Kenilworth Public Schools
Curriculum Guide

Content Area: ELA Psychology & Literature Seminar
Grade: 12
BOE Approved: 10/15/13

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Psychology & Lit Seminar – Grade 12 Scope and Sequence

Unit 1- Literary Analysis: Reading with Critical Lenses	Unit 2- Examining Portrayals of Mental Health in Fiction	Unit 3- Research, Speaking, and Multi-Genre Writing: Student Ted Talks
Weeks 1-6	Weeks 7-10	Weeks 11-19
Unit Description: In this unit, students will be introduced to reading through various critical lenses and continue to develop an understanding of theme through a close reading of The Kite Runner and portions of the film. Students will review and track the use of literary elements (potentially including conflict, epiphany, flashback, foreshadowing, symbolism, character growth, imagery) to analyze how a theme is developed in the novel. Students will also explore the use of literary theory to evaluate different aspects of a text and generate multiple readings. Throughout the unit, learning activities aimed at increasing comprehension and aiding in analysis of the novel provide students with opportunities to explore psychological theories of human behavior and development, learn about the history, culture and current events in Afghanistan, and reflect on crucial questions about mistakes, redemption, resilience, and compassion.	*Unit Description:* Students will use this unit to explore how various psychological conditions (including depression, PTSD, OCD, anxiety, and addiction) are portrayed in their novels and other areas of popular culture. Readers will identify the internal and external conflicts presented in their novels, examine characterization techniques, and analyze character relationships to develop a deepened understanding of the character's psychological condition and its effects on the main and the supporting characters. Students will research the psychological condition portrayed in the novel and, drawing on their research, will evaluate the strengths and weaknesses of fictional portrayals of mental health conditions in their books. The unit will provide students with an opportunity to engage in authentic conversations about mental health, develop research skills, and, ultimately, use their knowledge to craft a digital PSA about the condition they researched. The research skills developed in this unit are intended to scaffold skills needed for the Ted Talk unit.	*Unit Description:* In this unit, students will engage in independent inquiry and research into a topic of their choice, culminating in the presentation of student "Ted Talks." In the first stage of this unit, students will produce academic expository writing aimed at preparing them for crucial college-level skills (proposing a topic; developing a unique thesis; learning to evaluate evidence, synthesize, and properly cite sources), but with the ultimate aim of creating and presenting an authentic product. Like presenters of actual "Ted Talks," students will adapt their initial writing for a new audience and context. This will draw on a variety of writing, speaking, and listening skills developed in prior units and their first semester course, giving students a final opportunity to synthesize and apply their learning. The unit will culminate in the presentation (and celebration) of student Ted Talks. Students will not only gain valuable experience presenting to an audience, but will also be exposed to a rich variety of content in the talks of their peers

Unit Targets:	*Unit Targets:*	*Unit Targets:*
• 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.11-12.1. 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.	• W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
• RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	• RL.11-12.3. Analyze the impact of the author's choices 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).	• W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
• 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.)	• 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.
• RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.	• W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	• 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.
• RL.11-12.3. Analyze the impact of the author's choices 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).	• W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	• W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a selfgenerated 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.
• RL.11-12.4. Determine the meaning of	• W.11-12.6. Use technology, including the	• W.11-12.8. Gather relevant information

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.)

- RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

- W.11-12.7. 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.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).
- 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.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the

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.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- SL.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.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.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

- 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
- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested
- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.
- L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.
- L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

- credibility and accuracy of each source.
- SL.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.
- 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.
- L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.
- L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.
- L.11-12.3. 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. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Psychology & Literature Seminar - 12 Units of Study

