Course Title –   English IV
Implement start year – 2016-2017
Revision Committee Members, email, extension –   Laura Binai, lbinai@lrhsd.org; Mike Delguercio, mdelguercio@lrhsd.org; Mike Manna, mmanna@lrhsd.org; Nicole Mustaccio, nmustaccio@lrhsd.org; Susan Schliep, sschliep@lrhsd.org
Unit # 2 , topic –   Self-Identity (I vs. I)
Transfer Goal – Students will be able to independently use their learning to explore concepts of self-identity as experienced in fiction, non-fiction, and multimedia sources.

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI
(http://www.nj.gov/education/cccs/2009/final.htm)

Common Core Curriculum Standards for Math and English
(http://www.corestandards.org/)

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

RL.11-12.3
Analyze the impact of the author's choices 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).

RL.11-12.9
Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

RL.11-12.10
By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

RI.11-12.1
Cite strong and thorough textual evidence 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.

RI.11-12.2
Determine two or more 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 provide a complex analysis; provide an objective

21st Century Themes
(www.21stcenturyskills.org)

_x__ Global Awareness
___ Financial, Economic, Business and Entrepreneurial Literacy
_x_ Civic Literacy
___ Health Literacy
___ Environmental Literacy

21st Century Skills

Learning and Innovation Skills:
_x_ Creativity and Innovation
_x_ Critical Thinking and Problem Solving
_x__ Communication and Collaboration

Information, Media and Technology Skills:
_x_ Information Literacy
_x_ Media Literacy
___ ICT (Information, Communications and Technology) Literacy

Life and Career Skills:
_x_ Flexibility and Adaptability
_x_ Initiative and Self-Direction
_x_ Social and Cross-Cultural Skills
_x_ Productivity and Accountability
_x_ Leadership and Responsibility

summary of the text.

RI.11-12.3
Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.7
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.10
By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

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.

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.

W.11-12.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.11-12.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Enduring Understandings:	**Essential Questions:**
Students will understand that . . .	
	EU 1
EU 1: authors create literature that relates to the self	● What are the contributing factors to self-identity?
	● How does the author create identity within his/her characters?
	● How do people come to an understanding of their own personal philosophy?
EU 2 : a character's/individual's past plays a role in self-identity	
	EU 2
	● Why is it important for a character/individual to consider one's past for self-identity?
EU 3 : personal decisions and circumstances influence a character's/individual's development of morals and ethics	● How does a character's/individual's past contribute to present self-identity?
	● How does a character's/individual's past contribute to future self-identity?
EU 4 : mortality plays a role in creating a character's/individual's self-identity	
	EU 3
	● How do characters/individuals develop their own personal morals/ethics?
	● Are there universal categorical truths to morals and ethics?
	● What does it mean to be moral?
	● What does it mean to be ethical?
	● How much do our morals and ethics affect the decisions we make?
	● How does fiction/non-fiction/media sources show what it means to be moral?
	EU 4
	● How do characters/individuals confront the idea of their own mortality?
	● Why should people think about coming to terms with their own mortality?
	● How do people develop an understanding of their own mortality?
	● How does mortality impact a character's self-identity?

Knowledge:	Skills:
Students will know . . .	*Students will be able to . . .*
EU 1 ● meaning for unknown knowledge can be found contextually ● definition of self-identity ● recognition of bias, be it personal, interpersonal, or literary ● all authors asks us to ask questions about ourselves ● authors create characters to allow for readers' self-reflection	*EU 1* ● evaluate the importance of self-identity in a literary context ● investigate individual personal identity ● recognize themselves in literary characters
EU 2 ● history (people, events, progression of ideas) and overview of philosophical terms and schools of thought (focus: epistemology) are contributing factors of one's identity ● authors build implicit and explicit character background into stories ● the cause/effect relationship between past and present in an character's/individual's identity of	*EU 2* ● classify implicit and explicit details that make up characters' pasts ● recognize and/or analyze past historical events and extract critical details from them ● identify the key events in a character's past that determine/impact his/her identity ● identify the key events in a student's past that determine his/her identity
EU 3 ● literary situations present the difference between morals and ethics ● authors create characterization through actions, dialogue, and motivation which reflects identity development ● how all writing compares universal truth and subjective morality	*EU 3* ● categorize philosophical perspectives on the idea of what is considered "right" within a literary scope ● evaluate the literary applications of universal truth and subjective morality ● define the difference between morals and ethics in a literary context ● arrive at their own view of morality through character analysis
EU 4 ● how the concept of mortality is formed and defined through various literary works ● authors embed philosophical differences on mortality in their writing ● analyze the impact mortality has on a story ● characters'/individuals' behaviors reflect specific stages of the grieving process	*EU 4* ● compare and contrast understandings of mortality* ● recognize how different authors present mortality through literature ● identify and evaluate stages of an individual's grieving process

