

Freshmen

Unit 1: Developing Identity and Understanding Others

*Writing standards all have specific lessons tied to them

**Still working on connecting lessons to RL, RI, S/L, and L

Focus for the Curriculum/ Overarching Theme: Self

Year Long Overarching Objectives:

*Literature helps readers develop self-awareness and cultivate human empathy by providing characters with unique perspectives and differing identities.

*The writing process requires thoughtful and careful revision to create a well-written piece.

*Successful readers use a variety of strategies to discern meaning from texts and match their strategies to their purpose as readers.

*Collaboration and discussion of ideas in a respectful manner builds knowledge, enlarges experience, and broadens worldviews.

Timeline: (month)	September to October
Enduring Understanding: <i>applicable life skill, generalized thinking, will apply to many different types of writing</i>	*Literature helps readers cultivate human empathy by providing characters with unique perspectives and differing identities. *Our life experiences (positive and negative) change us.
Essential Questions: <i>directly related to the unit of study; should be posted in kid friendly language; provocative</i>	--What does identity mean to us? How can --How can learning about other people’s experience change our perceptions and help us to develop understanding and empathy? --How do people respond to adversity (positive or negative) and what can be learned from the challenges that arise?
Unit Objectives: <i>directly tied to common core standards. measurable</i>	RL.9-10.4: 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). RL.9-10.5: 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. RL.9-10.8a: Relate a work of fiction, poetry, or drama to the seminal ideas of its time. RI 9-10.6: 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. RI 9-10.10: Read and comprehend literary nonfiction SL.9-10.1: 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

	<p>expressing their own clearly and persuasively.</p> <p>SL.9-10.1a: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL9-10.1b: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>SL 9-10.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L9-10.1a: Use parallel structure.</p> <p>L9-10.1b: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>L9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L9-10.2b: Use a colon to introduce a list or quotation.</p> <p>L9-10.2c: Spell correctly.</p> <p>L.9-10.3a: 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 discipline and writing type.</p>				
<p>Assessment Activities: <i>diagnostic/formative/summative</i></p>	<p>PRE- DDM on Pre - DDM on Thesis Statements</p> <p>Academic Merit software program for both formative and summative assessments as well as for the practice of skills.</p> <p>Formative assessments: Periodic reading comprehension quizzes on the stories, class discussions on the stories, forums on the stories, Socratic Seminars on the stories, worksheets on the stories, dramatic role playing of the stories, summarizing the stories, highlighting and annotating the stories</p> <p>Summative assessments: Unit test on the stories, projects on the stories, reading responses to the stories, essays on the stories</p> <p>Non-fiction pieces analyzed by using SQ3R and SOAPStone</p>				
<p>Vocabulary</p>	<p>Literary Terms and Definitions Definition of Irony</p>				
<p>Materials (& ANCHOR TEXTS) <i>teacher resources/mentor texts</i></p>	<p>Core Selected Short Stories. These short stories reflect self, finding one’s identity, and understanding others.</p> <p>Common Lit versions of the short stories with questions</p> <table border="1" data-bbox="402 1755 1539 1980"> <tr> <td colspan="2" data-bbox="402 1755 1539 1812"> <p>Short Story Options</p> </td> </tr> <tr> <td data-bbox="402 1812 971 1980"> <p>Short stories *The Last Spin *Fish Cheeks The Last Spin highlighted version *The Necklace</p> </td> <td data-bbox="971 1812 1539 1980"> <p>*On Being 17... *The Interlopers - optional, may be paired with “The Last Spin” since they are very similar The Tell-Tale Heart Video: The Tell Tale Heart / compare text and</p> </td> </tr> </table>	<p>Short Story Options</p>		<p>Short stories *The Last Spin *Fish Cheeks The Last Spin highlighted version *The Necklace</p>	<p>*On Being 17... *The Interlopers - optional, may be paired with “The Last Spin” since they are very similar The Tell-Tale Heart Video: The Tell Tale Heart / compare text and</p>
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<p>Common Writing Assessment/(CORE Writing)</p>	<p>Argument Paper</p> <p>Writing</p> <p>Honors Argument Packet 2017-2018</p> <p>Argument Paragraphs - College Prep 2017-2018</p> <p>-Thesis statements definition, location and practice -Thesis statement practice sheet #2 -Thesis statement practice sheet #3 -MLA paper / heading format -5 paragraph essay- essay structure -Hook</p> <p>Formative assessments: Argument paper graphic organizer, rough draft, and revisions to rough draft.</p> <p>Summative assessment: Final Argument paper / paragraphs</p> <p>CCSS:</p> <p>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>				