Unit Title: Literary Analysis: Reading with Critical Lenses
Unit Summary: In this unit, students will be introduced to reading through various critical lenses and continue to develop an understanding of theme through a close reading of *The Kite Runner* and portions of the film. Students will review and track the use of literary elements (potentially including conflict, epiphany, flashback, foreshadowing, symbolism, character growth, imagery) to analyze how a theme is developed in the novel. Students will also explore the use of literary theory to evaluate different aspects of a text and generate multiple readings. Throughout the unit, learning activities aimed at increasing comprehension and aiding in analysis of the novel provide students with opportunities to explore psychological theories of human behavior and development, learn about the history, culture and current events in Afghanistan, and reflect on crucial questions about mistakes, redemption, resilience, and compassion.
Primary Interdisciplinary Connections: Psychology [National Standards for High School Psychology Curricula: Life Span Development: 2.2. Identify key features of cognitive development from prenatal through older adulthood; 2.3. Identify key features of social development from prenatal through older adulthood; Learning: 3.1. Describe observational learning and social learning theory; Social: 2.1. Explain how the presence of other people can affect behavior ;2.2. Describe how intergroup dynamics influence behavior; Multiculturalism and Gender: 1.1. Define culture and describe its role in individual and group characteristics; 1.2. Describe the relationship between culture and conceptions of self and identity development 1.3. Explain how inequality of power and resources relate to privilege, stereotypes, prejudice, and discrimination 1.4. Describe psychological effects of privilege, stereotypes, prejudice, and discrimination based on cultural identity] Civics [6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers] History [• 6.1.12.HistorySE.15.b: Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism; 6.1.12.HistoryCC.16.a: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.]
Career Readiness, Life Literacies, and Key Skills: 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.
Learning Targets
NJSLS Standards: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development;

summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10. 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, and audiences.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression

Computer Science and Design Thinking Standards:	
Big Idea: Students explore reading through various critical lenses and continue to develop an understanding of theme through close reading of literary elements	
Unit Essential Questions:	**Unit Enduring Understandings:**

• When we make mistakes, is redemption always possible? • How are we shaped by our childhood experiences? • How do trauma, tragedy, and adversity build resilience? • How can theories of human behavior and development help us to interpret character and human behavior? • How do we interpret and critique fiction?	• Psychological theories and literature are both tools to help us better understand human development and decisions • We can use critical "lenses" to approach and analyze literature • Close reading of the text and literary elements helps readers to generate original ideas about a text

Unit Learning Targets
Students will…

• 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.

• RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

• 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.

• RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

• RL.11-12.3. Analyze the impact of the author's choices 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).

• 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.)

• RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

• RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

• W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding

common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. 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. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

- 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

- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested

- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.

- L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.

- L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

Evidence of Learning

Summative Assessment: On-Demand Reading Assessment, Literary Analysis Essay (or alternative assessment such as focused one pager), and/or Socratic Seminar

Questions from which to center the **Socratic Seminar** will vary, but examples are included below:

Characters:
1. *What role does jealousy play in Amir's life and decision-making?*
2. *How does Rahim Khan influence Amir?*

3. *Do you think simply rescuing and adopting Sohrab is enough for Amir to fully redeem himself, at least in his own eyes?*
4. *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 fare after the story ends? Do you think healing is possible for such scarred people?*

Formative Assessments: Notebook checks, class and small group discussions, drafts, conferring, reading quizzes

Lesson Plans	
Activities/Interdisciplinary Connections	*Timeframe*
Readers connect their reading to history, culture, and contemporary society - Readers will build background knowledge of the history, culture, and current issues in Afghanistan through a "Virtual Tour" - Readers consider how their understanding of different cultures and societies has shifted through reading fiction	6 weeks

- Readers discuss how a text is relevant to their lives and the world today

Readers can use psychological theories to help interpret characters' behaviors and growth and better understand ourselves
- Readers look for text evidence where the character is revealing something about themselves
- Readers study characters' choices to deepen their understanding of who they are as a person.
- Students read informational texts about one of various psychological theories (see below), summarizing main ideas
- In small groups, students apply the theory to help interpret a character's behavior. Readers will present their findings and analysis (e.g. via jigsaw, small group presentations). Theories may include:
  - Social Identity Theory to analyze Amir's or Baba's behavior
  - Freud's Theory of Personality to analyze Amir's psychological conflicts
  - Maslow's hierarchy of needs to evaluate Amir's stages of development
  - Erikson's Theory of Psychosocial Development to analyze Amir's psychological changes throughout the novel
- Readers discuss how their findings illuminate their understanding of the unit essential questions
- Readers make text-to-self connections (discuss/write in notebooks)

