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 4: Group Identity (We vs. They)
Transfer Goal – Students will be able to independently use their learning to explore the inclusive and exclusive nature of group identity formation in literature and in society

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.11-12.2
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; provide an objective summary of the text.

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.11-12.6
Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

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.11-12.3
Write narratives to develop real or imagined experiences or events using

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

effective technique, well-chosen details, and well-structured event sequences.

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

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.SL.11-12.3
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CCSS.ELA-LITERACY.L.11-12.3
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.L.11-12.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

| **Enduring Understandings:**
Students will understand that . . .

EU 1: authors create literature that reflects group identity formation as related to society | **Essential Questions:**

EU 1
● Under what circumstances does or should "I" become "we"?
● What is a group compared to a society?
● How does a group form within and separate itself from a larger society?
● To which various groups can an author assign his/her characters and what are the characteristics used to classify these groups? |

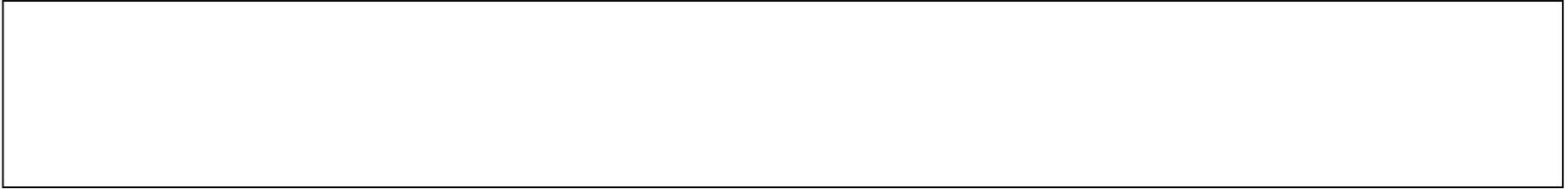|	
	● How do authors create and use those groups to comment/ reflect/represent societal groups?
	EU 2
	● How are "we" different from "them"?
	● What does it mean to be included in a group? What does it mean to be excluded from a group?
EU 2: Characters in literature are reflections of real life group identity crisis based on inclusion and exclusion	● Does classifying and assigning one to a group automatically exclude one individual from another group?
	● What are the positive and negative effects of being included in a group and being excluded from a group?
	● What repercussions might there be for an individual or character who chooses not to belong to a group?
	● How do the authors identify themselves through their writing?
	EU 3
	● How is group identity subjective?
	● How does subjectivity play a role in classifying characters into groups?
EU 3: classifications of groups are subjective and ever-changing	● What contributing factors does the author create that influence subjectivity in group identity?
	● How is subjectivity linked/connected to the changing dynamics of group classification?
	● What might be the author's intent for changing a character's group identity within a story?
	EU 4
	● How is the relationship between an individual and a group shaped?
	● How is the relationship between a group and a society shaped through literature?
EU 4: Characters mimic the real-life dependency of belonging.	● What is the dichotomy between an individual and a group?
	● How dependent is an individual on belonging to a group?
	● What does an individual get by belonging to and identifying with a group?
	● How is one character dependent upon the other or how are the

	characters dependent upon each other?
	EU 5 ● How is group identity influenced by the expectation of another group's identity? ● What are the ways a group's identity can be compromised by the pressure of a group's/society's expectation? ● When is it necessary for characters to compromise their group's identity for a larger group/societal identity? ● How is a group's thinking influenced and affected in larger group contexts?
EU 5: one group's identity can be influenced or compromised by another group's/society's identity	

Knowledge: *Students will know . . .*	**Skills:** *Students will be able to . . .*
EU 1 ● what constitutes a society ● the difference between society and group ● what defines societies and the groups that make them up ● behavioral patterns that occur within large groups of people	*EU 1* ● define society and all its contributing factors ● differentiate between society and group ● align common characteristics of groups within societies ● explain the reasoning behind mob mentality thinking
EU 2 ● what inclusion and exclusion mean within society ● ways to recognize the inclusion or exclusion of characters pertaining to group classification ● how character analysis can reveal the effects of group/societal inclusion and exclusion ● what exclusions segregate individuals from group inclusion	*EU 2* ● define marginalization, otherness, dual-consciousness, or other terms related to exclusion ● define the group classifications that characters belong to ● list the parameters that define inclusion and exclusion for a group ● state reasons why characters are included or excluded from a group in society

