LHS English 12 Unit 4

Content Area: **ELA**
Course(s):
Time Period: **MP4**
Length:
Status: **Published**

Unit Overview

Theme: Forming an Identity that is Authentic to "The Self"

Benchmark Text Focus: Informational

Anchor Text: Siddhartha

Writing Genre Focus: Informative/Explanatory (Research)

Benchmark & Answer Key

Targeted ELA Standards

Add the appropriate **NJSLS ELA** standards with which this unit aligns. This is done by clicking "actions" and then "add standards".

L.SS.11–12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.SS.11–12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
L.SS.11–12.1.B	Observe hyphenation conventions.
L.SS.11–12.1.C	Recognize spelling conventions.
L.KL.11–12.2	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.
L.KL.11–12.2.A	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.
L.KL.11–12.2.B	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
L.KL.11–12.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
L.VL.11–12.3.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.VL.11–12.3.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
L.VL.11–12.3.C	Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
L.VL.11–12.3.D	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
L.VL.11–12.3.E	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).
L.VI.11–12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
L.VI.11–12.4.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
L.VI.11–12.4.B	Analyze nuances in the meaning of words with similar denotations.
L.VI.11–12.4.C	Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
L.VI.11–12.4.D	Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
RL.CR.11–12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
RI.CR.11–12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RL.CI.11–12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
RI.CI.11–12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
RL.IT.11–12.3	Analyze the impact of the author's choices as they develop ideas throughout the text 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).
RI.IT.11–12.3	Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
RI.TS.11–12.4	Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.AA.11–12.7	Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
RI.CT.11–12.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and

	background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
W.IW.11–12.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.IW.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.
W.IW.11–12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.IW.11–12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.IW.11–12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.IW.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.
W.IW.11–12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.WP.11–12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.WR.11–12.5	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.SE.11–12.6	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).
W.RW.11–12.7	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.
SL.PE.11–12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.PE.11–12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.PE.11–12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
SL.PE.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.

SL.PE.11–12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.II.11–12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.PI.11–12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.UM.11–12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.AS.11–12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Weekly Structure

Day One		Day Two		Day Three		Day Four		Day Five		Day Six	
Reading Focus		Reading Focus		Reading Focus		Reading Focus		Reading Focus		Reading Focus	
Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes	Do Now	10 minutes	Mini-lesson review/recap	10 minutes	Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes	Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes	Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes	Practice (We Do)	17 minutes	Closure	7 minutes	Practice (We Do)	17 minutes	Closure	7 minutes

Day Seven		Day Eight	
Writing Focus			
Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-	20 minutes	Individual	30 minutes

Day Nine		Day Ten	
Writing Focus			
Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-	20 minutes	Individual	30 minutes

lesson (I Do)		Conferences (You Do)	
Practice (We Do)	17 minutes	Closure	7 minutes

lesson (I Do)		Conferences (You Do)	
Practice (We Do)	17 minutes	Closure	7 minutes

Rationale

In a world increasingly shaped by external pressures—social media, societal expectations, family influence, and cultural norms—students are frequently confronted with the question of identity: *Who am I really, and how do I become that person?* This unit, centered around the theme **Forming an Identity that is Authentic to "The Self**", invites students to explore this question through the lens of both literature and informational research.

Hermann Hesse's *Siddhartha* offers a powerful exploration of one man's journey toward self-discovery, authenticity, and spiritual fulfillment. As students engage with the text, they will examine how Siddhartha resists prescribed paths and seeks his own truth—an experience that resonates with contemporary struggles for personal identity and meaning. By pairing this literary journey with student-driven informational research into philosophical, cultural, and psychological understandings of identity, the unit challenges learners to think critically about the internal and external forces that shape who we are.

Through the process of close reading and evidence-based inquiry, students will build analytical skills while also developing the ability to write clear, coherent, and insightful informative/explanatory essays. The research component will allow students to explore real-world perspectives on identity formation—including cultural, developmental, and philosophical frameworks—ultimately enabling them to draw connections between abstract ideas and lived experience.