Readers use a variety of strategies to identify and trace the development of theme
- Readers begin thinking about theme at the start of a book. They pause and reflect about what this book might teach us; we do this by then writing statements such as
  - "This book may show us that…"
  - "An idea this author wants us to consider may be…"
- Readers examine literary elements to track the development of themes (work may be done in a combination of notebook, graphic organizers, and small group analysis)

- o Readers explore and explain the link between conflict and theme
- o Readers look for objects that seem important, are repeated, or otherwise stand out and consider their potential symbolism
  - o Readers look for contrasts and consider why the author might have juxtaposed contrasting elements (foils; shifts in setting, tone; language)
- o Readers are on high alert for lessons the characters learn (mentors/elders, epiphany)
- o Readers consider resolution as a clue to theme and think about how themes would be different if the novel ended differently
- Readers generate thematic ideas/concepts and turn them into theme statements

Readers use literary lenses to deepen their understanding of and critique fiction
- Readers explore psychoanalytic criticism and apply it to passages in the novel. Questions to consider may include:
  - o *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)?*
  - o *What can a work suggest about the psychological state of its author?*
  - o *What might a given interpretation of a literary work suggest about the psychological motives of the reader?*
  - o *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"?*
  - o *What challenges does the author present to the ways we usually think and talk about characters in novels?*
- Readers explore additional critical lenses (e.g. postcolonial, gender, Marxist, archetypal) (scaffolded with examples from popular film/TV)
- Readers discuss/interpret the text through these

lenses (e.g. through stations or choice based small group activities)

Students write a literary analysis essay
- Students will examine (via mentor texts) and discuss the moves made in strong analytical essays, focusing in particular on the difference between summary and analysis
- Students use mentor sentence stems to develop and enhance their literary analysis
- Students examine accumulated evidence (prior work with literary elements/thematic tracking, using literary lenses, etc.) to develop claims
- Students understand that strong literary analysis claims are arguments that go beyond the obvious

Teacher Resources	*Teacher Note*
• *The Kite Runner* • *The Kite Runner* film • **Psychoanalytic Criticism** • **Literary Theory Critical Lenses**	Novel to be used as a full-class text Film to be used to supplement and/or replace parts of text and to scaffold literary analysis skills The activities list above consists of unit goals and potential corresponding teaching points, which may vary based on the needs of students. For example, not all teaching points need be used with all students, all years.

Differentiating Instruction:
Students with Disabilities, English Language Learners,
and 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, student products, and assessment tools (rubrics for example)
• Testing accommodations
• Authentic assessments (ex: write an email to your state senator about a current event issue you

are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

Examples of Strategies and Practices that Support Gifted & Talented Students:
• Adjusting the pace and content 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

