

**Course Title – English IV**

**Implement start year – 2016-2017**

**Revision Committee Members, email, extension – Laura Binai, [lbina@lrhsd.org](mailto:lbina@lrhsd.org); Mike Delguercio, [mdelguercio@lrhsd.org](mailto:mdelguercio@lrhsd.org); Mike Manna, [mmanna@lrhsd.org](mailto:mmanna@lrhsd.org); Nicole Mustaccio, [nmustaccio@lrhsd.org](mailto:nmustaccio@lrhsd.org); Susan Schliep, [sschliep@lrhsd.org](mailto:sschliep@lrhsd.org)**

**Unit # 3, topic – Interpersonal Connections (I vs. You)**

**Transfer Goal –**

Students will be able to independently use their learning to explore interpersonal relationships, external conflicts, and psychology 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/>)

#### **CCSS.ELA-Literacy.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.

#### **CCSS.ELA-Literacy.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).

#### **CCSS.ELA-Literacy.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.

#### **CCSS.ELA-Literacy.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.

#### **CCSS.ELA-Literacy.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.

### 21<sup>st</sup> Century Themes

([www.21stcenturyskills.org](http://www.21stcenturyskills.org))

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

### 21<sup>st</sup> Century Skills

#### *Learning and Innovation Skills:*

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

#### *Information, Media and Technology Skills:*

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

#### *Life and Career Skills:*

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

**CCSS.ELA-Literacy.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.

**CCSS.ELA-Literacy.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.

**CCSS.ELA-Literacy.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.

**CCSS.ELA-Literacy.W.11-12.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CCSS.ELA-Literacy.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.

**CCSS.ELA-Literacy.L.11-12.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

**Enduring Understandings:**

*Students will understand that . . .*

*EU 1:* authors create literature that reflects the formation of self-identity through interpersonal connections

*EU 2:* interpersonal connections vary depending on the context of the relationship (i.e. romantic, professional, personal, social)

*EU 3:* psychological motivations drive needs, wants, and goals of individuals and their interactions

*EU 4:* interpersonal conflicts are subjective and interpretive

**Essential Questions:**

*EU 1*

- How are relationships defined within the contexts of literature?
- What different types of interpersonal connections present themselves in literature?
- How do authors create interpersonal connections in literature beyond plot level conflicts?

*EU 2*

- In what various contexts is one character/individual psychologically connected to another character?
- What are the defining characteristics of different relationship contexts?
- What defines a positive or negative relationship?
- What constitutes a healthy or unhealthy relationship?
- How can positive relationships be unhealthy, and negative relationships be healthy?
- How do authors use their characters to reflect various interpersonal connections?

*EU 3*

- What are the psychological motivations that draw characters/individuals together?
- How can literary analysis include psychological interpretations of characters' connections and relationships?
- What are the most important aspects of relationship motivations?
- Where/How do relationship motivations originate?
- How do the literary characters we study reflect the wants and needs of the given generation?

*EU 4*

- How does one's interactions with another influence self-identity?
- How does an interaction between two people or characters automatically influence both of their perspectives on the situation?
- Why do people and characters' motivations and desires differ when they share a common goal?

<p><b>Knowledge:</b>  <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>● the difference between literary analysis and summary</li> <li>● the psychology of basic human interactive behaviors</li> <li>● the purpose for juxtaposing certain conflicting behaviors</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>● characters' fictional relationships represent a variety of types of real life relationships</li> <li>● some of the types of interpersonal connections</li> <li>● characteristics of various types of interpersonal connections</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>● characters' actions (effects) are directly related to causal elements</li> <li>● psychological motivations are governed by a character's personal needs, wants, and goals</li> <li>● interactions between one character and another inherently involve a collective difference of motivations</li> </ul>	<p><b>Skills:</b>  <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>● analyze character interactions beyond plot-level understanding</li> <li>● explain how and why a character's personal identity is potentially influenced through different relationships</li> <li>● justify interpersonal relationships among characters</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>● define the relationship contexts that interweave different characters</li> <li>● categorize and differentiate characteristics among the various relationship contexts</li> <li>● explain how the various relationship contexts within literature portray real life relationships</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>● identify the cause/effect nature of character interactions</li> <li>● identify specific motivations for specific characters</li> <li>● compare/contrast a character's motivation before and after a relationship interaction</li> <li>● identify/analyze how a character responds to an interaction with another character</li> </ul>

