



Teacher(s): Shannon and David and Sara

Course Title: 9th Grade English

Department: English

Semester and Year: 2017-2018

Course Essential Questions: See Below

Unit Name and Essential Question	Objectives for Unit	CCLS	Resources	Major Assessment(s) or Exhibition	FHS Connections
<p>Unit 1: <i>How It Went Down</i></p> <p>How do our experiences impact how we see others?</p> <p>How does our identity shape how we understand others?</p> <p>21 Days October 13 Paper deadline October 16</p>	<p>1.) I can evaluate the impact of the single story on an individual and community.</p> <p>2.) I can examine how point of view and biases shape how we understand others.</p> <p>3.) I can analyze how characterization motivates characters and shapes them.</p> <p>Literary Elements Characterization Point of view</p>	<p>9-10.RI.1, 9-10.RI.2, 9-10.RI.6, 9-10.RI.8 9-10.W.1, 9-10.W.4, 9-10.W.5, 9-10.W.9 9-10.SL.1, 9-10.SL.3, 9-10.SL.4, 9-10.SL.6 9-10.L.2, 9-10.L.3, 9-10.L.4, 9-10.L.5, 9-10.L.6</p>	<p>“The Danger of a Single Story” Ted Talk by Chimamanda Ngozi Adichie</p> <p>https://www.youtube.com/watch?v=D9Ihs24Izeg</p> <p>Film: “Fruitville Station”</p>	<p>C Layer Identity Chart - factors that shape my own identity (family, neighborhood/home, language, gender, race/ethnicity, religion, friends.)</p> <p>Postcard of Home - Students record or draw the people, buildings, businesses, modes of transportation that make up their neighborhood (setting) (*ESL modification: or of their home in home country)</p> <p>Character Study- Students will complete a character study of two different characters in the novel. They will identify what implicit characterization that character demonstrates and pull evidence from the text to support it.</p> <p>B-Layer B-LAYER: Argument Writing: Using the TIED structure, argue who/what is responsible for Tariq’s death. You must use one text example that demonstrates point of view or characterization to support your argument.</p>	<p>Identity</p>

				A-Layer: Socratic Seminar (Using supplemental text)	
<p>Unit 2: <i>The Absolutely True Diary of a Part-Time Indian</i> by Sherman Alexie</p> <p>Essential Question: How do you stay true to your identity while remaining loyal to your community?</p>	<p>1.) I can examine how setting influences one’s identity.</p> <p>2.) I can evaluate the impact of internal and external conflicts on identity.</p> <p>3.) Using the TIED structure, I can argue whether Junior has betrayed his community.</p> <p>4.) By participating in a fishbowl discussion, I can discuss: <i>How do you stay true to your identity while remaining loyal to your community?</i></p> <p>Literary Elements: Setting - explicitly teach Characterization - explicitly teach Internal Conflict - explicitly teach</p>	<p>9-10.RI.1, 9-10.RI.2, 9-10.RI.6, 9-10.RI.8 9-10.W.1, 9-10.W.4, 9-10.W.5, 9-10.W.9 9-10.SL.1, 9-10.SL.3, 9-10.SL.4, 9-10.SL.6 9-10.L.2, 9-10.L.3, 9-10.L.4, 9-10.L.5, 9-10.L.6</p>	<p>Sherman Alexie</p> <p>Two Names poem</p> <p>Nonfiction articles about modern Native American life, stereotypes, challenges</p> <p>Images of reservations</p> <p>ENL Modifications: Graphic organizers, scaffolded writing, sentence starters, paragraph frames, visuals (and/or audio recording), sentence starters for discussion</p>	<p>C Layer Identity Chart - factors that shape my own identity (family, neighborhood/home, language, gender, race/ethnicity, religion, friends.)</p> <p>Postcard of Home - Students record or draw the people, buildings, businesses, modes of transportation that make up their neighborhood (setting) (*ESL modification: <i>or of their home in home country</i>)</p> <p>“They Say” - students write a poem describing and responding to stereotypes other people may place on them. - possible activity for stereotypes lesson</p> <p>Conflict product? Characterization product?</p> <p>B-LAYER: Argument Writing: Using the TIED structure, argue whether Junior has betrayed his Native American community. You must use one text example that demonstrates setting, characterization, or internal conflict to support your argument. A-LAYER Student Preparation Packet A-LAYER Packet w/ Rubric Fishbowl Discussion - How do you stay true to your identity while remaining loyal to your community?</p>	Identity