Unit Title: Examining Portrayals of Mental Health in Fiction
Unit Summary: Students will use this unit to explore how various psychological conditions (including depression, PTSD, OCD, anxiety, and addiction) are portrayed in their novels and other areas of popular culture. Readers will identify the internal and external conflicts presented in their novels, examine characterization techniques, and analyze character relationships to develop a deepened understanding of the character's psychological condition and its effects on the main and the supporting characters. Students will research the psychological condition portrayed in the novel and, drawing on their research, will evaluate the strengths and weaknesses of fictional portrayals of mental health conditions in their books. The unit will provide students with an opportunity to engage in authentic conversations about mental health, develop research skills, and, ultimately, use their knowledge to craft a digital PSA about the condition they researched. The research skills developed in this unit are intended to scaffold skills needed for the Ted Talk unit.
Primary Interdisciplinary Connections: Psychology [National Standards for High School Psychology Curricula: Disorders: 1.1. Define abnormal behavior 1.4. Explain how stigma relates to abnormal behavior 1.5. Explain the impact of psychological disorders on the individual, family, and society 2.3. Describe symptoms of psychological disorders; Health: 1.1. Define stress as a psychophysiological response to the environment; 2.1. Describe factors that promote resilience and flourishing] Health [2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family; 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).] Media Arts [1.2.12prof.Cr2a: Organize and design artistic ideas for media arts productions; 1.2.12prof.Cr3a: Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone] Mathematics [Interpret linear models; Summarize, represent, and interpret data on a single count or measurement variable]
Career Readiness, Life Literacies, and Key Skills: 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas. 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement and transition 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specified task 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources. 9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

Learning Targets

NJSLS Standards:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical

inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.

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

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.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

Computer Science and Design Thinking Standards:

Big Idea: Students will examine portrayals of mental health issues in fiction, engage in authentic conversations about mental health, and develop research skills

Unit Essential Questions:	Unit Enduring Understandings:
• Is research or fiction more important in understanding psychological differences? • How does reading fiction on psychological issues help us make sense of self, others, and the world around us? • What responsibilities do authors have to accurately represent mental health or other psychological issues? • How do I evaluate the credibility of sources in my research? • How can I communicate research to broad audiences?	• Both research and literature are tools to understanding psychological differences • Through fiction, we might better understand our own and others' mental health challenges • Inaccurate portrayals of mental health or psychological issues in art can be harmful • We evaluate source credibility by looking at factors such as author, publication information and context, internal citations, website domain • Digital tools like infographics can be used to communicate complex information concisely and to broad audiences

Unit Learning Targets
Students will…

- 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.11-12.3. Analyze the impact of the author's choices 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).
- 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.)
- W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.
- W.11-12.7. 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.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).
- 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.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- SL.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.
- 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.
- L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.
- L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Evidence of Learning

Summative Assessment: Student Media Project, Socratic Seminar, and/or On-Demand Reading Assessment

Questions from which to center the **Socratic Seminar** will vary, but examples are included below:

1. *What do you think the purpose of this book was? What ideas was the book exploring or themes was the book trying to get across?*
2. *How does reading fiction on psychological issues help us make sense of self, others, and the world around us? Where in the text did you find parts that resonate with your experience?*
3. *Are there any limits or drawbacks to understanding mental health issues through fiction? Explain.*

4. *Is research or fiction more important in understanding psychological differences?*
5. *Where else have you seen portrayals of this psychological condition in popular culture, film, art, media, etc.? Compare these portrayals to those in your book and what you discovered through research.*
6. *What responsibilities do creators have to accurately portray psychological conditions in their art? Was the portrayal in your novel realistic?*
7. *How does the author incorporate both fictional and psychological issues in their novel?*

Formative Assessments: Notebook checks, book club discussions, conferring, research check-in assignments

Lesson Plans	
Activities/Interdisciplinary Connections	*Timeframe*
- Readers will be introduced to the book club choices using a "Tasting Menu" - Readers participate in introductory activity exploring their beliefs and/or introducing the portrayal of psychological conditions in art (e.g. via film clips) - Readers use notebook writing to practice a variety of analysis skills from prior units (e.g., POV, setting, theme, symbol, etc.) Readers use a variety of strategies to form a well-developed view of a character's identity and relationships - Readers consider the complexity of a character's emotional responses to situations presented in the text - Readers look for text evidence where the character is revealing something about themselves. - Readers look at the problems presented in the text and the ways in which the characters are reacting to these issues/problems - Readers consider both internal and external conflicts - Readers examine interactions between characters and analyze what these interactions might indicate about their relationships - Readers respond to notebook entries and group discussion prompts, which may include the following: *What would/could mentally destroy your character?*	5 weeks

