

# **Unit 4: Constructing Identity within Society Copied from: ELA 4 AP Lit& Comp, Copied on: 02/21/22**

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## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**English 4 Advanced Placement - Literature and  
Composition: Grade 12**

**Unit 4: Constructing Identity within Society**

**Belleville Board of Education**

**102 Passaic Avenue**

## **Belleville, NJ 07109**

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### **Unit Overview**

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Throughout this unit the students will learn about constructing identity within society by using themes and main ideas in literature.

### **Enduring Understanding**

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- **Enduring Understanding:**
- Using contextual clues while reading literature allows the reader to construct meaning about the theme of love being communicated by an author.
- Reflection, both mentally and in written form is important.
- Stories that present ideas and themes of this unit ,help the reader absorb the experience and the wisdom to come up with his/her own definition
- Critical reading allows the ability to construct identity within society by using themes and main ideas in literature.

- **Essential Questions:** Use questions to guide and construct meaning from the text.

## **Essential Questions**

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How do we construct our identities?

How is our identity a response to our context, society, and past?

How do we negotiate the boundary between the inner, private self and the public self?

How is our identity a response to our relationships?

## **Exit Skills**

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By the end of Grade 12, AP Literature and Composition Unit 4, the student should be able to:

- Read, comprehend, analyze and critique everyday texts
- Understand and apply written and oral conventions to everyday interactions
- Become active readers, good listeners and critical thinkers in everyday situations
- By the end of this unit, students will to read critically and actively, to understand and practice literary analysis, to develop, practice and hone communication skills, to understand writing as a process.

|                 |   |
|-----------------|---|
| LA.RL.11-12.1   | Cite strong and thorough textual evidence and make relevant connections 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.  |
| LA.RL.11-12.4   | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.) |
| LA.RL.11-12.7   | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)   |
| LA.RL.11-12.10b | By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.  |
| LA.RI.11-12.1   | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.   |
| LA.RI.11-12.4   | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).   |
| LA.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.  |
| LA.RI.11-12.10b | By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.  |
| LA.W.11-12.1.C  | Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  |
| LA.W.11-12.2.A  | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  |
| LA.W.11-12.2.E  | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.   |
| LA.W.11-12.3.B  | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  |
| LA.W.11-12.4    | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  |
| LA.W.11-12.9    | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |

|                 |   |
|-----------------|---|
| LA.W.11-12.10   | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.  |
| LA.SL.11-12.1.C | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.   |
| LA.SL.11-12.2   | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.   |
| LA.L.11-12.1    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| LA.L.11-12.2.A  | Observe hyphenation conventions.  |
| LA.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.   |
| LA.L.11-12.4.D  | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).   |
| LA.L.11-12.6    | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## **Interdisciplinary Connections**

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|                |  |
|----------------|--|
| SOC.9-12.1.1.2 | Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.                       |
| SOC.9-12.1.2.2 | Relate current events to the physical and human characteristics of places and regions.   |
| SOC.9-12.1.3.1 | Distinguish valid arguments from false arguments when interpreting current and historical events.  |
| SOC.9-12.1.4.2 | Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience. |

## **Learning Objectives**

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- **Effective Learning Objectives Used in Lesson Planning:**
  - Recognize ways that readers make meaning from a text
  - Understand the use of context clues to determine a word's meaning
  - Interpret literary elements in short stories with special emphasis on plot, climax, character, setting, irony, point of view, and theme
  - Apply a variety of reading strategies
  - Respond to literature (class discussion, writing assignments, and journals)
  - Learn and use new vocabulary
  - Plan, draft, revise and edit written assignments

- Students will demonstrate the ability to define and interpret how themes reflect characterization throughout literature
- Critical reading allows the ability to construct identity within society by using themes and main ideas in literature.

