

Course: *English IV*
Unit #: 2 – *Self-Identity*

Year of Implementation: 2024-2025

Curriculum Team Members *Gabby Hazlett, ghazlett@lrhsd.org; Mary Henry, mhenry@lrhsd.org; Jeremy Knoll, jknoll@lrhsd.org; Davon Loeb, dloeb@lrhsd.org; Beth Anne Strittmatter, bstrittmatter@lrhsd.org*

Stage One - Desired Results

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

{provide all applicable links to standards here}

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

- **Unit Standards:**

- **Content Standards**

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid

- reasoning and relevant and sufficient evidence.
 - NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
 - NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **21st Century Life & Career Standards**
 - 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>
- **Interdisciplinary Content Standards**
 - 2020 NJSLS-SS 9-12: 6.1.12.CivicsCM.14.a: Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.
 - 2020 NJSLS-SS 9-12: 6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary 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 genocide 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.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <https://www.nj.gov/education/amistad/about/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to use critical reading, analytical writing, and their own personal narratives to explore and refine their own identities in order to engage in academic, workplace, and local communities with self-confidence and personal integrity.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhds.org/Page/6163>

1. understand key ideas and details in various texts of all genres; analyze and evaluate text structure and its impact on the meaning of text
2. make connections between and among texts as well as real-life experiences
5. produce and engage in a range of conversations using a variety of media and formats
7. evaluate and respond to their and others' oral and written communication, including reading, writing, speaking and listening
8. demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Enduring Understandings

Students will understand that. . .

EU 1

self reflection, in the form of writing and reading, is an essential tool in understanding who you are and who you hope to become.

Essential Questions

- *How can you use reflection and literature to better understand who you really are and who you aspire to be?*

Knowledge

Students will know . . .

EU 1

- various ways to use writing for personal reflection such as journaling, freewriting, etc. (NJSLSA.W3)
- that meaning for unknown vocabulary can be found contextually. (NJSLSA.R4)
- that authors create characterization through actions, dialogue, and motivation which reflect identity development in order to encourage readers' self-reflection. (NJSLSA.R1, NJSLSA.R3)
- that all writing compares to individual and universal truths. (NJSLSA.R7, NJSLSA.R9, NJSLSA.W9)

Skills

Students will be able to. . .

EU 1

- use journaling, freewriting, and other writing techniques for the purpose of self-reflection. (NJSLSA.W3)
- expand their vocabulary through contextual analysis. (NJSLSA.R4)
- write literary analysis papers.(NJSLSA.W1, NJSLSA.W7, NJSLSA.W9)
- draw connections between the literature being studied and the world in which we live. (NJSLSA.R2, NJSLSA.R3, NJSLSA.R9, NJSLSA.W9)

- demonstrate understanding of fundamental literary devices and elements.(NJSLSA.R1, NJSLSA.R2, NJSLSA.R3, NJSLSA.R6)

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} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. 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*

- Groups research ways we understand identity (i.e., through psychology, political affiliation, cultural background, etc.) (A, EU1)
- Create a list of characteristics that contribute to a person's identity (A, EU1)
- Complete a personality test/survey to determine morals, ethics, and emotional temperament (A, EU1)
- Class or group discussions on perceptions of stages of life, such as childhood, adolescence, adulthood, and older adulthood. (A&M, EU1)
- Frame reading around guided questions or thematic ideas. (A&M, EU1)
- Discuss an anticipation guide/anticipatory set around themes of identity in a text. (A&M, EU1)
- Class discussion and informal writing on personal preferences and perspectives. (M, EU1)
- Class discussions or informal writing on personal morals and ethics and what has shaped them. (M, EU1)

- Use a cause-effect diagram to demonstrate the impact of an event on a character. (M, EU1)
- Create a comparison between aspects of one's identities and those of a character's. (M&T, EU1)
- Create a timeline of impactful events that helped create a character's self-identity (M&T, EU1)
- Analyze causes and effects a character's death has on the lives of those around him/her (M&T, EU1)
- Write a narrative essay about an impactful event, choice, or influence on one's life experiences. (M&T, EU1)
- **Presentations or informal writing on how the choices we make today impact our future. (M&T, EU1)**
- Write an obituary for a major character from a work of literature (T, EU1)
- Write a response paper based on how a character would react to a specific/hypothetical scenario (T, EU1)
- Write a letter from one character to another that outlines his/her perspective on a specific event in the text (T, EU1)
- Literary analysis through a range of products such as informal writing, multi-media representations, one-pagers, presentations, literary analysis essays, and literary research essays. (T, EU1)

Pacing Guide

{This chart will be identical in all of the units for this course.}

Unit #	Title of Unit	Approximate # of teaching days
1	Real World Writing	33 days
2	Self-Identity	33 days
3	Group Identity	33 days
4	Critical Reading in the Real World	33 days

Instructional Materials

{Provide a list of all instructional materials used for this curriculum here. Items such as chromebooks and teaching tools such as Peardeck, EdPuzzle, etc... should NOT be listed.}

Major Works:

- Dante's *Inferno*
- *Hamlet*, including parallel text
- *No Exit*
- *The Stranger*
- *The Catcher in the Rye*
- *The Great Gatsby*
- *The Five People You Meet in Heaven*
- *The Samurai's Garden*
- *Sing, Unburied, Sing*
- *The White Tiger*
- *Things Fall Apart*
- *We the Animals*
- *Patron Saints of Nothing*
- *One Flew Over the Cuckoo's Nest*
- *The Kite Runner*
- *Oedipus the King*
- *Waiting for Godot*
- *Where the Crawdads Sing*

Short stories:

- James Baldwin, "Sonny's Blues"
- Jamaica Kincaid, "Girl"
- Amy Tan, "Fish Cheeks"

- Li Young Lee, "Persimmons"
- Sandra Cisneros, "Eleven"
- Bharati Mukerjee, "The Management of Grief"
- Toni Morrison, "Recitatif"
- Toni Cade Bambara, "The Lesson"
- Louise Erdrich, "Destiny"
- Junot Diaz, "Edison, New Jersey"

Poetry:

- Diane Lockwood, "Gender Issues"
- Joy Ladin, "Survival Guide"
- Audre Lorde, "Who Said It Was Simple"
- Frank Bidart, "Queer"
- Joy Harjo, "Remember"
- Joy Harjo, "This Morning I Pray For My Enemies"
- Lucille Clifton, "Jasper Texas 1998"
- Lucille Clifton, "Sorrow Song"
- Ross Gay, "Pulled Over in Short Hills, NJ, 8:00 Am"

All texts are applicable in Unit 2 and Unit 3.

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.