By the end of the unit, students will not only have strengthened their academic reading and writing skills, but they will also have reflected meaningfully on their own evolving identities and what it means to live authentically in a complex world.

Enduring Understandings

Content Specific	Skills Specific
▪ **Forming an Authentic Identity:** Identity is shaped over time by personal experience, cultural background, societal expectations, and internal reflection. It is constantly evolving. Individuals may struggle between conforming to external influences and	▪ **Close Reading of Informational and Literary Texts:** Students understand that analyzing word choice, tone, structure, and central ideas deepens comprehension of how authors convey philosophical or personal themes. Students understand that combining

pursuing a path that feels true to themselves. Literary texts can serve as a springboard for personal inquiry and intellectual exploration. Siddhartha provides a narrative framework for students to reflect on their own values, aspirations, and the meaning of authenticity. ▪ **The Search for Self-Understanding:** Spiritual, cultural, and philosophical perspectives influence how people seek meaning and self-understanding. Texts like Siddhartha offer insight into how individuals navigate these influences in the pursuit of self-realization. The search for self often requires breaking away from established norms and questioning inherited beliefs. Siddhartha's journey demonstrates how personal growth sometimes involves letting go of prescribed roles, expectations, and teachings to discover deeper truths. ▪ **Exploring Complex Real-World Issues:** Informational texts help readers explore complex real-world issues such as identity, belief systems, and psychological development. By researching diverse perspectives on identity, students gain a deeper understanding of the social, emotional, and intellectual components of selfhood. ▪ **Informative/Explanatory Writing:** Through research and synthesis, students can effectively explore and explain how identity is constructed and the factors that influence it. Additionally, the informative/explanatory writing is a powerful tool for clarifying complex ideas.	information from multiple texts allows for a more nuanced exploration of abstract concepts like authenticity, enlightenment, and selfhood. Students recognize how an author's cultural, historical, or philosophical lens shapes the presentation of information and how that can influence the reader's interpretation. ▪ **Evaluating Sources for Credibility and Relevance:** Students recognize that authentic research requires credible, relevant sources that reflect a range of perspectives on issues related to identity, belief, and self-actualization. Students understand that quoting and paraphrasing information from both literary and informational texts strengthens the credibility and depth of their explanatory writing. • **Informative/Explanatory Writing Creation:** Students understand that effective explanatory writing organizes ideas clearly, supports claims with evidence, and conveys complex ideas in a way that informs and engages readers. Students recognize the importance of using formal, precise language and domain-specific vocabulary to effectively communicate complex philosophical or cultural ideas. Students understand that a well-crafted research question is the foundation of meaningful inquiry and helps guide the investigation into self-identity and philosophical growth.

Essential Questions

Content Specific	Skills Specific
▪ What does it mean to form an identity that is true to oneself? ▪ How do internal and external forces influence	▪ How do authors use language, structure, and tone to explore identity and self-discovery? ▪ What textual elements help us interpret

this process? ▪ How do spiritual and cultural beliefs shape the way individuals understand themselves? ▪ In what ways can texts like Siddhartha deepen our understanding of identity formation? ▪ Why might someone reject traditional values or societal expectations in search of personal truth? ▪ What are the risks and rewards of following one's own path? ▪ How can informational texts help us understand real-world issues related to identity, culture, and the self? ▪ What perspectives are important to consider when researching identity? ▪ In what ways does informative/explanatory writing clarify complex ideas about identity? ▪ How can research be used to explore personal and philosophical questions? ▪ How can literature spark personal reflection and deeper inquiry into who we are? ▪ What connections can we draw between fictional journeys like Siddhartha's and our own?	philosophical or spiritual journeys? ▪ What makes a source credible, and how do we determine if it is appropriate for a research topic on personal or cultural identity? ▪ How can we integrate ideas from multiple sources to better understand the complexities of forming an authentic self? ▪ How does an author's background or worldview influence how they present ideas about identity or self-realization? ▪ How can we clearly and effectively explain complex ideas like self-actualization, authenticity, or enlightenment through research writing? ▪ How does a strong research question shape the depth and direction of an investigation into the self? ▪ How does using evidence from multiple texts enhance the clarity and credibility of an explanatory essay? ▪ What role does academic tone and precise vocabulary play in helping readers understand complex philosophical ideas?