<p>Unit 3: Fences</p> <p>Essential Question: What responsibilities do we have to the people we love?</p>	<p>1.) I can create a missing scene or rewrite a scene for the play <i>Fences</i> that includes character dialogue, stage direction, and character actions.</p> <p>2.) I can dramatize a missing scene or rewritten scene of the play to demonstrate my understanding of characterization (character actions) and conflict.</p> <p>3.) I can examine how Troy’s decision-making has influenced his life and the way he sees himself.</p> <p>4.) I can analyze evidence from the play to support my argument.</p> <p>5.) Using the HITT, TIED, and TRUE structure, I can argue whether a character has lived up to his/her responsibilities to another character.</p> <p>Literary Elements: Setting - implied Characterization - explicitly teach Internal Conflict - Implied</p>	<p>9-10.RL.1, 9-10.RL.3, 9-10.RL.4, 9-10.RL.6 9-10.W.1, 9-10.W.4, 9-10.W.5, 9-10.W.6</p> <p>9-10.SL.1, 9-10.SL.4 9-10.L.2, 9-10.L.3, 9-10.L.4, 9-10.L.5, 9-10.L.6</p>	<p>Fences</p> <p>ENL Modifications: Film version to accompany text, graphic organizers for reading and writing, reading in modern English for Shakespeare), audio recording. Preselected vocabulary. Sentence starters for discussion.</p> <p>Visit with The Pearl Theater</p>	<p>C-LAYER:</p> <ul style="list-style-type: none"> ● Scene by Scene comprehension questions ● Visual from close reading about Troy and “Death” ● Troy and relationship chart ● Fences quiz pp. 1-40 ● Troy timeline ● Written Responses about Troy / connection to his father/connection to Unit 1 <p>B-LAYER: Choose one of the options below.</p> <ul style="list-style-type: none"> ● Option A: Write and perform a missing scene ● Option B: Write and perform the next scene in the play (we left off on Act 2; Scene 2) ● Option C: Re-write Act 1, Scene 1 and change the culture of the family and/or the time period. <p>Regardless of what option you choose, your play must incorporate the literary elements of setting, characterization, and internal conflict.</p> <p>A-LAYER:</p> <ul style="list-style-type: none"> ● Argument Essay: Using the HITT, TIED, and TRUE writing structures, pick a character in <i>Fences</i> and argue whether that person lived up to his or her responsibilities to another character. In at least one paragraph, you must choose a piece of evidence that demonstrates how the setting or that person’s characterization, or an internal conflict that person was having influenced their ability to 	<p>Caring & Responsibility Universe of Obligation</p>
--	---	---	--	---	---

				live up to their responsibilities to another character.	
<p>Unit 4 - Fall Semester Portfolio</p> <p>Essential Question: What skills did I develop during this semester?</p>	<p>1.) I can self-assess my semester 1 or semester 2 English work.</p> <p>2.) Through a cover letter, I can explain what I've learned from semester 1 in English class.</p> <p>3.) I can present 3 pieces of work to a small group of peers and an adult.</p>	<p>9-10.L.2 9-10.SL.6, 9-10.SL.4, 9-10.SL.1 9-10.W.6, 9-10.W.5, 9-10.W.4, 9-10.W.4</p>	<p><i>Old portfolio examples</i></p> <p><i>Portfolio presentations rubric</i></p> <p><i>Student work</i></p> <p>ENL: Student models,</p>	<p>A-LAYER Only:</p> <ul style="list-style-type: none"> • Written draft of cover letter • Completed cover letter • Completed portfolio with 3 pieces of work from the semester that represent HOLs and growth. 	N/A
<p>Unit 5 - Speak</p> <p>Essential Question: Why is it important to find your voice? Then, how do you decide to use it?</p>	<p>1.) I can analyze symbols in a novel.</p> <p>2.) I can analyze how an author uses symbolism to develop a character throughout the novel.</p> <p style="text-align: center;">Option 1: Presentation</p> <p>a.) I can conduct short research project that addresses a specific question.</p> <p>b.) I can synthesize multiple sources on a topic.</p> <p>c.) I can present information where the organization, subject, and style align to my purpose.</p> <p style="text-align: center;">Option 2: Interview</p> <p>a.) I can conduct short research on a person that addresses a specific topic.</p>	<p>9-10.RL.1, 9-10.RL.3, 9-10.RL.4, 9-10.RL.5, 9-10.RL.6 9-10.W.1, 9-10.W.2, 9-10.W.4, 9-10.W.5, 9-10.W.6, 9-10.W.8, 9-10.W.10 9-10.SL.1, 9-10.SL.2, 9-10.SL.4, 9-10.SL.5, 9-10.SL.6 9-10.L.2, 9-10.L.3, 9-10.L.4, 9-10.L.5, 9-10.L.6</p>	<p><i>Speak</i> by Laurie Halse Anderson</p> <p>ENL: Graphic organizers, film</p>	<p>C-LAYER- Symbol Tracker Dialectical Journals Vocabulary Definitions + Apply in sentences Independent Reading Log</p> <p>B-LAYER: Using the HITT, TIED, and TRUE writing structures, pick two or three symbols we've encountered so far in <i>Speak</i>. Then, analyze what each symbol reveals about Melinda at that part in the book.</p> <p>A-LAYER: Presentation, interview, or create your own project</p>	Decision-Making