	<ul style="list-style-type: none"> • W.9-10.1A Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • W.9-10.1B 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. • W.9-10.1C 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. • W.9-10.1D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • W.9-10.1E Provide a concluding statement or section that follows from and supports the argument presented. <p>W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9-10.5 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. W.9-10.6 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.</p>
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<p>Common Learning Activities</p>	<p>Overarching Theme: Self Directions for an Identity Chart from Stephani Identity Chart - Template Sample Identity Chart created by the teacher for themselves Sample teenage Identity Chart from Facing History: Self Self and stereotyping video - (3 min) Stereotyping video - Facing History (8 min.) Ideas from Facing History on teaching Self Facing History - 7 Units on Self and Identity Units 2,3, and 4 most applicable</p> <p>Boot Camp Get-to-know-your-classmates activities: Introduce your partner to the class Meet a classmate activity Get-to-Know-You partner Worksheet Individual teachers may use their own Get-to-know you activities as well</p> <p>Following directions “quiz” for first few classes</p> <p>Understanding the confusing NHS schedule: Schedule Outline Grid for NHS 2016-2017</p> <p>Email Etiquette Email Rubric</p> <p>Reading Strategies: SQ3R , Soapstone and Soapstone Adapted Worksheet , Facing History SIT strategy , Connections Worksheet, KWL Reading Strategy</p> <p>Study Skill Strategies: Sticky Note Codes Annotating, Highlighting, and Note taking Directions Mnemonics Following Directions Worksheet</p> <p>Literature Literary vocabulary Irony Types and Definitions “Ironic” Song, Alanis Morissette</p>
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	Character Development Point-of-view exercise Blank template for Literary Techniques to be completed for each story Current non-fiction article on gangs to coordinate with “The Last Spin” List of Reading Response Prompts Socratic Seminars Class Discussions Forums Facing History Comprehension/Discussion strategies Thematic Concepts: Self identity; peer pressure; developing compassion and empathy; individual thinking; destructiveness of prejudice; stereotyping; perspective/perception; changing / dynamic characters
Project Based Learning Activities	
21st Century Student Learning Expectations Communication Creativity Collaboration Critical thinking	*See Common Learning Activities---given our 1:1 environment, many activities listed in Common Learning Activities require the use of technology, collaboration, and critical thinking skills.

Launch/Skills/Strategy/Craft Lessons	Samples/Examples
Barometer - Facing History line-up strategy for determining student viewpoints and encouraging discussions.	For example, use with “A Retrieved Reformation” - should Ben Price have let Jimmy Valentine go free? Why or why not? Discuss the morality / philosophy behind imprisonment once students take a stand, listen to other classmates views, have the option to change their position
Compare/contrast themes	“The Last Spin”, “On the Sidewalk Bleeding”, “The Interlopers”. Very similar stories, yet slightly different. Which was the most effective? Why?
Identify and discuss use of irony	Make a list of the stories with irony. Which story exemplifies irony the best? Why? What types of irony were used? Which story did you like the best? Did irony play a role in whether the story was enjoyed or not?Why?
Analyze Point-of-view:	Which story’s point-of-view was the most helpful to the conveying the author’s message? How did the point-of-view help/hinder the reader’s enjoyment? Writing exercise: write any short story from a different point-of-view or from a different character’s perspective.
Explore Characterization	Characterization: How did the character’s experiences change the character? Will this be a lasting change? What insight about life do their experiences offer the reader? What methods of characterization were employed by the author?