Key Resources

Anchor Text: Siddhartha by Hermann Hesse

Additional instructional resources:

- Comprehension microskills
- Tier I instructional practices
- Engagement toolkit

Lexia Aspire Resources:

- Word Recognition - phonemic awareness, decoding, fluency
- Language Comprehension - vocabulary, morphology, academic language, syntax
- Writing & reading comprehension - background knowledge, inference, main idea, making predictions, visualization, expository, narrative, argumentative, figurative language, sensory language, transition words, dialogue, counterclaims, editing

Supplementary Resources

Informational texts from district-approved resources.

Additional district-approved secondary ELA instructional resource list

Warm-Up Activities to Engage Students Before They Read Nonfiction Texts

Skills, Content, Activity, Assessment

Month	Weeks	Standards	Suggested Learning Targets	Mini-Lesson Skills	Suggested Student Centered Activities	Resources	Assessment
April	2	RI.CR.11-12.1 RI.CI.11-12.2 RI.IT.11-12.3 RI.TS.11-12.4 RI.AA.11-12.7	SWBAT demonstrate their knowledge of reading an informational text by taking a pre-assessment.	• Reading Pre-assessment • Writing Pre-assessment			• LinkIt! pre-assessment - reading • Informational essay writing pre-assessment

		RI.CT.11-12.8 L.VL.11–12.3 L.VI.11-12.4 W.IW.11-12.2	SWBAT demonstrate their knowledge of writing an informational essay by taking a pre-assessment.				
	3-4	RI.CI.11-12.1 RL.CI.11-12.1 L.VL.11-12.3 W.WR.11-12.5	SWBAT evaluate the credibility, relevance, and sufficiency of multiple pieces of evidence supporting a claim in an informational text. SWBAT draw and support multiple inferences from a single literary quote using contextual and textual evidence.	Informational Text Mini-Lesson: • Evaluating the strength of multiple pieces of evidence in support of a claim Literary Text Mini-Lesson: • How to draw multiple inferences from a single quote Language Mini-	• LHS Instructional Workshop Model Suggested Activities/Groups	Informational Writing Rubric Information/research writing exemplar Exploring Research Skills Pear Deck Internet Research Checklist	• LHS Suggested Formative Reading Assessments

			SWBAT determine the meaning of unfamiliar words using clues from sentence structure and context. SWBAT identify the characteristics of strong informational research writing by analyzing an exemplar and evaluating it using a rubric. SWBAT generate a research question and revise it to ensure it is focused, researchable, and	Lesson: • Using sentence structure and context to determine word meaning Writing Mini-Lesson: • Review exemplar and rubric for an informational research essay • Develop a self-generated research question and refine it for focus			

			aligned with their topic of inquiry.				
		RI.CR.11-12.2 RL.CR.11-11.2 L.VI.11-12.4 W.WR.11-12.5	SWBAT analyze how two or more central ideas in an informational text build upon or contradict each other to shape the author's overall message. SWBAT trace the development of two themes in a literary text and analyze how they interact to produce complex meaning. SWBAT interpret subtle figurative language such as	Informational Text Mini-Lesson: • Analyzing how central ideas build on or contradict one another Literary Text Mini-Lesson: • Tracing how two themes evolve and intersect over a literary text Language Mini-Lesson: • Interpreting subtle figurative language (e.g., paradox, irony) and tone	• LHS Instructional Workshop Model Suggested Activities/Groups	Research Facts to Sentence Form	• LHS Suggested Formative Reading Assessments

