

FRANCIS LEWIS HIGH SCHOOL ELA CURRICULUM - GRADE: 9 - UNIT #2

AUTHORS: Ingraham, Larsen, Mercado, Picard

Revised July 2013 by: Amores, Corsini, Larsen, Patriss, Saltzman

Revised July 2016 by: M. Genovesi, A. Ingraham, V. Larsen, J. Lewis

UNIT TITLE & FOCUS: Interactions (Relationships, Friends, Family, Coworkers, Classmates, Teammates, Romance, Community)

UNIT LENGTH: 6 – 8 weeks

Essential Question: How do we relate to each other?

Guiding Questions: (content, process, metacognitive)

- What factors influence how we interact with others?
- How does conflict develop in our interactions with others?
- How do relationships define or shape characters and their behavior?
- How can a character's traits affect his/her interactions with other characters?
- What is the structure of argument?

ASSESSMENT EVIDENCE

Authentic Performance Task(s):

Students will write an argument essay in response to the prompt:

Does technology have a positive or negative impact on relationships?

***Task and articles in "Resources" folder**

- Student discussions and/or writing assignments related to performance task
- Discussions of informational and literary texts
- Draft of argument essay submitted for feedback
- Portfolio reflection
- Submit final draft of argument essay
- Quizzes/Tests at teacher's discretion.

Teaching and Learning Activities:

Teacher will...

- Model analysis of informational/literary texts that reflect unit themes
- Engage students in reflective discussions about literature and informational text(s) in order to analyze unit themes
- Guide student writing through the use of The Writing Process
- Engage students in reflective discussions about the essential questions and their relationship to the text(s)

Students will....

- Read, discuss, and analyze fiction/nonfiction which reflect unit/curricular themes.
- Analyze/discuss the relationships between characters in the literature.
- Analyze the structure of argument writing
- Draft, revise, and edit an argument essay
- Submit final drafts to teacher for evaluation.
- Publish final version of argument essay to portfolio.

Resources Needed/Suggested Texts:

Novels/Plays:

Antigone

Things Fall Apart

The Light in the Forest

The Pearl

Julius Caesar

Of Mice and Men

Romeo and Juliet

A Midsummer Night's Dream

Twelfth Night

Lord of the Flies

The Hunger Games

The Miracle Worker

Black and White

Heroes, Gods, and Monsters of Greek

Myth

World Mythology (Gilgamesh)

The Iliad

The Human Comedy

Twelve Angry Men

Cyrano de Bergerac

I, Juan de Pareja

Short Stories

“Lamb to the Slaughter” <http://www.schooltube.com/video/b4ffb2ed2146057eda1d/> “The Lottery”

“The Chaser” (Available on DVD)

“Pyramus and Thisbe”

“Able, Baker, Charlie, Dog” “The Medicine Bag”

“The Gift of the Magi”

“Cupid and Psyche”

“Pygmalion”

“Girl”

“Women” (Chinese Folk Tale)

“The Prodigal Son”

“The Diary of Adam and Eve”

“The Secret Life of Walter Mitty”

“Games at Twilight”

“The Curious Case of Benjamin Button”

Poetry

“Sonnet 130” by William Shakespeare

“Laura” by Petrarch

“Mother to Son” by Langston Hughes

“Mending Wall” by Robert Frost

“Love and Friendship” by Emily Bronte

“The River-Merchant’s Wife: A Letter” by Li Po (Translation by Ezra Pound)

“It’s Raining in Love” by Richard Brautigan

Informational Texts

“Sex, Lies, and Conversation: Why Is It So Hard for Men and Women to Talk to Each Other?” by Deborah Tannen

Taking Sides: Clashing Views on Controversial Issues in Family and Personal Relationships

“The Rules of Love” by Andreas Capellanus

“When Bullying Turns Deadly, Can It Be Stopped?” by John Cloud (Time Magazine) “Letter to Her Daughter” by Lady Mary Wortley Montagu

Literature

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.

Writing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
 - c. Use words, phrases, and 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 formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
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.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.)

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.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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, and audiences.

Speaking and Listening

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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.

Language

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

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

c. Spell correctly.

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 .

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.