

ARTS IN MOTION CHARTER SCHOOL | 9th Grade ELA CURRICULUM MAP

Projects	Essential Questions	Enduring Understandings	Cognitive Skills	CCSS	Final Product
Personal Narrative	<ul style="list-style-type: none"> What is the value of stories? How do authors craft memorable stories? 	<ul style="list-style-type: none"> Every person has a unique story that deserves to be heard, understood, and respected. Personal narrative writers craft their texts using specific word choice, tone, and narrative techniques to engage their readers. 	<ul style="list-style-type: none"> Conventions Development Narrative Style and Language (Tone, Academic Language, Syntax) Theme/Central Idea 	<ul style="list-style-type: none"> CCSS.ELA-LITERACY.RL.9-10.1 CCSS.ELA-LITERACY.RL.9-10.2 CCSS.ELA-LITERACY.RL.9-10.3 CCSS.ELA-LITERACY.RL.9-10.4 CCSS.ELA-LITERACY.RL.9-10.5 CCSS.ELA-LITERACY.W.9-10.3 CCSS.ELA-LITERACY.W.9-10.5 	<ul style="list-style-type: none"> Personal Narrative Literary Analysis Task
Textual Analysis Portfolio and Presentation	<ul style="list-style-type: none"> How can different kinds of texts tell the truth about the world? How can I use literature, non-fiction and my environment to shape my understanding of my community? 	<ul style="list-style-type: none"> Fiction, non-fiction, and non-literary texts are keys to helping me understand the world. I can and should question the world around me and use my words to share my ideas with others. 	<ul style="list-style-type: none"> Argumentative Claim Conventions Development Discussion / Contribution Explanation of Evidence Informational/Explanatory Thesis Norms / Active Listening Oral Presentation Organization (Transitions, Cohesion, Structure) Preparation Selection of Evidence 	<ul style="list-style-type: none"> CCSS.ELA-LITERACY.RI.9-10.1 CCSS.ELA-LITERACY.RI.9-10.2 CCSS.ELA-LITERACY.RI.9-10.5 CCSS.ELA-LITERACY.RL.9-10.1 CCSS.ELA-LITERACY.RL.9-10.2 CCSS.ELA-LITERACY.RL.9-10.5 CCSS.ELA-LITERACY.SL.9-10.1 CCSS.ELA-LITERACY.W.9-10.2 CCSS.ELA-LITERACY.W.9-10.5 	<ul style="list-style-type: none"> Socratic Seminar Portfolio Presentation
Literary Analysis Essay	<ul style="list-style-type: none"> How do authors use specific techniques in order to create meaning in a text? How do I use language to convey a point of view? 	<ul style="list-style-type: none"> Authors make intentional choices when they write in order to create a specific effect on the reader. In order to effectively communicate my ideas, I need to make intentional choices about organization, evidence, and author's craft. 	<ul style="list-style-type: none"> Conventions Development Discussion / Contribution Informational/Explanatory Thesis Norms / Active Listening Organization (Transitions, Cohesion, Structure) Preparation Selection of Evidence 	<ul style="list-style-type: none"> CCSS.ELA-LITERACY.RL.9-10.1 CCSS.ELA-LITERACY.RL.9-10.2 CCSS.ELA-LITERACY.RL.9-10.3 CCSS.ELA-LITERACY.RL.9-10.4 CCSS.ELA-LITERACY.RL.9-10.5 CCSS.ELA-LITERACY.SL.9-10.1 CCSS.ELA-LITERACY.W.9-10.2 CCSS.ELA-LITERACY.W.9-10.5 	<ul style="list-style-type: none"> Socratic Seminar Literary Analysis Essay
Creative Writing and Performance Project	<ul style="list-style-type: none"> How can we use language in creative and innovative ways to bring an experience to our audience? How is it that we can sometimes say more with less? How can giving 	<ul style="list-style-type: none"> Language is like any other artistic medium and its ability to bring moments and emotions to life is one of its most amazing qualities. Effective use of style and language give depth and complexity to language and dialogue. Performers use tone, volume, body language, and blocking in order to add meaning to written works 	<ul style="list-style-type: none"> Conventions Explanation of Evidence Informational/Explanatory Thesis Narrative Oral Presentation Selection of Evidence Style and Language (Tone, Academic Language, Syntax) 	<ul style="list-style-type: none"> CCSS.ELA-LITERACY.RL.9-10.1 CCSS.ELA-LITERACY.RL.9-10.2 CCSS.ELA-LITERACY.RL.9-10.4 CCSS.ELA-LITERACY.RL.9-10.5 CCSS.ELA-LITERACY.SL.9-10.6 CCSS.ELA-LITERACY.W.9-10.3 CCSS.ELA-LITERACY.W.9-10.5 	<ul style="list-style-type: none"> Poetry Analysis Task Poetry Portfolio Poetry Performance

