

Identity and Choice- Introduction to English 4: 1 Week**Overview**

But until a person can say deeply and honestly, "I am what I am today because of the choices I made yesterday," that person cannot say, "I choose otherwise."

— Stephen R. Covey, *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*

Welcome to English 4! In our first week together, this mini unit is designed around the concepts of identity and choice. Our goal is not only to get to know each other, but also to get to know ourselves better by examining stereotypes and identifying our future pathways. Through this mini-unit, students will read nonfiction text, write poetry, view visual shorts, present their work, and examine other perspectives. By the end of this unit, students will be able to identify classroom procedures, access important classroom information, apply their experiences into a mini project, and become a vital part in creating our classroom ethos.

In one sentence of your own words, state what this unit is about:

Main Standard: RI.11-12.1 Cite strong and thorough textual evidence 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.

What is the difference between something that is explicitly stated and something that is inferred?

Why might a text leave something uncertain?

Main Standard: RL.11-12.10 By the end of grade 12, read and understand literature at the high end of the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

What is the meaning of proficient?

What might be included in a text complexity band?

How can we connect to texts?

ESSENTIAL QUESTIONS: 1. How does my world influence me?
2. How is personal choice affected by immediate and long-term consequences?

CORE VOCABULARY: Identity Choice Stereotype consequence calculated risks benefits
opportunity cost syllabus State Standards Overview Essential Questions Student Outcome
Enduring Understandings

FOCUS QUESTIONS:

Who am I?
How do I make decisions?
What is a stereotype?
How have I been stereotyped?
What choices do I have?
How do others choices affect mine?

STUDENT OUTCOMES: What will students know, understand and be able to do by the end of this unit?

- get to know their teacher and their peers
- become familiar with classroom procedures, expectations, and the one rule.
- examine their interests and passions
- work together and independently to solve problems
- collaborate and share experiences

ENDURING UNDERSTANDINGS: What are the big ideas?

- Initial judgements are vital for human processing the world, but we must also recognize stereotypes and refrain from creating long-term judgments about groups of people based on belonging to that group.
- Choices always have consequences, which can be positive and/or negative, immediate and/or later.

Highlight or circle items from this page that you already know and understand.

Highlight in another color, or box items from this page that you are most interested in learning.

When finished with this unit, answer the EQ's below: