

Course: *English IV*
Unit #: 3 - *Group 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.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.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- RL.CR.11-12.1. Accurately cite a range of 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.
- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.11-12.1. 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.
- **21st Century Life & Career Standards**
 - All curriculum writers/revisionists need to include standards that apply to “Career Readiness, Life Literacies, and Key Skills”. This should include a brief description of the standard and the standard number. Document only those standards and practices that apply to each unit. Use the following link to assist you [see pages of 31-36; 41-42; 53-56 for specific standard #'s and strands]
<https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-CLKS.pdf>
- **English Companion Standards**
 - List grade-level appropriate companion standards for History, Social Studies, Science and Technical Subjects (CTE/Arts) 9-12. English Companion Standards are required only in these subject/content areas. This section can be deleted for all other content areas.
 - Grade 9-10 Companion Standards:
https://www.nj.gov/education/standards/ela/Docs/2016NJSLs-ELA_Companion9-10.pdf
 - Grade 11-12 Companion Standards:
https://www.nj.gov/education/standards/ela/Docs/2016NJSLs-ELA_Companion11-12.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 genocides 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 their learning to explore the inclusive and exclusive nature of group identity formation

in literature and in society in order to become a productive citizen in a diverse world.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhdsd.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
3. produce clear and coherent writing of various text types and purposes; utilize research-based strategies to produce, present and distribute these texts
4. employ the writing process (planning, revising, editing, rewriting, publishing)
5. produce and engage in a range of conversations using a variety of media and formats
6. evaluate speakers' use of evidence, point of view, logic and rhetoric
7. evaluate and respond to their and others' oral and written communication, including reading, writing, speaking and listening

Enduring Understandings

Students will understand that . . .

EU 1

reading and writing about diverse literature is the foundation for understanding group dynamics in real life.

EU 2

effective communication skills are essential in creating productive and respectful discourse when discussing diversity, inclusivity, and equality and inequality

Essential Questions

- *What connections can readers make about diverse literature and how these connections can formulate our ideas, our writing, and our collaborative discussions?*

Knowledge

Students will know . . .

EU 1

Skills

Students will be able to . . .

EU 1

- what a text says explicitly and implicitly and how to make logical inferences and relevant connections from it (NJSLSA.R1)
- the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (NJSLSA.R5)
- that textual evidence is the key to making inferences drawn from a text (RL.11-12..)
- that central ideas and themes are built through the use of various independent literary devices (NJSLSA.R2)
- the key elements to creating clear, coherent, well-developed, and organized writing (W.11-12.4)

EU 2

- the components and factors necessary to participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively (NJSLSA.SL1.)
- the importance and practicality of initiation and participation in a range of collaborative discussions in the hopes of expressing one's own ideas clearly and persuasively (SL.11-12.1.)

- identify what a text says, both explicitly and implicitly, and discuss how to make logical inferences and relevant connections from it (NJSLSA.R1)
- analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text affect it (NJSLSA.R5)
- cite textual evidence and make inferences drawn from a text (RL.11-12.1)
- identify and discuss central ideas and themes of a text (NJSLSA.R2)
- produce clear, coherent, well-developed, and organized writing (W.11-12.4)

EU 2

- participate effectively in a range of conversations and collaborations with diverse partners, while building on others' ideas and expressing their own ideas clearly and persuasively (NJSLSA.SL1.)
- initiate and participate effectively in a range of collaborative discussions while expressing their own ideas clearly and persuasively (SL.11-12.1.)

Stage Two - Assessment

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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

- Examining various forms of graphic organizers to plan writing and research (A, EU1)
- **MLA and or APA handouts and online/AI tools (A, EU1)**
- Dialectical Journals (M, EU1)
- Textual annotations (M, EU1)
- Fishbowl and Round-table discussions (M, EU2)
- Socratic Seminars (M, EU2)
- Choice reading book groups and book talks (M, T EU1&2)
- Analysis of fiction and nonfiction texts (M,T, EU1)
- Analytical papers comparing and contrasting diverse literature (M&T, EU1&2)
- One-pagers (M&T, EU1)
- **Mock Town Hall meeting (M&T EU2)**
- Essays of varying lengths (M&T, EU1)
- **Formal and Informal Debates (M&T, EU2)**
- Self-assessment and collaborative assessment forms (T, EU2)
- Argumentative writing responses (M, T, EU1)
- Tests and quizzes (T, EU1)
- **Interdisciplinary research projects with psychology and sociology classes (T, EU 1&2)**
- **Multi-media Presentation (T EU1&2)**

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	Interpersonal Connections	33 days
4	Group Identity	33 days

Instructional Materials

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*

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.