Kenilworth Public Schools
Curriculum Guide

Content Area: English IV Psychology and Literature Seminar
Grade: 12
BOE Approved: 10/15/2013

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Submitted by: Eileen McGrath, Jill Minarik & Breanne
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Unit 1- The Study of Theme	Unit 2- Research-based Expository Writing	Unit 3- Psychological Perspectives in Literature	Unit 4- **Psychology Research Project**
Weeks 1-3	Weeks 4-6	Weeks 7-10	Weeks 11-15

Unit Description:	*Unit Description:*	*Unit Description:*	*Unit Description:*
In this unit, students will explore literary elements including allusion, conflict, epiphany, flashback, foreshadowing, imagery, symbolism and themes. Themes of friendship, betrayal, guilt, redemption and the uneasy love between fathers and sons are universal themes in which students can analyze and draw comparisons. Students will be able to follow a theme progression by	Expository writing presents readers with important research and information about a topic. Expository writing gives facts and information about a topic. Good expository writing introduces the main idea and develops it with facts and supporting details. Some of the most common examples of expository writing include scientific	Students will use this unit to explore how perspective and point of view influence our perception of people around us. Readers will analyze the internal and external conflicts presented by the author and develop a deepened understanding of the character's psychological condition. Readers will evaluate the author's craft and the impact the setting and	In this unit, students will explore an area of psychology of their choice, specifically narrowing the focus on psychological disorders they have encountered in the fiction and non-fiction studies. Students will research, write and create a class presentation.

articulating the book's theme(s), identifying a social issue, interpreting a symbol that is significant, and applying a universal theme to current society.	reports, academic essays and magazine articles. An expository writer can't assume that potential readers have prior knowledge or understanding about the information that they present.	plot structure has on the story elements. Through **Psychoanalytic Criticism**, students will study the impact of the psychological condition on the main character and the supporting characters. Students will continue to develop their skills through book club discussions, writing about reading and the use of Socratic Seminar.	
Unit Targets: ● Develop critical reading habits. ● Focus on the historical, cultural, sociological, and psychological context of the text. ● Analyze the author's choices and the impact those choices have on the text.	*Unit Targets:* ● How to cite strong and thorough textual evidence. ● How to analyze a complex set of ideas ● How to analyze and evaluate the effectiveness of the structure an author uses ● How to determine a	*Unit Targets:* ● Readers separate their perspective from that of the main characters. ● Readers understand that characters exist in a relationship with current events, and are affected by the social pressures, community norms,	*Unit Targets:* ● Critical reading skills are necessary for effective research. ● Proper citation is necessary to avoid plagiarism. ● Determining valid and appropriate

• Identify central ideas, symbolism, and themes. • Make connections between the text and the historical background.	• n author's point of view or purpose. • Demonstrate knowledge of reading information skills through assessments, critical reading and discussion. • Differentiate between objective and subjective text material • Evaluate use of facts and data in a nonfiction text • Craft a point of view supported by evidence, facts, and data	and psychological conditions. • Readers work in clubs to synthesize as many details as possible, and it is important to listen carefully to each other, build on each other's comments, and honor relationships so that every club member feels valued. • Strong readers can use tools such as timelines, graphic organizers, and lists of characters to enhance comprehension. • Readers of realistic fiction can analyze the significance pertaining to psychological conditions. • Readers can understand the character's perspective is shaped by their	sources enhances the effectiveness of the final research product. • Writing effective nonfiction is essential for communicating information and expressing one's views. • Nonfiction imparts the knowledge and experiences of the author which builds a reader's understanding of life.

		psychiatric condition. ● Readers will determine themes and support them with evidence from across the story and nonfiction pieces. ● Readers will apply **Psychoanalytic Criticism** to deepen their understanding of their characters	

Unit 1

Unit Title: The Study of Theme
Unit Summary: In this unit, students will explore literary elements including allusion, conflict, epiphany, flashback, foreshadowing, imagery, symbolism and themes. Themes of friendship, betrayal, guilt, redemption and the uneasy love between fathers and sons are universal themes in which students can analyze and draw comparisons. Students will be able to follow a theme progression by articulating the book's theme(s), identifying a social issue, interpreting a symbol that is significant, and applying a universal theme to current society.
Primary Interdisciplinary Connections: History, Sociology, Psychology
21st Century Career and Life Themes: CRP.K-12.CRP1 Act as a responsible and contributing citizen and employee. CRP.K-12.CRP12 Work productively in teams while using cultural global competence

Learning Targets
NJSLS Standards: 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. 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. 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.) SL.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.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.
Technology Standards: 8.1 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
Big Idea: To have a solid command of themes and ideas.

