



# Unit Planner: Personality English 1

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High School > 2018-2019 > Grade 9 > English Language Arts > English  
1 > Week 17 - Week 23

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## Personality

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- [Unit Planner](#)
- [Lesson Planner](#)

### Big Ideas / Enduring Understandings

1. **Individuals have personalities made up of different traits.**
2. **Sometimes individuals change their personality in order to fit into a particular situation.**
3. **People change, and therefore, so do their personalities.**

### Essential Questions

1. **Do I believe 'personality' is fixed and unchangeable? Or do I believe that people really can change, that 'personality' is fundamentally flexible? Thematic**
2. **When have I acted outside my personality- surprising myself and proving that there is more to my identity than even I know? Thematic**
3. **How do I compose a thesis statement and incorporate textual evidence into my essay since these are two important factors of writing a literary analysis essay? Writing**
4. **How can I use connotations to navigate nuances in vocabulary? Literary**
5. **How are images created in writing? How can I mimic this technique and create images in my own writing? Literary**

### Common Core Standards and Indicators

**NYS: CCLS:English Language Arts 6-12**

**NYS: Grades 9-10**

#### Reading: Literature

##### Key Ideas and Details

**1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

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 central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

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.

##### Craft and Structure

**4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

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).

#### Writing

**3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

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**Speaking & Listening**

**Comprehension and Collaboration**

**1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

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.

New York State P-12 Learning Standards (New York State Education Department, used with permission)

**Content**

**Focus: Intro to Personality, Connotations**

**Focus: Imagery, Introducing the Personality Debate, Fishbowl Discussion**

**Focus: "My Unlikely Personality" Write, Conflict, Fishbowl Discussion**

**Focus: Thematic Conflict Essay, Writer's Workshop**

**Thematic Conflict Essay, Writer's Workshop, Fishbowl Discussion Assessment**

**Skills / Strategies**

**Students will be able to compose a thesis statement that includes an argument, a focus on a literary device, and the text's central idea. Students will be able to cite and use textual evidence to support a central idea.**

**Students will be able to use the editing process to edit or revise their writing. Students will be able to develop two examples of literal imagery that use sensory details in their narrative.**

**Students will be able to develop two examples of figurative imagery that use figurative language in their narrative.**

Students will be able to participate verbally and nonverbally in an academic discussion that involves the synthesis of the unit's enduring understandings on personality.

## Key Terms / Vocabulary

### Unit Vocabulary

- **Conflict: Internal and External**
- **Imagery: Sensory Details and Figurative Language**
- **First Person Narrator**
- **Theme**

## Learning Plan & Activities

*Please include Theatre Modalities when appropriate*



<https://docs.google.com/document/d/1wX2nG5ShhxF1mtUpzw0cil2oeP2FQsSLWVpOGw2YrgY/edit>

## Assessments

[Depth of Knowledge \(DOK\) Levels](#)

**Thematic Conflict Essay Summative: DOK 3 Strategic Thinking: Written: Essay Thematic Conflict Essay: Students will be able to analyze the central conflict in a text in order to determine the effect it has on a character and its development of a theme or the writer's purpose.**

**Annotated Thematic Conflict Essay - This version offers suggestions to increase accessibility of**

## Resources

### **Texts Used (fiction, non-fiction, on-line, media, etc...)**

Plath Mirror

Focus

- Whole class

### **Texts Used (fiction, non-fiction, on-line, media, etc...)**

The Absolutely True Diary of a Part-Time Indian

Focus

- Whole class

