

# Unit Planner



Overview			
Subject:	English Language Arts	Topic:	Exploring Identity
Unit Overview:	This unit will use the Short Story genre to explore essential questions around identity and deepen student understanding of themselves and their connection to literature. The unit could also be used with poetry, a class novel study, or literature circles. Identity could also be the overarching, theme/big idea for the entire year of study in English 10. The interdisciplinary links between Art and Socials could be explored and used to enrich the learning events and support the transfer goals.		
Grade:	10		
Unit Duration:	4-6 weeks	Date:	January 5, 2017

Stage 1 – Desired Results
Big Ideas

The exploration of text and story deepens understanding of one’s identity, others, and the world.

Core Competencies
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Communication

- oral, written and visual

Thinking

- perspective, point of view, connecting self to text

Personal and Social

- metacognition, empathy, cultural awareness

Concepts	Unit Understandings	Transfer Goals	Essential Questions
<ul style="list-style-type: none"><li>Identity</li><li>Nature vs. Nurture</li><li>Perspective/Voice</li></ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"><li>Our identity is shaped by many factors.<ul style="list-style-type: none"><li>Life experiences, beliefs, religion, family traditions, culture, etc. define who we are and can effect how we interact with and enjoy texts.</li></ul></li><li>Authors use texts to express and highlight their own personal experiences, beliefs and identity.<ul style="list-style-type: none"><li>Learning about other peoples, cultures and perspectives through stories impacts our understanding of our self and our own beliefs.</li></ul></li></ul>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"><li>Strengthen their understanding of themselves, diverse cultures, and multiple perspectives through the exploration of texts.</li><li>Think creatively, critically, and reflectively about language and texts as part of constructing and communicating personal meaning</li></ul>	<p>Students will keep considering...</p> <ul style="list-style-type: none"><li>Who am I? How do I define myself? How does my identity change and evolve?</li><li>How does making connections between text and self deepen my understanding of my own identity?</li><li>How does understanding my own identity help me to connect and empathize with others?</li></ul>

First Peoples Principles
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Learning requires the exploration of one’s identity (Principle #8)

Alignment Check: <div>→</div> <div>←</div>	
Are your concepts, unit understandings, transfer goals, and essential questions connected and supportive of your Big Idea?	
Curricular Competencies	Content
<p><b>Students will be skilled at...</b></p> <p><b>Comprehend and Connect:</b></p> <ul style="list-style-type: none"><li>• applying appropriate strategies in a variety of contexts to comprehend texts, guide inquiry, and extend thinking</li><li>• thinking critically, creatively and reflectively to explore ideas within, between and beyond texts</li><li>• recognizing and identifying the role of personal, social, and cultural contexts, values, and perspectives in texts</li><li>• constructing meaningful personal connections between self, text and world</li></ul> <p><b>Create and Communicate:</b></p> <ul style="list-style-type: none"><li>• using the writing and design process to plan, develop and create engaging and meaningful literary, imaginative, and informational texts for a variety of purposes and audiences</li><li>• assessing and refining texts to improve their clarity, effectiveness, and impact according to purpose, audience and message</li><li>• using the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context</li></ul>	<p><b>Students will know that...</b></p> <p><b>Story/Text:</b></p> <ul style="list-style-type: none"><li>• persuasive techniques</li><li>• Literal and inferential meaning</li><li>• features and structures of narrative</li><li>• elements of short stories</li></ul> <p><b>Strategies and Processes:</b></p> <ul style="list-style-type: none"><li>• reading strategies</li><li>• oral language strategies</li><li>• metacognitive strategies</li><li>• writing processes</li></ul> <p><b>Language features/structures/conventions:</b></p> <ul style="list-style-type: none"><li>• syntax and sentence fluency</li><li>• conventions</li></ul>