	<p>voice to our words change how we experience them?</p> <ul style="list-style-type: none"> • How can I use my voice to enhance the meaning of a written work? 		<ul style="list-style-type: none"> • Theme/Central Idea 		
<p>Persuasive Speech</p>	<ul style="list-style-type: none"> • How can I use my voice to effect change in my community? 	<ul style="list-style-type: none"> • Effective speakers use specific rhetorical strategies to persuade their audience. 	<ul style="list-style-type: none"> • Argumentative Claim • Asking questions • Counterclaims • Explanation of Evidence • Integration of Evidence • Introduction and Conclusion • Oral Presentation • Selecting Relevant Sources • Style and Language (Tone, Academic Language, Syntax) 	<ul style="list-style-type: none"> • CCSS.ELA-LITERACY.RI.9-10.1 • CCSS.ELA-LITERACY.RI.9-10.2 • CCSS.ELA-LITERACY.RI.9-10.8 • CCSS.ELA-LITERACY.RI.9-10.9 • CCSS.ELA-LITERACY.SL.9-10.3 • CCSS.ELA-LITERACY.SL.9-10.4 • CCSS.ELA-LITERACY.SL.9-10.6 • CCSS.ELA-LITERACY.W.9-10.1 • CCSS.ELA-LITERACY.W.9-10.5 • CCSS.ELA-LITERACY.W.9-10.7 	<ul style="list-style-type: none"> • Persuasive Speech

ARTS IN MOTION CHARTER SCHOOL | 9th Grade ELA UNIT PLAN

Project	Personal Narrative
Suggested Time	<ul style="list-style-type: none"> ● 5 Weeks
Essential Questions	<ul style="list-style-type: none"> ● What is the value of stories? ● How do authors craft memorable stories?
Enduring Understandings	<ul style="list-style-type: none"> ● Every person has a unique story that deserves to be heard, understood, and respected. ● Personal narrative writers craft their texts using specific word choice, tone, and narrative techniques to engage their readers.
Cognitive Skills	<ul style="list-style-type: none"> ● Conventions ● Development ● Narrative ● Style and Language (Tone, Academic Language, Syntax) ● Theme/Central Idea
Focus Areas	<ul style="list-style-type: none"> ● Theme 2 ● Storytelling Devices
CCSS	<ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.RL.9-10.1 ● CCSS.ELA-LITERACY.RL.9-10.2 ● CCSS.ELA-LITERACY.RL.9-10.3 ● CCSS.ELA-LITERACY.RL.9-10.4 ● CCSS.ELA-LITERACY.RL.9-10.5 ● CCSS.ELA-LITERACY.W.9-10.3 ● CCSS.ELA-LITERACY.W.9-10.5
Checkpoints	<ul style="list-style-type: none"> ● Anchor Text Exploration ● Brainstorm Narrative ● Outline
Final Product	<ul style="list-style-type: none"> ● Personal Narrative ● Literary Analysis Task