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| <b>Remember</b> | <b>Understand</b> | <b>Apply</b> | <b>Analyze</b> | <b>Evaluate</b> | <b>Create</b> |
|-----------------|-------------------|--------------|----------------|-----------------|---------------|
| Choose          | Classify          | Choose       | Categorize     | Appraise        | Combine       |
| Describe        | Defend            | Dramatize    | Classify       | Judge           | Compose       |
| Define          | Demonstrate       | Explain      | Compare        | Criticize       | Construct     |
| Label           | Distinguish       | Generalize   | Differentiate  | Defend          | Design        |
| List            | Explain           | Judge        | Distinguish    | Compare         | Develop       |
| Locate          | Express           | Organize     | Identify       | Assess          | Formulate     |
| Match           | Extend            | Paint        | Infer          | Conclude        | Hypothesize   |
| Memorize        | Give Examples     | Prepare      | Point out      | Contrast        | Invent        |
| Name            | Illustrate        | Produce      | Select         | Critique        | Make          |
| Omit            | Indicate          | Select       | Subdivide      | Determine       | Originate     |
| Recite          | Interrelate       | Show         | Survey         | Grade           | Organize      |
| Select          | Interpret         | Sketch       | Arrange        | Justify         | Plan          |
| State           | Infer             | Solve        | Breakdown      | Measure         | Produce       |
| Count           | Match             | Use          | Combine        | Rank            | Role Play     |
| Draw            | Paraphrase        | Add          | Detect         | Rate            | Drive         |
| Outline         | Represent         | Calculate    | Diagram        | Support         | Devise        |
| Point           | Restate           | Change       | Discriminate   | Test            | Generate      |
| Quote           | Rewrite           | Classify     | Illustrate     |                 | Integrate     |
| Recall          | Select            | Complete     | Outline        |                 | Prescribe     |
| Recognize       | Show              | Compute      | Point out      |                 | Propose       |
| Repeat          | Summarize         | Discover     | Separate       |                 | Reconstruct   |
| Reproduce       | Tell              | Divide       |                |                 | Revise        |
|                 | Translate         | Examine      |                |                 | Rewrite       |
|                 | Associate         | Graph        |                |                 | Transform     |
|                 | Compute           | Interpolate  |                |                 |               |
|                 | Convert           | Manipulate   |                |                 |               |
|                 | Discuss           | Modify       |                |                 |               |
|                 | Estimate          | Operate      |                |                 |               |
|                 | Extrapolate       | Subtract     |                |                 |               |
|                 | Generalize        |              |                |                 |               |
|                 | Predict           |              |                |                 |               |



### **Suggested Activities & Best Practices**

Example: Students should be given assessment options for *Metamorphosis* such as: a written assignment, creating a comic book based on the play, or a presentation underscoring the theme.

**Student Centered Learning:** Students should either have already selected groups or groups of their choosing and we ready to jigsaw or answer higher order thinking discussion questions related to the theme or topic of the piece of literature being discussed.

**Use of Rubrics:** After discussing an assignment, allow students to create what they believe to be a fair rubric for assessing the assignment. This allows the students to have a say in how they will be graded as well as accountability for the assignment.

**Starting classes with a "Do Now" activity:** Using a connection to life question that relates to the piece of literature will make the students be able to connect to the text and jump start to discussion.

**Allowing students to choose their own projects:** Having a variety of projects that the students can choose from helps address all learning types. This will allow the students to choose the project they feel they can be most successful in completing.

**Brainstorming:** This helps in the writing process because it will allow the student to know if they are grasping the topic.

### **Assessment Evidence - Checking for Understanding (CFU)**

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Example: The students will take a multiple choice, true/false, and open ended test after each chapter of Metamorphosis. (summative assessment)

#### **Previous AP Literature and Composition Tests**

Use as Quizzes (summative assessment)

Use as Tests (summative assessment)

Various worksheets to go along with selections - formative assessment

#### **Department Made:**

Quarterly Assessments/Common Benchmarks (summative assessment)

Unit/Selection Review (formative assessment)

#### **Teacher Made:**



Web-Based Assessments (alternative assessment)

Various Assignments/Projects/Essay Topics (alternative assessment)

Evaluation Rubrics (formative assessment)

Exit Tickets (formative assessment)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep

- Unit tests
- Web-Based Assessments
- Written Reports

## **Primary Resources & Materials**

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Roberts, Edgar V. and Jacobs, Henry E. - *Literature: An Introduction to Reading and Writing*, Seventh Edition, Pearson/Prentice Hall, Upper Saddle River, NJ 2004

*Metamorphosis*-Kafka

## **Ancillary Resources**

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- Teacher made study packets for corresponding pieces of literature
- Supplemental materials available through various test prep sources
- Internet
- Podcast
- Literary Criticism

