomb.pdf>

### Supplementary Texts:

- This Day in History-speech by Truman after dropping the bomb  
<http://www.hawaiiifreepress.com/ArticlesMain/tabid/56/ID/2612/This-Day-in-History-Truman-Announces-Hiroshima-B>
- Brown v. Board of Education  
[http://landmarkcases.org/en/landmark/cases/brown\\_v\\_board\\_of\\_education#Tab](http://landmarkcases.org/en/landmark/cases/brown_v_board_of_education#Tab) Overview
- Pearl Harbor Address to the Nation-speech by Roosevelt  
<http://teachingamericanhistory.org/library/document/pearl-harbor-speech/>
- Blood, Toil, Sweat and Tears-speech to Congress by Churchill 1940
- Farewell to Manzanar by Jeanne Wakatsuki Houston and James D. Houston  
[http://www.thelearningodyssey.com/Graphics/Content/Toolkits/OH/S/English1/tools/Manzanar\\_CH\\_1\\_2\\_3.pdf](http://www.thelearningodyssey.com/Graphics/Content/Toolkits/OH/S/English1/tools/Manzanar_CH_1_2_3.pdf)

### **Writing Informative/Explanatory Texts**

#### **Primary Focus-Research (Sustained)- Portfolio Requirement**

Task: Students will research how WWII impacted the United States, both positively and negatively, regarding social equality issues. They may work in a group, but must find at least 3 resources, create an APA styled document of their resources, and present their information in a presentation (mini documentary, .ppt, Prezi, public awareness campaign, etc.)

Topic: A topic related to WWII and social equality changes in the United States.

Subtopics: (choose one)

1. Impact on Economy/the Wealth Gap
2. Impact on Women's Rights/Roles
3. Impact on African American Rights/Roles

**Unit III Dates: February 3-April 3/Marking Period 3  
(31 Days)**

**Theme: Overcoming Adversity**

**New Jersey Student Learning Standards:**

- NJSLS.RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.
- NJSLS.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, and provide an objective summary of the text.
- NJSLS.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.)
- NJSLS.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.
- NJSLS.RL.11-12.6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- NJSLS.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.
  - A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - C. Use a variety of techniques to sequence events so that

they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### **Recommended Literary Texts:**

- *I Know Why the Caged Bird Sings* by Maya Angelou
- Emily Dickinson's Poetry: Luck is not a chance; Because I could not stop for death; What I Can Do-I Will; Fate slew him, but he did not drop

### Supplemental Texts:

- *Letter From a Birmingham Jail* by Dr. Martin Luther King, Jr.
- Still I Rise by Maya Angelou
- Negro Spirituals, by Thomas Wentworth Higginson  
<https://www.theatlantic.com/past/docs/issues/1867jun/spirit.htm>
- On the Pulse of the Morning- Inaugural Poem by Maya Angelou
- Lift Every Voice and Sing by James Weldon Johnson  
<https://www.poetryfoundation.org/poems/46549/lift-every-voice-and-sing>
- The Last Lecture by Randy Pausch  
[https://www.ted.com/talks/randy\\_pausch\\_really\\_achieving\\_your\\_childhood\\_dreams](https://www.ted.com/talks/randy_pausch_really_achieving_your_childhood_dreams)

### **Writing to Sources: Narrative Texts**

#### **Primary Focus- Narrative NJSL.W.11-12.3 Portfolio Requirement**

In this unit, you read a variety of texts in which ordinary lives proved to contain extraordinary moments. You met characters that encountered stressful, unexpected, or life-changing situations, and who responded based on their personal characteristics including their own strengths or weaknesses. By reading stories about fictional characters, you learn something about what it means to be human/an individual.

**Task:** Write a short story that develops a protagonist and sets up a situation that reveals tension between your protagonist and another character or some outside source. Use the third-person point of view. As you write,

consider the question:

*How does a fictional character/characters respond to life-changing news?*

### **Secondary Focus – Research (Short) NJSLS.W.11-12.7- Portfolio Requirement**

**Task:** Perhaps you have read blog posts that recount events in someone's life. Perhaps you have written blog posts to recount events in your life. The details in a blog post can shed light on the writer's character and reveal his or her worldview, especially as the blog writer reflects upon the meaning of the experiences described. Emily Dickinson's poems are similar to blog posts in that respect: Like Maya Angelou, she identifies personal experiences and expresses her feelings about her life, individualism, identity, fame love, hope, nature, and even death and immortality.

**Assignment:** Write a blog post as if you were the first person speaker in Dickinson's poems. Give an account of three days in your life, using your interpretation of words, lines, and images from at least three of her poems to describe your experiences. Consider what the poetic details suggest about the speaker's character. Include elements such as these:

- precise words and sensory language
- abstract and concrete nouns to express your feelings
- a conclusion that sums up your worldview or opinion

**Unit IV Dates: April 6-June 19/Marking Period 4  
(37 days)**

**Theme: Research and Presentation**

**New Jersey Student Learning Standards:**

- NJSLS.RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.
- NJSLS.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, and provide an objective summary of the text.
- NJSLS.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.)
- NJSLS.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.
  - NJSLS.RL.11-12.6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
  - NJSLS.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.
    - A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
    - B. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
    - C. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
    - D. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
    - E. Provide a concluding statement or section that follows from and supports the argument presented.

**Recommended Informational Texts:**

- Opinion: Why Nazi hunting is still a worthy pursuit by Efraim Zuroff, Special to CNN  
<http://www.cnn.com/2012/09/24/opinion/zuroff-nazi-hunting>

- Does the Justice System Neglect Forgiveness? by Oriel FeldmanHall, Peter Sokol-Hessner  
<https://www.scientificamerican.com/article/does-the-justice-system-neglect-forgiveness/>

### **Assignments/projects/Assessments**

- Homework
- Writing Quick Writes/Essays (on-going).
- Bi-weekly Assessments
- Unit Assessment
- Class Participation
- Journals

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" We aim high. We soar high."*