Unit Essential Questions:	Unit Enduring Understandings:

● Using Sigmund Freud's Theory, analyze Amir's psychological conflicts. ● Using Abraham Maslow's hierarchy of needs, evaluate Amir's stages of development. ● Using Erikson's Theory, analyze Amir's psychological changes throughout the novel. ● How do I define the author's story and connect to history, culture, society, and psychology? ● How do tragedy, trauma, and adversity build resilience?	● Readers connect the author's story to history, culture, society, and psychological perspectives. ● Readers determine the author's central idea, symbolism, and themes. ● Readers use various strategies to form a well-developed view of a character's identity and apply Psychoanalytic Criticism ● Readers investigate cultural and societal norms with various psychological theories.

Unit Learning Targets
Students will…

- Develop critical reading habits.
- Focus on the historical, cultural, sociological, and psychological context of the text.
- Analyze the author's choices and the impact those choices have on the text.
- Identify central ideas, symbolism, and themes.
- Make connections between the text and the historical background.

Evidence of Learning

Summative Assessment: On-Demand Reading Assessment, Student Choice Project, Socratic Seminar

Questions from which to center **Socratic Seminar**:

Characters:

1. *Do you think that the flaws in Baba's and Amir's characters are the outcome of their actions, or are they innate?*

2. *What do you think Amir's actions toward Hassan reveal about his character? How about the way he perceives his relationship with Baba?*

3. *What can be said about Baba, based on the loyalty shown to him by Ali and Rahim Khan?*

4. *What role does jealousy play in Amir's life and decision-making?*

5. *How big of an impact do you feel Rahim Khan really had on Amir?*

6. *Do you think simply rescuing and adopting Sohrab is enough for Amir to fully redeem himself, at least in his own eyes?*

7. *How true is the statement, "Like father, like son," for Baba and Amir?*

Symbols:

1. *What is the significance of the various physical deformities that are illustrated in the novel (e.g., Hassan's cleft lip, Farid's missing fingers and toes, the scar on Amir's face)?*

2. *What does the title mean? Do you think the kite running was meant to symbolize anything? If so, what?*

3. *What do kite-fighting and kite-running represent in The Kite Runner and why are they so important?*

Themes:

1. *Is guilt the only reason that Baba does charitable work, like building the orphanage, giving money to his friends in need, etc.?*

2. ***What constitutes redemption?*** *Is it possible for Amir and Baba to fully atone for their actions?*

3. *Did Amir ever redeem himself? Why or why not? Do you think redemption is ever possible?*

4. *Why is Amir so afraid to be Hassan's true friend?*

5. *Do you think Amir feels threatened by Hassan?*

6. *How does Amir's relationship with Hassan mirror Baba's relationship with Ali? Are Baba's and Amir's betrayals and similarities in their relationships with their servants similar or different?*

7. *How does Baba try to connect with, and be there for, Hassan throughout the novel?*

8. *How does the turmoil between Amir and Hassan mirror the tumultuous history of Afghanistan?*

9. *Did the book change your feelings on immigration? Why or why not? Which parts of the immigrant experience seemed the hardest to you?*

10. *What did you think of the portrayal of women in the book? Did it bother you that there were so few female characters?*

11. *How do you think the characters fair after the story ends? Do you think healing is possible for such scarred people?*

Formative Assessments:
● Notebook Writing (modeling as an entire class using "Ozymandias" poem)
● Group Reading Workshop (Grades for Beginning/Middle/End Work, group discussion)

