

Unit 6: Influences on Identity

Content Area: **English**
Course(s): **Advanced Placement English III**
Time Period: **February**
Length: **6 weeks**
Status: **Published**

Enduring Understandings

- Childhood/ family experiences have a significant impact on one's development and identity.
- Society can influence and shape an individual's perception of self.

Essential Questions

1. In what ways does childhood/family influence our values and identity?
2. How do our experiences influence how we view ourselves and other people?
3. What economic and social forces shape our sense of identity?
4. How does literature shape or reflect society?

Lesson Titles

1. Identity via Childhood (Anne Dillard *An American Childhood*; *Once Upon a Quincenara* Julia Alvarez , Amy Tan *Mother Tongue*, Richard Rodriguez, *Aria*, *Memoir of Bilingual Childhood*)
2. Personal Narrative Essay
3. Modernism & The Lost Generation & Imagist (Hemingway, Fitzgerald, Stein)
4. Grammar as Rhetoric
5. Independent novel - *The Great Gatsby* by F Scott Fitzgerald

21st Century Skills and Career Ready Practices

- Creativity & Innovation
- Critical Thinking & Problem Solving
- Information Literacy
- Media Literacy
- Communication & Collaboration

CAEP.9.2.12.C.2

Modify Personalized Student Learning Plans to support declared career goals.

CAEP.9.2.12.C.3

Identify transferable career skills and design alternate career plans.

Inter-Disciplinary Connections

Social Studies

Sociology

SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.9-12.2.2.1	Ethnocentrism
SOC.9-12.2.2.4	American values
SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.2	Power
SOC.9-12.4.1.3	Racial and ethnic inequality
SOC.9-12.4.1.5	Gender inequality

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

Direct Instruction (teacher led)

Indirect instruction (guided inquiry, socratic questioning)

Group/ interactive instruction (socratic seminar, jigsaw, fishbowl)

One on One instruction (teacher led writing conferences)

Independent reading

Delsea One

SWAG

Bloom's

Remember, Understand, Apply, Analyze, Evaluate and Create

Modifications

At Risk Modifications

- Usage of Delsea One for tutoring
- Educational technology
- Family engagement
- Mentoring
- School-community collaboration
- Active learning opportunities
- Safe learning environments
- Individualized instruction
- SWAG

Formative Assessment

Warm up

Vocabulary List

Quick Write Paragraph

Vocabulary Paragraph

Activities

Jigsaw Discussion

Socratic Seminar

Critical Reading and Analysis Review Questions

Oral Presentation

Personal Narrative Rough Draft

Closure

3-2-1

Exit Ticket

Google Classroom Response

Summative Assessment

Critical Reading Assignment

Synthesis Essay

Great Gatsby Quiz

Personal Narrative Final Draft

Literary Analysis Essay

Benchmark Assessment (s)

Skills-based assessment

Reading responses

Writing responses

Alternative Assessment (s)

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials

The Language of Composition: Reading, Writing and Rhetoric, 2nd ed

Conversations in American Literature: Language, Rhetoric and Culture

The Great Gatsby by F Scott Fitzgerald