			paradox and irony and explain how it contributes to tone and meaning. SWBAT locate and evaluate sources for reliability, relevance, and bias as part of preliminary research.	Writing Mini-Lesson: • Conduct preliminary research and evaluate source reliability			
May	1-2	RI.IT.11-12.3 RL.IT.11-12.3 L.VI.11-12.4 W.WR.11-12.5	SWBAT explain how an author organizes and develops complex ideas using specific structural techniques and transitions. SWBAT analyze how an author's development of	Informational Text Mini-Lesson: • Explain how the author structures complex ideas and develops them. Literary Text Mini-Lesson: • Analyze how an author's development of character	• LHS Instructional Workshop Model Suggested Activities/Groups		• LHS Suggested Formative Reading Assessments

			characters contributes to and reinforces a central theme. SWBAT examine how an author's specific word choices create nuanced shifts in tone or meaning within a passage. SWBAT take structured notes and categorize sources to organize research findings around central ideas.	reinforces theme. Language Mini-Lesson: • Examine how word choice reveals subtle shifts in tone or meaning. Writing Mini-Lesson: • Use strategic note-taking and source categorization to organize research			
		RI.CT.11-12.8 RL.CT.11-12.8 L.VL.11-12.3	SWBAT explain how historical context influences the language, tone, and	Informational Text Mini-Lesson: • Explain how historical context shapes a	• LHS Instructional Workshop Model Suggested Activiti		• LHS Suggested Formative Reading Assessments

		W.WR.11-12.5	content of a primary source document. SWBAT compare how two texts from the same time period address a shared theme using different literary techniques or perspectives. SWBAT track the use and development of a key term throughout a text and analyze how its meaning evolves over time. SWBAT compose annotated bibliogra	primary source's content and tone Literary Text Mini-Lesson: • Compare how two texts from the same era treat a shared theme Language Mini-Lesson: • Tracking how a key term evolves across a text Writing Mini-Lesson: • Write annotated bibliographies including summaries and source evaluations	es/Groups		

			phies that summarize and assess the relevance and credibility of each source.				
	3-4	RI.TS.11-12.4 RL.TS.11-12.4 L.VL.11-12.3 W.IW.11-12.2 W.WR.11-12.5	SWBAT analyze how an author's structural choices clarify or obscure reasoning and impact the effectiveness of an argument. SWBAT evaluate how an author's structural choices, such as ambiguous or non-linear endings, affect a text's overall meaning.	Informational Text Mini-Lesson: • Analyze how structural choices impact clarity and logic in arguments. Literary Text Mini-Lesson: • Evaluate how structure (e.g., non-linear or ambiguous endings) impacts meaning. Language Mini-Lesson: • Consulti	• LHS Instructional Workshop Model Suggested Activities/Groups		• LHS Suggested Formative Reading Assessments

			SWBAT use reference tools such as etymologies, dictionaries, and thesauruses to choose precise and effective word choices. SWBAT write body paragraphs that synthesize evidence from multiple sources to develop and support key ideas clearly and logically.	ng reference tools (etymology, dictionary, thesaurus) to refine word choice Writing Mini-Lesson: • Draft body paragraphs that synthesize research and develop key ideas			
		RL.CR. 11-12.1 RL.CR. 11-12.1	SWBAT synthesize information from multiple	Informational Text Mini-Lesson: • Synthesize	• LHS Instructional Workshop Model		• LHS Suggested Formative Reading Assessme