Lesson Plans		
Learning Targets/Goals	*Activities/Interdisciplinary Connections*	*Timeframe*
Readers connect the author's story to history, culture, society, and psychological perspectives.	● Readers will be introduced to *The Kite Runner* and given a historical background ● Students will read an article on the history of Afghanistan. ● Students will write about reading in their reader's notebook ● Readers will begin to develop their own vocabulary lists for words they do not know while reading. ● Students will summarize the text using 10 of their own vocabulary words.	*1 Week*
Readers determine the author's central idea, symbolism, and themes.	● Readers will discuss Symbolism and Theme questions using the Socratic Seminar method. ● Readers will explain the link between conflict and theme as well as the difference between a thematic idea and a thematic statement.	*1 week*

	● Readers will discuss the importance of symbolism and why the author chose these symbols. ● Readers will identify and choose a universal theme and write about it in their reader's notebook.	
Readers use various strategies to form a well-developed view of a character's identity and apply Psychoanalytic Criticism	● Readers will look for text evidence where the character is revealing something about themselves. ● Readers will discuss Character questions using the Socratic Seminar method. ● Readers will study characters' choices to deepen their understanding of who they are as a person. ● Readers will use **Psychoanalytic Criticism** to identify psychological struggle(s) of one or more of the characters	*1 week*
Readers investigate cultural and societal norms with various psychological theories.	● In groups, readers will create a presentation. ● Students may choose their form of media to create the presentation. This may include but is not limited to Google Slides, Prezi, Canva, creating a website, or a trifold poster. ● Students will compare and contrast the culture, and societal norms in Afghanistan to the US, as well as the psychological ramifications on the story and war.	*1 week*

Differentiating Instruction:
Students with Disabilities, English Language Learners,
Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:
- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:
- Adjusting the pace of lessons
- Curriculum compacting

- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced   English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Teacher Resources	
Texts	*Notes*
- *The Kite Runner* - *The Kite Runner Film* - "Ozymandias" poem - **Psychoanalytic Criticism**	- To be used as a full-class model - Link between the conflict that appears in the text, the thematic idea, and the universal statement of theme.

Unit 2

Unit Title: Research-Based Expository Writing
Unit Summary: Expository writing presents readers with important research and information about a topic. Expository writing gives facts and information about a topic. Good expository writing introduces the main idea and develops it with facts and supporting details. Some of the most common examples of expository writing include scientific reports, academic essays and magazine articles. An expository writer can't assume that potential readers have prior knowledge or understanding about the information that they present.

Primary Interdisciplinary Connections: Sociology, Psychology
21st Century Career and Life Themes: Career Readiness, Making informed decisions, Growth Mindset

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<tr><td align="center" style="background-color:#2e3192;color:white;">Learning Targets</td></tr>
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NJSLS Standards:

LA.K-12.NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

LA.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

LA.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

LA.W.11-12.6 Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

LA.W.11-12.8 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).

LA.K-12.NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience.

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Technology Standards: 8.1 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
Big Idea: The reading workshop model will help students be empowered by choice, develop conversational/collaborative skills, employ close-reading techniques, and engage in a socratic discussion

Unit Essential Questions:	**Unit Enduring Understandings:**
● How do tragedy, trauma, and adversity build resilience? ● How does the study of informational text let readers encounter topics that are personally relevant? ● How do reading habits impact the way readers analyze and track central ideas in a text? ● How can a reader effectively evaluate central ideas and arguments developed? ● How can readers interpret and reflect on data? ● How do readers evaluate the types of evidence an author uses to support the text's central idea, claim or insight?	● Readers understand that informational texts can provide readers with insight on topics that resonate personally. ● Readers understand the central ideas of informational texts are influenced by the author's opinion. ● Readers of Informational texts can be evaluated through a variety of reading, researching and conversing about concepts and ideas. ● Writers of Informational text can be evaluated through expository practice. ● Writers of informational text can present through various media formats.