	Were they effective? Why?
Explore Setting	Setting: Is the setting universal? Is the setting important to each story? Why or why not? Would the story have a different impact if the setting were changed?
Explore Symbolism	Are the symbols in the story typical, unusual, effective? Does the literary symbolism enhance the story?
Study Skills strategies / Reading Techniques- Promote generalization of these skills	Use the techniques with any piece of literature to teach the technique as well as to enhance the understanding of the literature.
Plot Diagrams and Plot structure	Identify and analyze the plot elements and structure of each story
LESSONS FOR WRITING ARGUMENT ESSAY	
MLA Format & Thesis Pre-test (done at DDM)	Correctly format an MLA heading and paper
Audience: practice in appealing to target audiences W.9-10.4 W.9-10.6	- Students will examine commercials to identify target audiences - Students will create arguments which appeal to specific audiences
-Introduce the Prompt & paper -Explain audience & elimination of first person	- Packet, template, rubric, prompt. - Sample writing - Worksheet eliminating I and YOU - Doc with 2 websites with good ex.
Thesis Statements & Paper assignment W.9-10.1A	define, identify, and compose thesis statements - Students will craft proper thesis statements thesis statement worksheets
Argument & Counterclaim: develop an argument to defend either side of multiple issues *1-2 sentences acknowledging counterclaim W.9-10.1A W.9-10.1B W.9-10.1C W.9-10.6	Worksheet with topics Group work to defend sides, practice for paper - Same chart from lesson #3, but with claim/counterclaim added. - Link to potential topics - Various Topics with claims/counterclaims - Worksheet with topics to practice claim / counterclaims in groups - Start of claim/ counterclaim guide - Graphic organizer for claim/ counterclaim paragraph -Counterclaim Key Words -Debate Activity: - Claim/Counterclaim Debate Topics - Arguments For and Against Organizer - Claim and Counterclaim - Debate Format - Exit Ticket

<p>Intro, Claim (outline thesis statement), and Conclusion: -review function of and elements of an introduction & conclusion. -compose introduction with defensible claim</p> <p>W.9-10.1A W.9-10.1B W.9-10.1C</p>	<p>Begin to compose their own paper</p>
<p>Complete Pre-Write Template and Blueprint</p> <p>W.9-10.1A W.9-10.1B W.9-10.1C W.9-10.6</p>	<p>Pre-Write Blueprint</p>
<p>Compose a draft of essay. The body of the paper should use the following format:</p> <ul style="list-style-type: none"> -Paragraph 1: Introduction (Including thesis statement - must be last sentence of this paragraph.) -Paragraph 2: Third most convincing piece of evidence to support the thesis. -Paragraph 3: Second most convincing piece of evidence to support the thesis. -Paragraph 4: Most convincing piece of evidence to support the thesis. -Paragraph 5: Conclusion <p>W.9-10.1A W.9-10.1B W.9-10.1C W.9-10.6</p>	<p>Essay Blueprint</p>
<p>Workshop Editing/ revising skills</p> <p>W.9-10.1A W.9-10.1B W.9-10.1C W.9-10.1D W.9-10.1E W.9-10.4 W.9-10.5 W.9-10.6</p>	<p>Revise their own work using the checklist and rubric as a basis for revisions -Editing Checklist</p>
<p>Submitting via technology W.9-10.6</p>	<p>Submit to Turnitin.com</p>

Anticipated Issues/Challenges:

This is the first unit in ninth-grade with students coming from diverse educational backgrounds. Determining students' abilities, background knowledge and experiences requires some modifications of lessons depending upon the class make-up.

Updated: Fall 2017