		RI.CT.11-12.8 RL.CT.11-12.8 L.VI.11-12.4 W.IW.11-12.2 W.WR.11-12.5	sources to generate a nuanced and original conclusion on a research topic. SWBAT synthesize literary evidence from multiple texts to support a unique interpretation or critical analysis. SWBAT analyze how an author's deliberate language choices deepen the meaning and emotional impact of key passages. SWBAT integrate quotes and	multiple sources to form a complex, original conclusion. Literary Text Mini-Lesson: • Synthesize evidence across texts to develop a unique interpretation. Language Mini-Lesson: • Analyze how language choices deepen meaning in key passages. Writing Mini-Lesson: • Integrate quotes and citations smoothly and ethically into research	Suggested Activities/Groups		nts

			paraphrases into their writing smoothly and ethically using correct in-text citations.	writing			
June	1-2	RL.CR.11-12.1 RL.TS.11-12.4 RI.AA.11-12.7 L.VL.11-12.3 W.IW.11-12.2 W.WR.11-12.5	SWBAT evaluate the reasoning, purpose, and arguments in a seminal U.S. or global text and assess their relevance and effectiveness. SWBAT analyze how an unresolved or ambiguous ending influences a reader's interpretation and understanding of the text's message.	Informational Text Mini-Lesson: • Evaluating reasoning, purpose, and argument in a seminal historical text Literary Text Mini-Lesson: • Analyze how unresolved or ambiguous endings deepen interpretation. Language Mini-Lesson: • Determin	• LHS Instructional Workshop Model Suggested Activities/Groups		• LHS Suggested Formative Reading Assessments

			SWBAT determine the meaning of complex words and phrases using multiple strategies, including context clues and reference materials. SWBAT write a conclusion that synthesizes their research findings and articulates the broader significance of their topic.	e meaning using a range of strategies and tools. Writing Mini-Lesson: • Compose a powerful conclusion that synthesizes findings and articulates significance			
		RI.CR.11-12.1 RI.CI.11-12.2 RI.IT.11-12.3 RI.TS.11-12.4	SWBAT to demonstrate their knowledge of an informational text by taking a benchmark	• Reading benchmark MP 4 • Writing benchmark MP 4 • End of MP reflection		• End of MP Reflection • Research Essay Rubric	• LinkIt! Benchmark MP 4 • End of MP Reflection

		RI.AA.11-12.7 RI.CT.11-12.8 L.VL.11–12.3 L.VI.11-12.4 W.IW.11-12.2	assessment. SWBAT reflect on their learning in reading and writing throughout marking period 4 by creating SMART goals.				

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
• **Content** 1. **Plot and Structure** ▪ **Journey of Self-Discovery**: Exploration of Siddhartha's journey from a young man to spiritual enlightenment, focusing on the key stages of his life—his time as a Brahmin, his experiences with the Samanas, his relationship with Kamala, and his time by the river with Vasudeva. ▪ **Circular Structure**: Understanding the cyclical nature of the plot, where Siddhartha's journey ends where it began, symbolizing the concept of eternal recurrence and the cyclical nature of life.	• This is the content or skill that aligns with the current content and skills from this unit. Please note where this can be f **Skills to Spiral** 1. **Critical Reading and Analysis** ▪ **From *Shawshank Redemption***: Students engaged in close reading of the novella, analyzing themes, character development, and literary techniques. ▪ **In *Siddhartha***: Apply these close reading skills to analyze Hesse's portrayal of Siddhartha's spiritual journey, focusing on character development, thematic exploration, and the use of symbolism.

2. **Themes**

   - **The Search for Enlightenment**: Examination of the theme of spiritual seeking and how Siddhartha's journey reflects different paths to understanding and inner peace.
   - **The Role of Teachers and Self-Reliance**: Discussion on Siddhartha's interactions with various teachers, including the Buddha, and his eventual realization that true wisdom cannot be taught but must be experienced personally.
   - **Duality and Unity**: Exploration of the dualities present in the novel, such as spiritual vs. material life, and how Siddhartha ultimately finds unity and oneness in all experiences.
   - **Time and Timelessness**: Analysis of how the novel portrays time as both linear and cyclical, and how Siddhartha's understanding of time evolves throughout his journey.
   - **The Natural World as a Guide**: Discussion of how nature, particularly the river, serves as a symbol and a guide in Siddhartha's quest for enlightenment.