	<p>b.) I can synthesize my findings on this person/topic.</p> <p>c.) I can present information where the organization, subject, and style align to my purpose.</p> <ul style="list-style-type: none"> • Option 3: Create Your Own Project <p>a.) I can design a project that shows an understanding of the unit essential question.</p> <p>Literary Elements: Symbol - explicitly teach Theme - explicitly teach Characterization - implied Setting - implied Conflict - implied</p>				
Unit 6: Independent Reading Mini Unit	Literary Elements: Theme - implied Setting - implied Conflict - implied			Independent Reading Packet Reading Logs: C-Layer Extending Thinking Questions: B-Layer Project: A-Layer	
Unit 7 - <i>Night</i> Essential Question: How does dehumanization affect a person's identity and decisions?	<p>1.) I can analyze how Elie developed throughout the text.</p> <p>2.) I can identify appropriate research information from multiple sources.</p> <p>3.) I can assess the credibility of multiple sources.</p>	<p>9-10.RL.1, 9-10.RL.2, 9-10.RL.4, 9-10.RL.5, 9-10.RL.6</p> <p>9-10.W.1, 9-10.W.2, 9-10.W.4, 9-10.W.5, 9-10.W.6, 9-10.W.7, 9-10.W.8, 9-10.W.10</p> <p>9-10.SL.1, 9-10.SL.4, 9-10.SL.5, 9-10.SL.6</p> <p>9-10.L.2,</p>	<p><i>Night</i> by Elie Wiesel</p> <p>“Elie Wiesel and Oprah at Auschwitz” video</p> <p>Historical background documents</p> <p>HFB - FHO primary source documents</p> <p>ENL: <i>Maus</i> or <i>Children of Willesden Lane</i></p>	<p>Layer C Chapter Comprehension Question Historical Context - Holocaust readings and questions</p> <p>B-LAYER: On-Demand <i>Night</i> Essay Using the evidence from your Character Development chart on the changes we’ve seen in Elie from the beginning of the memoir to now, answer the unit’s essential question, <i>How does dehumanization affect a person’s identity and decisions?</i> All text example must be an example of characterization, setting, and/or internal conflict.</p>	Choosing to Participate

	<p>4.) After conducting research, I can synthesize multiple sources on a topic.</p> <p>5.) Using my research and writing, I can produce a strategic plan to address a problem.</p> <p>6.) I can summarize what I learned from my research on a topic.</p> <p>7.) I can examine the knowledge and skills I gained through this process.</p> <p>8.) I can identify next steps and new approaches to addressing this problem.</p> <p>9.) I can clearly and concisely synthesize important findings and supporting evidence so listeners can follow my line of reasoning.</p> <p><u>Literary Elements:</u> Characterization - implied Setting - implied internal Conflict - implied</p>	<p>9-10.L.3, 9-10.L.4, 9-10.L.5, 9-10.L.6</p>	<p>Graphic organizers, preselected vocabulary, visuals, recording,</p>	<p><u>B-LAYER RUBRIC</u></p> <p><u>A-LAYER:</u> Call to Action Project (rubric in handout)</p> <p>ENL: <u>A Layer</u> <u>A Layer Rubric</u></p>	
--	---	--	--	--	--

<p>Unit 7 - Spring Semester Portfolio</p> <p>Essential Question: What skills did I develop during this semester?</p>	<p>1.) I can self-assess my semester 1 or semester 2 English work.</p> <p>2.) Through a cover letter, I can explain what I've learned from semester 1 in English class.</p> <p>3.) I can present 3 pieces of work to a small group of peers and an adult.</p>	<p>9-10.L.2 9-10.SL.6, 9-10.SL.4, 9-10.SL.1 9-10.W.6, 9-10.W.5, 9-10.W.4, 9-10.W.4</p>	<p><i>Old portfolio examples</i></p> <p><i>Portfolio presentations rubric</i></p> <p><i>Student work</i></p>	<p><u>A-LAYER Only:</u> Written draft of cover letter</p> <p>Completed cover letter</p> <p>Completed portfolio with 3 pieces of work from the semester that represent HOLs and growth.</p>	<p>N/A</p>
--	---	--	--	---	------------