

**FRANCIS LEWIS HIGH SCHOOL ENGLISH LANGUAGE ARTS CURRICULUM
GRADE 9, UNIT 1**

UNIT TITLE/ FOCUS: Identity (environment, relationships, culture, religion, conscience)

LENGTH: 6-8 weeks

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Essential Question: What defines an individual?

Guiding Questions: (Content, Process, Metacognitive)

- What is identity? What factors shape your perspectives/beliefs/personality?
- In what ways does conflict influence an individual?
- What is point of view? How is point of view established and developed?
- How do authors reveal/create/develop a character's identity through characterization?
- How can a narrative piece reflect identity?
- What is the structure of a well-developed paragraph?
- What is the structure of a narrative essay?

ASSESSMENT EVIDENCE

Authentic Performance Task(s):

Write a narrative essay in which you discuss a specific event or situation that has impacted your identity.

Summary of Assessments (Diagnostic, Formative, Summative):

- Submit diagnostic writing sample (Goal Letter: see binder)
- Paragraph describing an event/action that impacted students' lives.
- Essay outline/graphic organizer that guides students in writing process
- Peer editing/ Self-editing checklist for first draft
- Drafts of essay
- Pie Chart Graphic Organizer
- Well-developed paragraph describing one element of their identity.
- Narrative Essay
- Self-reflection for portfolio
- Publish essay to portfolio

Teaching and Learning Activities:

Teacher will...

- Model analysis of informational/literary texts that reflect themes of identity
- Engage students in reflective discussions about literature and informational text(s) in order to analyze themes of identity
- Guide student writing through the use of The Writing Process and peer review
- Model effective narrative writing by providing and analyzing sample essays

Students will...

- Read, discuss, and analyze fiction/nonfiction narrative(s) which reflect unit/curricular themes.
- Write a well-developed paragraph in which they explain the most significant aspect of their identity
- Self-assess and peer review paragraphs in pairs, small groups, and/or as a class.
- Draft, revise, and edit a narrative essay in which you discuss a specific event or situation that has impacted your identity.
- Submit final drafts to teacher for evaluation.
- Publish final version of narrative essay to portfolio.

Common Core State Standards for English Language Arts and Literacy

Reading Literature 9-10

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
 4. Determine the meanings of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
 5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences or larger portions of the text.

Reading Informational Texts 9-10

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Writing 9-10

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - d. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
 - e. Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Suggested Texts

Fiction Novels:

- *Lord of the Flies* by William Golding
- *The Giver* by Lois Lowry
- *The House on Mango Street* by Sandra Cisneros
- *The Human Comedy* by William Saroyan
- *Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson
- *The Prince and the Pauper* by Mark Twain
- *I, Juan de Pareja* by Elizabeth Barton de Trevino
- *The Light in the Forest* by Conrad Richter
- *Things Fall Apart* by Chinua Achebe
- *Warriors Don't Cry* by Melba Beals

Plays:

- *Antigone* by Sophocles
- *Lost in Yonkers* (Drama for Reading and Performance) by Neil Simon
- *Twelfth Night* by William Shakespeare

Short Stories:

- "Louisa, Please Come Home" – Shirley Jackson
- "Fish Cheeks" - Amy Tan
- "The Interlopers" - Saki
- "Geraldine Moore, The Poet" – Toni Cade Bambara
- "Eleven" – Sandra Cisneros
- "My Name" (Excerpt from *The House on Mango Street*)

- “The Secret Life of Walter Mitty”
- “The Necklace” – Guy de Maupassant
- “The Fat Girl” – Andre Dubuis
- “Charles” – Shirley Jackson
- “A Smart Cookie” (Excerpt from The House on Mango Street)
- “Girl” - Jamaica Kincaid
- “The Thief” – Junichiro Tanizaki
- “Everyday Use” – Alice Walker
- “A Conversation with my Father” – Grace Paley
- “A Civil Peace” by Chinua Achebe
- “Dead Men’s Path” by Chinua Achebe
- ”Raymond’s Run”by Toni Cade Bambara
- “Thank You M’am” by Langston Hughes
- “Two Kinds” Amy Tan

Non-Fiction/Informational Text

- “Being Raised by a Single Parent” – Hill Harper
- “The Education of a Baseball Player” – Mickey Mantle (NYT Magazine)
- “Is Do Unto Others Written Into Our Genes?”
- “The Education of a Baseball Player” by Mickey Mantle/NYT Magazine
- “Is ‘Do Unto Others’ Written Into Our Genes?” by Ian Urbina
- “Cultural Identity” Radhika D. Westford (from Teen Ink)
- “Id, ego, Superego” Saul McLeod
- “What is Nature vs. Nurture” by Kendra Cherry
- “Cultural Identity Through My Name” Dongeun S. Davis (from Teen Ink)
- “My Generation” Jason Coole
- “Generation Z Rebels with a Cause”
- “Moon Soup” Janet S. Wong
- “It’s Nature not Nurture: Personality Lies in Genes Two Study Shows” by Nick Collins from The Telegraph
- “How Family Communication Can Influence our Political Identities” by Lindsay Hoffman Huffington Post
- “Turns Out Where you Live Really does Shape Who You Are” by Emily Badger The Atlantic