3. **Character Analysis**

   - **Siddhartha**: In-depth analysis of Siddhartha's character, focusing on his internal conflicts, his development through different stages of life, and his ultimate realization of spiritual enlightenment.
   - **Govinda**: Exploration of Govinda as a foil to Siddhartha, his role as a faithful follower, and his own

2. **Theme Analysis**

   - **From *Shawshank Redemption***: Students explored themes such as hope, justice, and friendship.
   - **In *Siddhartha***: Extend this exploration to themes like enlightenment, self-discovery, and the cyclical nature of time. Compare and contrast how these themes are developed in both works, noting similarities and differences in their treatment.

3. **Character Analysis**

   - **From *Shawshank Redemption***: Focused on characters such as Andy Dufresne, Red, and Warden Norton.
   - **In *Siddhartha***: Apply these character analysis skills to Siddhartha, Govinda, Kamala, and Vasudeva. Explore how Hesse develops these characters, their roles in Siddhartha's journey, and their symbolic significance.

4. **Comparative Analysis**

   - **From *Shawshank Redemption***: Compared the novella to its film adaptation, analyzing adaptation choices and differences in narrative focus.
   - **In *Siddhartha***: Compare Hesse's novella to other literary works or philosophical texts, examining how different narratives approach themes of self-discovery, spirituality, and enlightenment.

5. **Discussion and Presentation**

   - **From *Shawshank***

path to spiritual understanding.
   - **Kamala**: Examination of Kamala's role in Siddhartha's life, representing love, desire, and the material world.
   - **Vasudeva**: Analysis of Vasudeva, the ferryman, as a representation of wisdom, patience, and the understanding of life's flow.

4. **Literary Devices and Techniques**

   - **Symbolism**: Analysis of key symbols such as the river, the snake, and the stone, and their significance in representing themes of change, unity, and the passage of time.
   - **Motifs**: Exploration of recurring motifs like water, circles, and opposites, and how they contribute to the novel's exploration of spiritual themes.
   - **Narrative Style**: Discussion of Hesse's simple, lyrical prose style and how it reflects the novel's themes of simplicity, clarity, and spiritual depth.
   - **Allusions**: Examination of the novel's allusions to Eastern philosophies, particularly Buddhism and Hinduism, and how these influence the narrative and themes.

5. **Philosophical and Religious Context**

   - **Buddhism and Hinduism**: Understanding the basic tenets of Buddhism and Hinduism as they relate to the novel, including concepts like samsara, nirvana, and the Four Noble Truths.
   - **Existentialism**: Exploration of existential themes in the novel, such as the search for meaning, individualism, and the rejection of prescribed

Redemption: Students participated in discussions about themes, characters, and adaptation choices, and presented analyses of key elements.
   - **In *Siddhartha***: Continue this by facilitating discussions on Hesse's philosophical ideas, the novel's narrative structure, and its symbolic elements. Have students present their analyses of key themes, characters, or the novel's spiritual context.

Content to Spiral

1. **Themes**

   - **From *Shawshank Redemption***: Explored themes such as hope, despair, and institutionalization.
   - **In *Siddhartha***: Apply these thematic insights to explore Hesse's treatment of spiritual seeking, duality, and the unity of experience. Compare how hope and despair manifest in Siddhartha's journey versus the characters in *Shawshank*.

2. **Character Development**

   - **From *Shawshank Redemption***: Analyzed the psychological depth and growth of characters like Andy and Red.
   - **In *Siddhartha***: Focus on Siddhartha's psychological and spiritual growth, as well as the development of other key characters. Compare how character development contributes to the thematic exploration in both texts.

3. **Literary Devices**

paths.

6. **Critical Perspectives**
    - **Psychological Perspective**: Analysis of Siddhartha's journey through the lens of psychological development, focusing on his search for identity and self-actualization.
    - **Cultural and Historical Context**: Understanding the cultural and historical context of the novel, particularly in relation to Hesse's own spiritual journey and the influence of Eastern thought on Western literature.