Unit Learning Targets
Students will…

- How to cite strong and thorough textual evidence.
- How to analyze a complex set of ideas
- How to analyze and evaluate the effectiveness of the structure an author uses
- How to determine an author's point of view or purpose.
- Demonstrate knowledge of reading information skills through assessments, critical reading and discussion.
- Differentiate between objective and subjective text material
- Evaluate use of facts and data in a nonfiction text
- Craft a point of view supported by evidence, facts, and data

Evidence of Learning

Summative Assessment:
- Research essay presented in a written format
- Verbal Ted Talk Speech presented to class
- Writing OnDemand Skills Assessment

Formative Assessment:
- Thesis development - will be student driven based on individual student interests
- Research rough draft
- Writer's Notebook Entries

Lesson Plans

Learning Targets/Goals	Activities/Interdisciplinary Connections (teaching points)	Timeframe
Readers understand that informational texts can provide readers with insight on topics that resonate personally.	• Readers will explore mentor essays and articles • Writers will view mentor Ted Talk speeches	3 days

Readers understand the central ideas of informational texts are influenced by the author's opinion.	- Writers will understand - What is Research? - Writers will evaluate resources and source credibility - Writers will develop note taking skills while researching	3 days
Readers of Informational texts can be evaluated through a variety of reading, researching and conversing about concepts and ideas.	- Readers will conduct individual research - Writers will learn how to organize their sources - Writers will learn proper APA format and how to write an annotated bibliography - Writers use Purdue Owl to check the accuracy of their in-text citations and APA works cited.	4 days
Writers of Informational text can be evaluated through expository practice.	- How to write an Expository Essay - Writers will learn how to synthesize sources - Writers will understand and use organizational structures	1 week
Writers of informational text can present through various media formats.	- How to Give a Speech - Creating a Ted Talk script - Delivering a Ted Talk speech	8 days

Differentiating Instruction: **Students with Disabilities, English Language Learners,** **Gifted & Talented Students**

Examples of Strategies and Practices that Support Students with Disabilities:
- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:
- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content

- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Teacher Resources	
Texts	*Notes*
Online Resources: NewsELA- Psychology Articles The Electric Typewriter - Psychology Psychology Essays by Malcolm Gladwell Kathrn Schulz Ted Talk on Being Wrong TED Talks on various psychology topics APA - Purdue Owl	Nonfiction resources will be used as mentor texts to model expository writing rooted in Psychology.

Unit 3

Unit Title: Psychological Perspectives in Literature
Unit Summary: Students will use this unit to explore how perspective and point of view influence our perception of people around us. Readers will analyze the internal and external conflicts presented by the author and develop a deepened understanding of the character's psychological condition. Readers will evaluate the author's craft and the impact the setting and plot structure has on the story elements. Through **Psychoanalytic Criticism**, students will study the impact of the psychological condition on the main character and the supporting characters. Students will continue to develop their skills through book club discussions, writing about reading and the use of Socratic Seminar.
Primary Interdisciplinary Connections: Psychology, Sociology
21st Century Career and Life Themes: CRP.K-12.CRP1 Act as a responsible and contributing citizen and employee.   CRP.K-12.CRP12 Work productively in teams while using cultural global competence

Learning Targets
NJSLS Standards: 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.   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.   SL.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.   1. 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.   2. 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.

3. 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.

4. 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.

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.

1. 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.

2. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

3. 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.

4. 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.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

1. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

2. Analyze nuances in the meaning of words with similar denotations.

L.11-12.6. Acquire and use accurate 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.

Technology Standards:

- 8.1 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

Big Idea: The author's structural and stylistic choices affect meaning for the reader, including use of foreshadowing, irony, tension, and surprise.

Unit Essential Questions:	Unit Enduring Understandings:
• How do readers tackle complex texts? • Whose story is it? Who has the power in this story? How does that impact the author's message? • What are the main settings of the novel and how do they impact the readers' experience? • How does reading fiction on psychological issues help us make sense of self, others, and the world around us? • What major internal and external conflicts are presented in the novel? • How does the author incorporate both fictional and psychological issues? • How do trauma, tragedy, and adversity build resilience?	• Effective readers can identify and understand how realistic fiction enhances understanding of psychology. • Authors write realistic fiction to inform the reader about psychological conditions. • We interpret our world through **Psychoanalytic Criticism.** • Realistic fiction is based on psychological issues that can be supported by researching nonfiction.

Unit Learning Targets
Students will…

- Readers separate their perspective from that of the main characters.
- Readers understand that characters exist in a relationship with current events, and are affected by the social pressures, community norms, and psychological conditions.
- Readers work in clubs to synthesize as many details as possible, and it is important to listen carefully to each other, build on each other's comments, and honor relationships so that every club member feels valued.
- Strong readers can use tools such as timelines, graphic organizers, and lists of characters to enhance comprehension.
- Readers of realistic fiction can analyze the significance pertaining to psychological conditions.
- Readers can understand the character's perspective is shaped by their psychiatric condition.
- Readers will determine themes and support them with evidence from across the story and nonfiction pieces.
- Readers will apply **Psychoanalytic Criticism** to deepen their understanding of their characters

Summative Assessment:

On-Demand Reading Assessment, Student Media Project, Socratic Seminar

Questions from which to center **Socratic Seminar**:

Characters:

1. *What would/could mentally destroy your character?*

2. *How does your character feel about his mother and father?*

3. *When did your character feel completely loved and accepted?*

4. *Does your character lie?*

5. *Does your character need friends?*

6. *What physical thing does your character fear most?*

7. *If your character could choose to spend his/her last day alive with one person (dead or alive), who would he choose?*

8. *What is his/her defining strength?*

9. *Does your character have a positive or negative body image?*

10. *Who, or what, would your character die for?*

11. *Does your character have a plan for tomorrow? Next week? Next year?*

12. *Is your character resilient enough to change?*

13. *What is your character's psychological diagnosis?*

Psychoanalytic Criticism:

1. *How can characters' behavior, narrative events, and/or images be explained in terms of psychoanalytic concepts of any kind (for example, fear or fascination with death, sexuality - which includes love and romance as well as sexual behavior - as a primary indicator of psychological identity or the operations of ego-id-superego)?*

2. *What does the work suggest about the psychological being of its author?*
3. *What might a given interpretation of a literary work suggest about the psychological motives of the reader?*
4. *Are there prominent words in the piece that could have different or hidden meanings? Could there be a subconscious reason for the author using these "problem words"?*
5. *What challenges does the author present to the ways we usually think and talk about characters in novels?*

Big Ideas:

1. *How does it force us to reexamine our normal ideas about love and desire, which are often the driving forces in fiction?*
2. *What do you think the purpose of this book was? What ideas or themes was the book trying to get across?*
3. *How does reading fiction on psychological issues help us make sense of self, others, and the world around us?*

Formative Assessments:
- Notebook Writing (modeling as an entire class)
- Group Reading Workshop (Grades for Beginning/Middle/End Work, group discussion)

Lesson Plans		
Learning Targets/Goals	*Activities/Interdisciplinary Connections*	*Timeframe*
Effective readers can identify and understand how realistic fiction enhances understanding of psychology.	- Readers will be introduced to the book club choices using a "Tasting Menu." - Students will write about reading in their reader's notebook - Writers will respond to journal entry questions. - Readers will begin to research the psychological issue(s) presented in their book club choice novel.	1 week

Authors write realistic fiction to inform the reader about psychological conditions.	• Reader's will discuss their character's psychological condition(s) • Readers will explain the link between their character's behavior and their psychological condition(s). • Reader(s) will continue to research the psychological issue(s) presented in their book club choice novel.	1 week
We interpret our world through a Psychoanalytic Criticism lens.	• Readers will look for text evidence where the character is revealing something about themselves. • Readers will participate in a Socratic Seminar	1 week
Realistic fiction is based on psychological issues that can be supported by researching nonfiction.	• Reader(s) will conclude their research on the psychological issue(s) presented in their book club choice novel. • Readers will create a book trailer highlighting the psychological aspects of their character(s). • Students may choose to use Youtube, iMovie, or an approved media app to create their 2 minute film clip.	1 week

Differentiating Instruction: Students with Disabilities, English Language Learners,Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:
- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:
- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content

- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced   English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Teacher Resources	
Texts (Student Choice)	*Notes*
The Curious Incident of the Dog in the Night-Time - Mark Haddon *Room* - Emma Donoghue *Between the World and Me*, Ta-Nehisi Coates *Gone Girl* - Gillian Flynn **Psychoanalytic Criticism**	

Unit 4

Unit Title: Psychology Research Project
Unit Summary: In this unit, students will explore an area of psychology of their choice, specifically narrowing the focus on psychological disorders they have encountered in the fiction and non-fiction studies. Students will research, write and create a class presentation.
Primary Interdisciplinary Connections: History, Sociology, Psychology
21ˢᵗ Century Career and Life Themes: Career Readiness, Making informed decisions, Growth Mindset

Learning Targets
NJSLA Standards: LA.L.11-12.6 Acquire and use accurate 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. LA.W.11-12.6 Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. LA.W.11-12.8 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). 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.K-12.NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience. SL.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.

Technology Standards: 8.1 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

Big Idea: Research an essential part of life

Unit Essential Questions:	Unit Enduring Understandings:
- How do readers recognize bias and/or the use of propaganda techniques in a particular source? - How does one decide what information is relevant for the research goal? - When is it appropriate to summarize, paraphrase and/or quote a text? - How does nonfiction influence the way we think, act, and perceive the world? - How does the study of nonfiction help readers construct their understanding of reality? - How can outside sources help us answer our questions? - How can we judge whether or not a source is useful for our needs? - How can we organize information from outside sources in a way that presents a clear and thoughtful response to a research question?	- Readers will locate, analyze and evaluate various resources, including databases, and determine their reliability. - Writers will compose an original thesis statement. - Writers will synthesize resources and use textual evidence to support the thesis statement. - Writers will be actively engaged in editing their work. - Writers will use proper APA format for in-text citations and Works Cited. - Students will present their findings using the media of their choice including, but not limited to Google Slides, Prezi, YouTube.

Unit Learning Targets
Students will…

- Critical reading skills are necessary for effective research.
- Proper citation is necessary to avoid plagiarism.
- Determining valid and appropriate sources enhances the effectiveness of the final research product.
- Writing effective nonfiction is essential for communicating information and expressing one's views.

- Nonfiction imparts the knowledge and experiences of the author which builds a reader's understanding of life.
- Understanding a writer's language, purpose, techniques and organization affect one's response to and appreciation of the work.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- Searching for a valid and thorough answer to a complex question is a recursive process that requires knowledge of how to evaluate and organize information available from print and digital sources.

Evidence of Learning

Summative Assessment: Research Essay and Research Presentation

Formative Assessment: Thesis Statement, Annotated Bibliography, Rough Draft

Lesson Plans

Learning Targets/Goals	Activities/Interdisciplinary Connections (teaching points)	Timeframe
Readers will locate, analyze and evaluate various resources, including databases, and determine their reliability.	- Readers will explore various psychology topics/disorders. - Writers will evaluate resources and source credibility - Writers will complete an annotated bibliography	4 days
Writers will compose an original thesis statement.	- Writers will develop the topic of their essay. - Writers will finalize their topic and draft their thesis statement.	1 day
Writers will synthesize resources and use textual evidence to support the thesis statement.	- Writers will synthesize their sources during the draft phase of writing. - Writers will compose textual evidence to weave into their writing that corresponds to the thesis statement.	3 days

Writers will be actively engaged in editing their work.	- Writers will edit their work with a peer and the teacher. - Writers will participate in writing conferences	2 days
Writers will use proper APA format for in-text citations and Works Cited.	- Writers will finalize their essays. - Writers use Purdue Owl to check the accuracy of their in-text citations and APA works cited.	3 days
Students will present their findings using the media of their choice including, but not limited to Google Slides, Prezi, YouTube.	- Students will create a presentation on their psychology essay topic. - Students will present their findings to the class using their choice of media.	5 days

Differentiating Instruction:
Students with Disabilities, English Language
Learners, Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:
- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:
- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills

- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Teacher Resources	
Texts	*Notes*
APA - Purdue Owl School Databases	