EU 3	EU 3
● what different factors reconfigure groups within a society ● why classifying groups is subjective and ever-changing ● the reciprocal effect that change has on the relationship between the individual and the group ● how to arrange characters into groups based on shared characteristics and motivations	● recognize the parameters that reconfigure groups within society ● explain how group identification for characters is subjective to their personal circumstances ● define the factors that make group classifications ever-changing (e.g. based on culture, time period, etc.) ● distinguish between the different groups that any one character can belong to
EU 4	EU 4
● the essentials of belonging to a group ● characters cannot exist without being part of a group ● groups and individuals are interdependent upon each other	● state reasons for the necessity of group belonging ● justify a group's need for a character and a character's need for a group ● explain why groups and individuals are interdependent upon each other
EU 5	EU 5
● group identity comes with certain specific expectations ● individual identity can be manipulated by pressures of the group ● why individual identity can be compromised because of group belonging ● how the pressures of a group's expectations affect the individual character's identity	● list the specific expectations of belonging to a group ● explain how a character's identity is manipulated by group pressures ● identify the specific changes a character experiences for belonging to a group ● determine the pressures a group exerts on individual characters

Stage 2 – Assessment Evidence

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

- journal entries discussing group identity, what group a student associates with, what group a student has been excluded from
- teacher prompted class discussions on mob mentality, peer pressure, and inclusion/exclusion
- teacher led class empathy exercises
- written student responses of selected texts
- quizzes on sociology terminology (application and matching)
- written responses and reflections in which students evaluate their experiences in group situations

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.

- identify and categorize various groups reflected in school/work/society (A, M)
- classify classroom students into multiple groups (A)
- classify a literary character into predetermined societal group; justify placement (A, M)
- define sociological literary criticism (through literary examples) (A, M)
- define feminist literary criticism (through literary examples) (A, M)
- define gender criticism (through literary examples) (A, M)
- identify and define groups within a literary piece (M)
- research influential social factors of society that impact social grouping; chart statistics (A, M)
- explore group formation and alliance displayed on/through social media (M)
- find an example from a news source detailing an example of mob mentality (M)
- write a cause/effect essay showing how the sociological actions are fueled by his/her environment (M)
- utilize a graphic organizer to visually depict sociological connections between characters (M)
- categorize characteristics of an individual to his/her group as being positive or negative, explain (M)
- identify group interactions with positive/negative relations, explain with support from text (M)
- write a cause/effect essay showing how sociological reactions of a character are fueled by his/her society (M, T)
- develop list of suggestions on how characters could resist group pressures of assimilation (M)
- engage in class empathy exercise of included and excluded groups; students write journal entry reflecting upon their experiences (M, T)
- create a dialogue of blogs/tweets of a socially included character giving advice/insight to a socially excluded character (M)
- research and determine how society creates and defines social grouping through varying avenues of media (M, T)
- generate a multi-media advertisement directed toward a special social grouping OR specific literary character (T)
- compose a mini-research paper on a infamously socially excluded individual, highlighting the impact of this social isolation (T)
- compare/analyze the basis of sociological literary criticism to a chosen character or literary work (T)
- compare/analyze the basis of feminist literary criticism to a chosen character or literary work (T)
- compare/analyze the basis of gender criticism to a chosen character or literary work (T)

We vs. They: explores the inclusive and exclusive nature of group identity formation
Classics:

- Selected Works from Norton Anthology
- Charlotte Perkins Gilman's "The Yellow Wallpaper" (gender)- In Norton Anthology
- Sojourner Truth "Ain't I A Woman"
  Transcript: http://www.nps.gov/wori/learn/historyculture/sojourner-truth.htm
  Video: https://www.youtube.com/watch?v=EsjdLL3MrKk

Modern:

- *One Flew Over the Cuckoo's Nest*
- *The Kite Runner*
- *The Farming of Bones*

Non-Fiction

- Albert Camus' "The Myth of Sisyphus"
- *The Tao of Pooh*
- Plato's "The Cave Theory" or *Ethics*
- *Four Thousand Days: My Life and Survival in a Bangkok Prison*
- *Elizabeth Cady Stanton's speech to the Seneca Falls Convention (1848)* *http://ecssba.rutgers.edu/docs/ecswoman1.html*