Stage 2 – Assessment Evidence

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- reading checks on teacher-selected texts
- term quizzes on philosophical perspectives
- student oral responses to classroom literature
- quizzes on vocabulary terms from literature
- written responses and reflections in which students evaluate their personal beliefs and values

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. 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.*

- create a list of characteristics that identify you and organize these characteristics into a pyramid form reflecting most to least influential (A)

- identify and discuss in groups past incidences that had lasting impact in/on your life (M, T)

- identify and list personal morals and ethics; generate a class code of ethics based on these (A, M)

- complete a personality test/survey to determine morals, ethics, and emotional temperament (M, T)

- create and present a personal philosophy (M)

- compose a written and reflective response to specific moral dilemmas to be discussed later in class (T)

- generate a cause/effect map that depicts influencing factors that have/will impact personal identity (M)

- research and varying concepts and beliefs of mortality based on family/culture/society (A, M)

- compose a compare/contrast essay evaluating two opposing concepts and beliefs of mortality (A, M)

- create a list of life goals for a character to accomplish before his/her death (A)

- write an obituary for a major character from a work of literature (A, M)

- evaluate and rank events in a character's past in order of most to least significant, explain (M)
- create a timeline of impactful events that helped create self-identity (A, M, T)
- create a timeline of impactful events that helped create a character's self-identity (A, M, T)
- write an essay analyzing and explaining the extent of how a character's identity was influenced by a meaningful event(s) (M, T)
- create a family crest/shield depicting a character's personal morals and ethics utilizing symbols (T)
- write a response paper based on how a character would react to a specific / hypothetical scenario (M, T)
- profile a criminal from today's headlines, explaining and analyzing the causes and effects of his/her actions (T)
- study and profile a celebrity using direct and indirect characterization (M, T)

- create a case study for a chosen celebrity based on research characterization (M, T)

- produce an argumentative paper defending a character's moral and ethical choices (M, T)
- analyze causes and effects a character's death has on the lives of those around him/her (T)
- create a cause and effect diagram for the impact a character's death would have on those around him/her (A, M)
- engage in mock trial prosecuting a character's morality and ethics based on a specific action of that character (T)

- create an in-depth case study for a character (M, T)
- apply Kubler-Ross model to characters and conflicts in literature (M, T)
- create online dating profile for characters; determine their level of compatibility (A, M, T)

Classics:
- Dante's *Inferno* * *can be used in more than one unit*
- *The Tragedy of Hamlet* (Parallel version available)* Can be used in more than one Unit
- Use selected short stories from Norton Anthology Textbook

Modern:
- *No Exit or The Stranger*
- *The Great Gatsby*
- *The Catcher in the Rye*
- *The Five People You Meet in Heaven*
- *The Samurai's Garden (can be used in any Lit unit)*

Non-fiction:
- Kant's "What Is Enlightenment"
- "Seven Habits of Highly Effective People"
- Elizabeth Kubler-Ross's Stages of Grief
- *This I Believe*
- Ted Talks "Four Stories We Tell Ourselves About Death"
  https://www.ted.com/talks/stephen_cave_the_4_stories_we_tell_ourselves_about_death?language=en
- Ted Talks "Why Does Hamlet Delay"https://www.youtube.com/watch?v=S4DQhTzmjRM
- Ghosts, Murder and More Murder: https://www.youtube.com/watch?v=My14mZa-eq8
- Ophelia, Gertrude, and Regicide: https://www.youtube.com/watch?v=nDCohlKUufs

* several texts are applicable to more than one Literary Unit*