- *How does your character feel about his mother and father?*
- *When did your character feel completely loved and accepted?*
- *Does your character lie?*
- *Does your character need friends?*
- *What physical thing does your character fear most?*
- *If your character could choose to spend his/her last day alive with one person (dead or alive), who would he choose?*
- *What is his/her defining strength?*
- *Does your character have a positive or negative body image?*
- *Who, or what, would your character die for?*
- *Does your character have a plan for tomorrow? Next week? Next year?*
- *Is your character resilient enough to change?*
- *What is your character's psychological diagnosis?*

Generate and, through research, answer questions about the mental health conditions portrayed in their novels

- Readers will research the psychological issue(s) presented in their book club choice novel.
  - In book club groups, students generate questions for research relevant to their books (e.g., what are common symptoms or causes? What are common misconceptions about this condition?)
- Researchers evaluate the credibility of their sources
- Researchers track and attribute their sources
- Readers will discuss the potential links between their character's behaviors, relationships and their psychological condition(s)

Readers evaluate the portrayals of mental illness in their novels
- Readers will read a nonfiction article about the portrayal of mental illness in popular art
- Readers draw connections between their research and novels by close reading self-selected scenes
- Readers will evaluate the portrayal of

psychological conditions in their novels
- Readers think about how their view of the world, society, or themselves has developed over the course of their unit
- Readers will participate in a Socratic Seminar

Students share their research about a mental health issue through a digital media project
- Students finalize their research on the psychological condition
- Students will examine infographics, social media posts, and/or digital PSAs on a variety of topics and evaluate their effectiveness of the authors' presentation
- Students will learn to attribute sources in digital media and other non-traditional writing
- Students will share their findings by creating a digital PSA (e.g., multi-slide social media post or video, infographic)

Teacher Resources	Teacher Note
• *Room* - Emma Donoghue • *The Things They Carried* - Tim O'Brien • *Turtles All the Way Down* - John Green • *Transcendent Kingdom* - Yaa Gyasi • *Challenger Deep* - Neal Schusterman • *How it Feels to Float* - Helena Fox • *Everything Here is Beautiful* - Mira T. Lee • *It's Kind of a Funny Story* - Ned Vizzini • *Darius the Great is Not Okay* - Adib Khorram • *All the Bright Places* - Jennifer Niven Various short stories and excerpts from novels to be used as mentor texts Film clips depicting characters with psychological conditions may be used for full class discussion https://visual.ly/ http://www.infographicsshowcase.com/ https://infogram.com/ Canva Google Slides	Novels are book club selections The activities list above consists of unit goals and potential corresponding teaching points, which may vary based on the needs of students. For example, not all teaching points need be used with all students, all years.

Differentiating Instruction:
Students with Disabilities, English Language Learners,
and 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, student products, and assessment tools (rubrics for example)
• Testing accommodations
• Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

Examples of Strategies and Practices that Support Gifted & Talented Students:
• Adjusting the pace and content 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

Unit Title: Research, Speaking and Multi-Genre Writing: Student Ted Talks

Unit Summary: In this unit, students will engage in independent inquiry and research into a topic of their choice, culminating in the presentation of student "Ted Talks." In the first stage of this unit, students will produce academic expository writing aimed at preparing them for crucial college-level skills (proposing a topic; developing a unique thesis; learning to evaluate evidence, synthesize, and properly cite sources), but with the ultimate aim of creating and presenting an authentic product. Like presenters of actual "Ted Talks," students will adapt their initial writing for a new audience and context. This will draw on a variety of writing, speaking, and listening skills developed in prior units and their first semester course, giving students a final opportunity to synthesize and apply their learning. The unit will culminate in the presentation (and celebration) of student Ted Talks. Students will not only gain valuable experience presenting to an audience, but will also be exposed to a rich variety of content in the talks of their peers.