## **Technology Infusion**

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Chromebooks

SmartTV

Google Classroom

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts  
 Photostory 3  
 Kid Story Builder  
 Music Maker Jam  
 Paint A Story  
 Office 365  
 MS PowerPoint  
 Stack 'Em Up  
 NqSquared Numbers  
 Physamajig  
 Xylophone 8

Wikipedia  
 Skydrive  
 Lync  
 SkyMap  
 Skype  
 Office 365  
 Puzzle Touch  
 Easy QR  
 Memorylage  
 Life Moments  
 Word Cloud Maker

Where's Waldo?  
 MS Excel  
 Flipboard  
 Office 365  
 Nova Mindmapping

Ted Talks  
 Record Voice Pen



Originally taken from <http://www.coetail.com/zimmer/files/2013/02/iPadagogy-Wheel.001.jpg>  
 And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## Alignment to 21st Century Skills & Technology

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Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

|                   |  |
|-------------------|--|
| CAEP.9.2.12.C.1   | Review career goals and determine steps necessary for attainment.  |
| 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.   |
| CAEP.9.2.12.C.8   | Assess the impact of litigation and court decisions on employment laws and practices.  |
| CAEP.9.2.12.C.9   | Analyze the correlation between personal and financial behavior and employability.   |
| TECH.8.1.12       | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.1.12.A.1   | Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.  |
| TECH.8.1.12.A.2   | Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.   |
| TECH.8.1.12.A.CS1 | Understand and use technology systems.   |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively.  |

## 21st Century Skills/Interdisciplinary Themes

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- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

|                 |   |
|-----------------|---|
| SOC.9-12.1.3.1  | Distinguish valid arguments from false arguments when interpreting current and historical events.   |
| SOC.9-12.1.3.2  | Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.   |
| SOC.9-12.1.3.3  | Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection. |
| CAEP.9.2.12.C.3 | Identify transferable career skills and design alternate career plans.  |
| CAEP.9.2.12.C.4 | Analyze how economic conditions and societal changes influence employment trends and future education.  |
| CAEP.9.2.12.C.5 | Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.   |
| CAEP.9.2.12.C.6 | Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.                                   |
| CAEP.9.2.12.C.7 | Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.   |

## 21st Century Skills

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

|                 |   |
|-----------------|---|
| CAEP.9.2.12.C.3 | Identify transferable career skills and design alternate career plans.  |
| CAEP.9.2.12.C.4 | Analyze how economic conditions and societal changes influence employment trends and future education.  |
| CAEP.9.2.12.C.5 | Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.   |
| CAEP.9.2.12.C.6 | Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business. |

## Differentiation

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Example: Teacher will assign small groups and the students will work on reading the novel *Metamorphosis* to each other to create a guided reading session.

### Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments

- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Small group setting

#### **Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/center
- Tiered activities/assignments
- Varying organizers for instructions

#### **Lo-Prep Differentiations**

- Choice of books or activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Reading buddies
- Varied journal prompts

- Varied supplemental materials

## **Special Education Learning (IEP's & 504's)**

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Example: For those students whose IEP/504 call for it, the teacher should read the directions aloud and clarify them as necessary during each test for Metamorphosis.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **English Language Learning (ELL)**

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Example: The students will view the Metamorphosis movie for further clarification of the themes.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **At Risk**

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Example: The teacher should limit the number of questions on the Metamorphosis test to allow students more time to focus on each question and answer choices.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives



- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Talented and Gifted Learning (T&G)**

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Example: Students should be assigned one chapter a night to read in the Metamorphosis along with guided reading questions to move at a faster pace.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## **Sample Lesson**

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Unit Name: Conformity/Identity

NJSLS: See attached

Interdisciplinary Connection: World History

Statement of Objective: SWDAT interpret and understand how the theme of innocence as portrayed throughout the story

Anticipatory Set: Writing Journal: Students should think of a time when they when they felt judged. How did they handle it?

Learning Activity:

- Students determine group settings and conduct discussion on Anticipatory Set topic
- Whole group discussion on collective responses

Student Assessment/CFU's:

- Exit Ticket

Materials:

- You Tube video
- Notebooks

21st Century Themes and Skills:

- Global Perspectives
- Civic Literacy
- Creativity and Innovation
- Information Literacy
- Critical Thinking and Problem Solving

Differentiation/Modifications:

- Cooperative groupings

Integration of Technology:

- SmartTV
- GoogleClassroom
- You Tube

LA.RI.11-12.2

Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.