ARTS IN MOTION CHARTER SCHOOL | 9th Grade ELA LESSON PLAN

Project	Personal Narrative	Essential Questions	<ul style="list-style-type: none"> • What is the value of stories? • How do authors craft memorable stories? 	Final Product	<ul style="list-style-type: none"> • Personal Narrative • Literary Analysis Task
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Checkpoint	<ul style="list-style-type: none"> • Anchor Text Exploration (See attached Sample)
Cognitive Skills	<ul style="list-style-type: none"> • Development • Word Choice • Theme/Central Idea
Objective	<ul style="list-style-type: none"> • Students will identify the theme/central idea of a given text and support it with textual evidence
Activities	<ul style="list-style-type: none"> • Anchor Text Exploration • Brainstorm Narrative • Outline
Resources	<ul style="list-style-type: none"> • Becoming a Writer by Junot Diaz • The Joy Luck Club by Amy Tan • Fish Cheeks by Amy Tan • My Name is Margaret by Maya Angelou • How it feels to be Colored me by Zora Neale Hurston
Assessment	<ul style="list-style-type: none"> • Performance task assessment using cognitive skills (See attached Sample)

Theme/Central Idea

3	4	5	6
<p>Identifies a theme/central idea in a text and identifies some details that are relevant to that theme/central idea.</p>	<p>Identifies a theme/central idea in a text and provides a limited explanation of how that theme/central idea is developed through specific details.</p>	<p>Identifies a major theme/central idea in a text and provides an accurate explanation of how that theme/central idea is developed through specific details. Provides some explanation of how the theme/central idea interacts with supporting ideas or other elements in the text (e.g., setting, plot, character).</p>	<p>Identifies multiple themes/central ideas in a text and provides an accurate analysis of their development and interaction with each other and with supporting ideas or other elements in the text (e.g., setting, plot, character).</p>
<p>To earn a 3: Must fill in ONE chart below with</p> <ul style="list-style-type: none"> -a correct theme from the text -at least 3 quotations from the text that accurately support the theme 	<p>To earn a 4: Must fill in ONE chart below with</p> <ul style="list-style-type: none"> -a correct theme from the text -at least 3 quotations from the text that accurately support the theme -clear explanations of how each detail supports (proves) that your theme is correct 	<p>To earn a 5: Must fill in ONE chart below with</p> <ul style="list-style-type: none"> -a correct, important theme from the text -at least 3 quotations from the text that accurately support the theme -clear, thorough, and complex explanations of how each detail supports (proves) that your theme is correct -one supporting idea and one element of the text that are connected to the theme -clear explanations of how these supporting elements interact with the theme 	<p>To earn a 6: Must fill in AT LEAST TWO charts below with</p> <ul style="list-style-type: none"> -a correct, important theme from the text -at least 3 quotations from the text that accurately support the theme -clear, thorough, and complex explanations of how each detail supports (proves) that your theme is correct -one supporting idea and one element of the text that are connected to the theme -clear explanations of how these supporting elements interact with the theme -clear explanation of how these multiple themes develop and interact with each other

Theme 1:		
Detail from text:	Detail from text:	Detail from text:
Explanation:	Explanation:	Explanation:
Supporting ideas from the text relevant to the theme:		
Elements of the text (setting, plot, character) that support the theme:		

Example from "Fish Cheeks" by Amy Tan:

Theme 1: When you hide your culture to appeal to others, you are denying an important part of yourself.		
<p>Detail from text: "For Christmas I prayed for this blond-haired boy, Robert, and a slim new American nose" (1).</p>	<p>Detail from text: "...my mother had outdone herself in creating a strange menu. She was pulling black veins out of the backs of fleshy prawns. The kitchen was littered with appalling mounds of raw food: A slimy rock cod with bulging eyes that pleaded not to be thrown into a pan of hot oil. Todu, which looked like stacked wedges of rubbery white sponges. A bowl soaking dried fungus back to life" (1).</p>	<p>Detail from text: "My mother said to me, 'You want to be the same as American girls on the outside...But inside you must always be Chinese' For Christmas Eve that year, she had chosen all my favorite foods" (1).</p>
<p>Explanation: Amy, the main character, begins the story by romanticizing American culture. She has a romantic crush on a "blond-haired" son of a preacher--a very typical American "boy next door". The reader does not learn anything about his character; the only reason that she gives for loving him is his hair color, which marks him as different from her Chinese heritage.</p> <p>Not only does Amy fantasize about an American boy, she also dreams of having an "American nose". Her Christmas wish is to be physically more similar to the other people around her so that she can blend in and no longer feel so different.</p>	<p>Explanation: As she looks at the food her mother created for dinner, Amy has a tone of disgust. The words that she uses to describe the meal are grotesque: "appalling", "fleshy", "bulging eyes", "dried fungus back to life". Each new image is freshly foul, calling to mind slimy, steaming piles of refuse.</p> <p>Amy's litany of complaints emphasizes the meal that her mother is creating in the most disapproving of terms. She feels horrified at the massacre taking place in her kitchen and wants readers to feel as nauseous looking upon it as she does.</p> <p>An important part of this disgust stems from the fact that these are</p>	<p>Explanation: This should also be filled in to the same degree of detail at the other two!</p>

	<p>“non-traditional” foods to eat at Christmas. The dishes that she takes such care to describe are all Chinese foods and not American foods. She intentionally makes Chinese dishes seem disgusting to the reader.</p>	
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Supporting ideas from the text relevant to the theme:

One moment from the dinner that Amy overlooks is that Robert’s family actually goes out of their way to make themselves fit in at the dinner. The only indication we have of their discomfort is through Amy’s perspective, when she assumes that they do not like what is happening. Then, later in the meal, Robert’s father actually engages in the Chinese custom of burping to show their approval. These small moments reveal that the conflict for Amy is primarily internal, and that only her own insecurity is the cause of her shame and her hiding.

Elements of the text (setting, plot, character) that support the theme:

The fact that this dinner is set inside of Amy’s home, a Chinese home, in the United States, helps emphasize the challenge that Amy is facing. Her home is an island of Chinese culture, surrounded by the rest of the country. She is literally isolated inside of her house with every other part of her life making her feel alone and adrift. Despite this, Amy clearly feels comfortable in her own home. It is a safe place for her, filled with boisterous relatives and loving family. Her culture, even when it is setting her apart, is helping create her identity.

Beginning on page 2 of this document, write your rough draft. You should only be working on this step if you have already completed your Plot Outline.

<p>Task Cards</p> <ul style="list-style-type: none"> • Blocking • Dialogue • Internal Monologue • Imagery + Sensory Detail • Grammar Basics • Character Development 	<p>Formatting:</p> <ul style="list-style-type: none"> • 3-5 Pages • Times New Roman, size 12 font • Put header in upper right hand corner of first page <ul style="list-style-type: none"> ○ Name (First and Last) ○ Name of Assignment (Personal Narrative) ○ Class Period (Monday Block 2) ○ Date (September ____, 2015)
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Rubric

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<p>Orientation (including point of view), storyline, and/or organization of experiences, events, and/or steps are clearly established; organizational sequence is logical or unfolds naturally; narrative techniques are primarily limited to description and/or dialogue; conclusion may be weak</p>	<p>Orientation (including point of view), storyline, and/or organization of experiences, events, and/or steps are clearly established; organizational sequence is logical, coherent, and/or unfolds naturally; where appropriate, multiple narrative techniques are used (e.g., description, dialogue, pacing, or reflection); description includes some precise vocabulary and some details and/or sensory language; conclusion generally follows from the narrated experiences/events/steps.</p>	<p>Orientation (including point of view), storyline, and/or organization of experiences, events, and/or steps are clearly established; organizational sequence is logical, coherent, and/or unfolds naturally and smoothly; where appropriate, multiple narrative techniques are used effectively (e.g., description, dialogue, pacing, or reflection); description includes precise vocabulary and, where appropriate, vivid details and sensory language; conclusion clearly follows from the narrated experiences/events/steps</p>	<p>All of Level 5, plus: Uses a variety of techniques to sequence experiences/events/steps so that they build on one another to create a coherent whole, a particular tone and/or mood, and/or a specific outcome.</p>