Primary Interdisciplinary Connections:

Psychology [National Standards for High School Psychology Curricula: standards will vary based on student-driven topic selection]

Media Arts [1.2.12prof.Cr2a: Organize and design artistic ideas for media arts productions; 1.2.12prof.Cr3a: Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone]

Mathematics [Standards for Mathematical Practice: 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 6. Attend to precision]

Career Readiness, Life Literacies, and Key Skills:

• 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills and abilities. • 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement and transition

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

Learning Targets

NJSLS Standards:

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

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.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

 NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10. 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, and audiences.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

NJSLSA.L3. 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.

NJSLSA.L6. Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression

Computer Science and Design Thinking Standards:

Big Idea: Students engage in independent inquiry and research into a topic of their choice, culminating in the presentation of student "Ted Talks," drawing on a variety of writing, speaking, and listening skills developed throughout the year

Unit Essential Questions:	Unit Enduring Understandings:
• 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…

• W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

• W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

• 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.

• 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.

• W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a selfgenerated 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.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).

- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- SL.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.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.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested
- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.
- L.11-12.3. 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. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Evidence of Learning

Summative Assessment: Literary Analysis Essay, Socratic Seminar

Formative Assessments: Notebook checks, class and small group discussions, drafts, conferring, reading quizzes

Lesson Plans

Activities/Interdisciplinary Connections	Timeframe
Writers explore unit goals and topics of personal significance to craft a topic proposal • Writers are introduced to the unit by viewing a mentor Ted Talk • Writers explore mentor expository essays and articles to brainstorm topics with a psychology nexus that are personally relevant	8 weeks

- Writers explore how expository texts are influenced by the author's opinions
- Writers draft a topic and research proposal
- Writers revise proposal as needed in response

Writers begin the research process
- Writers continue to develop expertise in evaluation of resources and source credibility
- Writers will develop note taking skills while researching
- Writers organize their sources (e.g. using notecards, graphic organizers, folders, etc.)
- Writers will learn proper APA format and how to write an annotated bibliography or References

Students synthesize writing into an expository essay
- Writers learn how to synthesize sources to draft a thesis statement
- Writers understand and use organizational structures (e.g. provided outlines)
- Writers learn to integrate and cite sources in-text
- Writers reflect on the implications of their research to begin to answer the question "so what?"
- Writers use Purdue Owl to check the accuracy of their in-text citations and References

Students adapt research essays into Ted Talks
- Writers view and evaluate additional mentor Ted Talks and discuss how the writing differs from academic writing in tone, word choice, structure, citations, POV, etc.
- Writers revisit earlier work in narrative and argumentative writing to brainstorm whether to features of these genres into their Ted Talks
- Writers consider how the topic is personally relevant to themselves and/or their communities and consider how that might affect their presentation
- Writers brainstorm and use organizational structures
- Writers study mentor text sentences to emulate effective writing in this genre
- Writers peer conference and revise their talks
- Writers edit for common mistakes

Students use digital media to enhance their presentations
- Writers view mentor texts and evaluate effective vs.

ineffective media use (e.g. timing around key points, effective images, minimal text) • Students plan and create digital media for their talks Students prepare to present talks • Writers revisit mentor Ted Talks focusing on presentation and speaking skills (movement, pacing, voice) • Students practice public speaking in small groups on lower stakes topics Students present talks to class (live or pre-recorded option) and celebrate their achievements	
Teacher Resources	*Teacher Note*
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 School Databases	Nonfiction resources will be used as mentor texts to model expository writing rooted in Psychology. The activities list above consists of unit goals and potential corresponding teaching points, which may vary based on the needs of students. For example, not all teaching points need be used with all students, all years.

Differentiating Instruction:
Students with Disabilities, English Language Learners,
and 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, student products, and assessment tools (rubrics for example)
• Testing accommodations

• Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

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• 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:
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•Word walls
•Sentence frames
•Think-pair-share
•Cooperative learning groups