Skills

1. **Critical Reading and Analysis**
    - Close reading of key passages to analyze character development, thematic elements, and literary techniques.
    - Identifying and interpreting symbols, motifs, and allusions throughout the novel.
    - Engaging with the text to develop a deeper understanding of its philosophical and spiritual messages.
2. **Theme Analysis**
    - Exploring and articulating the novel's major themes, such as enlightenment, duality, and the role of the natural world in spiritual growth.
    - Comparing and contrasting these themes with those in other works of literature or in different cultural or philosophical contexts.
3. **Comparative Analysis**
    - **From *Shawshank Redemption***: Analyzed symbolism, motifs, and narrative style.
    - **In *Siddhartha***: Continue analyzing literary devices such as symbolism (e.g., the river, the snake), motifs (e.g., circles, opposites), and narrative style. Explore how these devices contribute to the novel's philosophical and spiritual messages.
4. **Historical and Philosophical Context**
    - **From *Shawshank Redemption***: Examined the context of the American prison system and its representation in the film and novella.
    - **In *Siddhartha***: Apply this contextual analysis by exploring the historical and philosophical context of Eastern religions, particularly Buddhism and Hinduism, and how these inform the novel's themes and characters.

ound in the curriculum.

▪ Comparing Siddhartha's journey with other literary characters' quests for meaning or spiritual enlightenment. ▪ Analyzing the influence of Eastern philosophies on Western literature, particularly in the context of the novel. 4. **Informative/Explanatory Writing** ▪ Writing essays that explain the significance of key themes, characters, and symbols in the novel. ▪ Developing clear, structured explanations of the novel's philosophical and religious context. ▪ Crafting informative pieces that explore the connections between the novel's events and broader spiritual or existential concepts. 5. **Discussion and Presentation** ▪ Engaging in class discussions about the novel's themes, characters, and philosophical implications. ▪ Presenting on specific aspects of the novel, such as its religious allusions, narrative style, or the significance of nature in Siddhartha's journey.	

Career Readiness, Life Literacies, and Key 21st Century Skills

Please tag the appropriate **2020 NJSLS-CLKS** standards that align with the grade band and content/skills of this unit. This is done by clicking "actions" and then "add standards".

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and

	transition (e.g., 2.1.12.PGD.1).
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.

Interdisciplinary Connections

How does this unit connect to standards in other disciplines? Add the appropriate **NJ SLS** here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

1	Make sense of problems and persevere in solving them
2	Reason abstractly and quantitatively
3	Construct viable arguments and critique the reasoning of others
5	Use appropriate tools strategically
6	Attend to precision
7	Look for and make use of structure
8	Look for and express regularity in repeated reasoning
HS-PS3	Energy
HS-PS3-3	Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.
HS-LS2	Ecosystems: Interactions, Energy, and Dynamics
HS-LS2-3	Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.
HS-LS2-6	Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
HS-LS2-7	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
HS-LS4	Biological Evolution: Unity and Diversity
HS-LS4-4	Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

HS-LS4-5	Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
HS-ESS1	Earth's Place in the Universe
HS-ESS1-3	Communicate scientific ideas about the way stars, over their life cycle, produce elements.
HS-ESS3	Earth and Human Activity
HS-ESS3-1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.
HS-ESS3-4	Evaluate or refine a technological solution that reduces impacts of human activities on climate change and other natural systems.
HS-ESS3-6	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity (i.e., climate change).
SOC.9-12.1	What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?
SOC.9-12.1.1	Chronological Thinking
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
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	Spatial Thinking
SOC.9-12.1.2.1	Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.
SOC.9-12.1.2.2	Relate current events to the physical and human characteristics of places and regions.
SOC.9-12.1.3	Critical Thinking
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.
SOC.9-12.1.4	Presentational Skills
SOC.9-12.1.4.1	Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.
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.