

GRADE: 9 UNIT #3

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UNIT TITLE & FOCUS: Society (Traditions, Utopia vs. Dystopia, Culture, Community, Government)

UNIT LENGTH: 6 – 8 weeks

Essential Question: How can society influence an individual?

Guiding Questions: (content, process, metacognitive)

- How does society guide or influence our behavior and perceptions?
- How do I personally contribute to society?
- How do societies develop their belief systems and codes of law?
- How are societies and their conflicts represented through literature?
- What conflicts arise when an individual does not conform to societal norms?
- How are individuals affected by change in their society?
- What is the structure and format of an expository essay?
- How do we correctly identify and cite accurate sources?
- How can I present information clearly and concisely?

Authentic Performance Task(s): Write an expository essay and create a presentation based on research of a tradition within their own cultural group.

- Discussions/writing related to essential/guiding questions
- Student discussions and/or writing assignments/projects related to performance task
- Draft, revise, and edit expository essay responding to the research focus/questions based on feedback
- Research process
- Class presentation
- Portfolio reflection
- Quizzes/Tests at teacher's discretion.

TEACHING AND LEARNING PLAN

Students will...

- Read informational and/or literary texts which reflect unit/curricular themes related to society including government, religion, rules, population, etc.
- Analyze informational and/or literary texts which reflect unit/curricular themes
- Discuss and analyze concepts and texts about tolerance, respect and/or Respect for All Week and participate in activities/projects at teacher's discretion
- List/compare/contrast various traditions/customs associated with specific cultures.
- Discuss and/or complete K-W-L (What I Know, What I Want To Know, What I've Learned) chart based on a tradition within their culture.
- Examine model of expository writing

- Visit with the school librarian to learn the importance of citing, how to correctly cite sources using the MLA format, the library's databases, and research methods including
- Research non-fiction sources (from a range of media such as the *New York Times* archives, teenink.com, school databases (GALE and ProQuest resources) relevant to research question; submit sources
- Identify, define, and analyze key vocabulary related to unit themes
- Read and analyze a model informative essay
- Draft, revise, and edit expository essay responding to the research focus/questions based on feedback
- Submit final drafts to teacher
- Publish work to portfolio
- Construct a (digital) presentation using the main points from their essays
- Present their findings as a group to the class
- Use a rubric to assess their classmates' presentations

Teacher will...

- Create lessons/assessments that enable students to complete tasks.
- Guide student writing through the use of The Writing Process
- Provide students with models of expository writing
- Provide criteria for quality research and writing
- Coordinate a lesson with the librarian(s) about research and citation of sources
- Provide guidelines for peer review
- Provide on-going feedback while students are writing
- Engage students in reflective discussions about the essential questions and their relationship to the text(s)

Resources created and/or contributed by: J. Lewis, A. Ingraham, V. Larsen

Resources Needed/Suggested Texts:

Fiction:

World Mythology Antigone

Animal Farm Things Fall Apart

Lord of the Flies The Giver

The Light in the Forest The Pearl

Julius Caesar

Of Mice and Men

The Hunger Games

In the Time of the Butterflies

Warriors Don't Cry

I, Juan de Pareja

The Pearl

The House on Mango Street

Twelve Angry Men

Twelfth Night

Short Stories

The Children of the Sun (Inca Myth)

The Ballad of Mulan (Chinese Legend)

Chi Li Slays the Serpent (Chinese Myth) "The Lottery"

"The Bet" "Prometheus"

“Harrison Bergeron” by Kurt
Vonnegot
“The Pedestrian” by Ray
Bradbury

Poetry/Music

“The Second Coming” by William Butler Yeats “Women” by
Alice Walker
“What’s Going On?” by Marvin Gaye
“The Unknown Citizen” by Auden
“Redemption Song” by Bob Marley
“I, Too, Sing America” by Langston Hughes
“Truth” by Gwendolyn Brooks
“Queens, 1964” by Julia Alvarez

Informational Texts

“Shooting an Elephant” by George Orwell The Code of
Hammurabi
“State of the Union Address” by Franklin Delano Roosevelt “I Am an American
Day Address.” by Learned Hand
“Remarks to the Senate in Support of a Declaration of Conscience.” by Margaret Chase
Smith
“Letter from a Birmingham Jail” by Martin Luther King, Jr.
“The Social Status of Women in Republican Rome” by Eve Cantarella “The Duties of
Women”
“Confucianism and Government”

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

Informational Text

5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete

details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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.

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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

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

Speaking and Listening

3.

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 ideas and conclusions.

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.

2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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.

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)

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. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type