Content Area: **ELA**
Course(s): **ELA 4 AP Lit & Comp**
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Title Section

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

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Unit Overview

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

NJSLS

LA.11-12.W.11-12.1.D	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.11-12.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.11-12.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.)

Exit Skills

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.

Enduring Understanding

Critical reading allows the ability to construct identity within society by using themes and main ideas in literature.

Essential Questions

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?

Learning Objectives

Students will be able to demonstrate the ability to read critically and actively**,** to understand and practice literary analysis, to develop, practice and hone communication skills, to understand writing as a process.

Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

SOC.6.1.12.D.2.a	Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
SOC.6.1.12.CS5	Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption, and changed the daily lives of Americans. The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, cultural values, and created tensions between ethnic and social groups.

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21stcentury.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

21st Century/Interdisciplinary Themes

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

21st Century Skills

- 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

Technology Infusion

Internet

Powerpoint

Blogs

Differentiation

Group students by shared interest, topic or ability for assignments.

Special Education

- 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
- 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

ELL

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- 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 workpresented 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

Intervention Strategies

- 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 workpresented 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

Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this secion.

- Admit Tickets
- Anticipation Guide
- Common benchmarks

- Compare & Contrast

- Create a Multimedia Poster

- Define

- Describe

- Evaluate

- Evaluation rubrics

- Exit Tickets

- Explaining

- Illustration

- Journals

- KWL Chart

- Newspaper Headline

- Outline

- Question Stems

- Quickwrite

- Quizzes

- Self- assessments

- Socratic Seminar

- Study Guide

- Teacher Observation Checklist

- Think, Write, Pair, Share

- Top 10 List

- Unit tests

Primary Resources

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

Ancillary Resources

Metamorphosis-Kafka