<p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>● conflicts always represent a collective difference of motivations</li> <li>● conflicts differ depending on the relationship context</li> <li>● people's and characters' personal identities influence interactions with other people or characters</li> <li>● resolution to conflicts involves negotiation of personal motivations</li> </ul>
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<p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>● define the components that make conflict within interpersonal connections subjective</li> <li>● list the reasons why conflicts arise within each interpersonal connection</li> <li>● determine how personal identities affect interactions with other people and characters</li> <li>● synthesize multiple resolutions to conflicts based on characters' personal motivations</li> <li>● assess the most suitable resolution to thematic, character, and plot conflicts</li> </ul>
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**Stage 2 – Assessment Evidence**

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

- teacher prompted class discussions and debate about character motivations, behavior patterns, types of conflicts/interactions, and character dialogue
- quizzes (application and matching) on Psychology terminology, such as intrinsic and extrinsic motivation, memory, maturation, and psychoanalysis
- written responses and reflections in which students evaluate their personal beliefs and values
- written responses and reflections in which students identify external conflict between characters

### **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.*

- discuss key concepts psychoanalytic literary criticism as pertaining to chosen literary characters (A)
- chart and present varying interpersonal connections with character examples from literature; display (A)
- identify examples of positive and negative relationships in literature, support reasoning with examples from reading (A)
- identify, rank, and discuss psychological motivations for your actions/behaviors (A, M)
- in pairs: one student creates a scenario for a specific character to react to, other student reacts to peer-created scenario from the point of view of a specific character (M)
- compose a letter, conduct mock social media interactions, or otherwise engage in correspondence from a literary character to the class or other characters explaining the psychological motivations for his/her actions (M, T)
- create a character web depicting and examining psychological connections between characters (A, M)
- map the influence and impact of characters' interpersonal relationships on their lives and the lives of others (A, M)
- create a 'connection web' linking literary characters and their relationships to one another (A, M)
- identify key positive/negative points in characters' relationship and create a timeline depicting the order in which they occurred (A, M)
- identify a key event in a main character's life and examine/analyze the depth of impact this event had on a significant relationship (T)
- reflect upon and analyze contextual evidence to support interpersonal relationship(s) of literary characters (M)
- write a cause/effect essay showing how the psychological actions are fueled by his/her environment (M)
- compose a journal entry in the point of view of a specific character responding to a specific scenario (M, T)
- identify, classify, and explain types of relationships between literary characters (M, T)
- create psychological profile of the relationship between two characters (T)
- compare the basis of psychoanalytic literary criticism to a chosen character (T)
- review of argumentative writing (A)

- compose an argumentative paper examining the complexities of interpersonal relationships of literary characters (M, T)

#### Suggested Texts

### **I vs. You: explores interpersonal relationships and external conflict; psychology**

#### Classics:

- *Oedipus the King*
- *The Tragedy of Othello*
- Selected works from Norton Anthology

#### Modern:

- *The Kite Runner*
- *Waiting for Godot*

#### Non-Fiction

- *Into Thin Air*
- *Tuesdays with Morrie*
- *selected essays from Reading and Writing Short Arguments (suggestion to purchase the entire book -- extremely informative for our writing unit)*
- *selected essays from The Rhetoric of No (DO NOT purchase for students -- teacher copies only -- very “colorful” language and titles for some of the essays)*
- *The Republic (Plato) -- accessible as pdf*
- *Civilization and Its Discontents (Freud) -- accessible as pdf*

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