Stage 2 – Evidence: Assessing for Understanding													
Assess: Understanding													
Summative: Culminating Performance Task(s) at the end of the unit to show understanding	Formative: Checkpoints for understanding during the unit												
Teachers should consider how assessment should be differentiated to meet students’ diverse needs, interests, and learning styles.	Teachers should consider how formative assessment is ongoing, varied, and central to the instructional learning cycle.												
<p><b><u>AUTHENTIC PERFORMANCE TASK:</u> Assessing for Understanding</b></p> <p>Students will be able to demonstrate their understanding by:</p> <p>What is a <b><u>GRASPS</u></b> task?</p> <table><tr><th colspan="2">G R A S P S</th></tr><tr><td>Goal</td><td>Students are applying to an elite university/trade school/gap year experience or job and need to create a personal profile to support their application. They will find three examples of texts that support their identity and help them tell the story of their identity, in an effort to persuade a selection committee as to why they are the best fit for the opportunity.</td></tr><tr><td>Role</td><td>Students as their future grade 12 self, applying to post-secondary institutions, trade schools, overseas volunteering opportunities or the workplace.</td></tr><tr><td>Audience</td><td>The selection committee of the desired educational institution, work place or other experience</td></tr><tr><td>Situation</td><td>Applying to a desired educational, recreational or job experience in a highly competitive market</td></tr><tr><td>Performance or Product</td><td>An online personal profile to be sent to the selection committee</td></tr></table>	G R A S P S		Goal	Students are applying to an elite university/trade school/gap year experience or job and need to create a personal profile to support their application. They will find three examples of texts that support their identity and help them tell the story of their identity, in an effort to persuade a selection committee as to why they are the best fit for the opportunity.	Role	Students as their future grade 12 self, applying to post-secondary institutions, trade schools, overseas volunteering opportunities or the workplace.	Audience	The selection committee of the desired educational institution, work place or other experience	Situation	Applying to a desired educational, recreational or job experience in a highly competitive market	Performance or Product	An online personal profile to be sent to the selection committee	<ul style="list-style-type: none"><li>• Discussing the elements that determine identity: nature vs. nurture debate, the evolution of self through experience, family, conflict, etc.</li><li>• Reflective writing about short stories studied in class: understanding the identity of the characters and the author, learning to be empathetic and making connections back to themselves</li><li>• Box of Self activity</li><li>• Character monologue</li><li>• Self, peer and teacher feedback and reflection—ongoing throughout the unit</li></ul>
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Performance or Product	An online personal profile to be sent to the selection committee												

Standards	see attached rubric
Differentiation	Requirements of the performance task product can be differentiated based on learning styles and needs.

**Task: *My Personal Profile***

**Transfer Goals:**

- **Strengthen their understanding of themselves, diverse cultures, and multiple perspectives through the exploration of texts.**
- **Think creatively, critically, and reflectively about language and texts as part of constructing and communicating personal meaning**

**Guidelines for the Personal Profile:**

- Connect your identity to the elements of short stories and to specific texts of your choosing. Texts can be stories, novels, poems, song lyrics, non-fiction, etc.
- Use a minimum of three text sources
- Create an engaging, visually pleasing and well-written online presentation of you. Consider the many options for online presentations: Prezi, PowerPoint, ShowMe. blogs, vlogs, websites, Screencast-o-matic, video etc.
- Prepare an oral presentation or “tour” of your online Personal Profile.

**Suggested Components of the Personal Profile:**

- Who Am I? Connect to characters in a specific text, link to family and the nature/nurture debate
- Where Am I From? Connect to setting from a specific text--how does where you live or your culture impact who you are?
- What is my Story? Connect to plot events in a specific text, and write a personal narrative of your identity story.
- What challenges have I had to overcome to get here? Connect to conflicts and how you have managed them in your life: speak to your resilience, morals and values.
- What is my vision of my life and myself? Connect to “quotable quotes” from specific texts that speak to you and reflect who you are.
- How do I want others to see me? Connect to specific texts and focus on point of view, tone, and mood, how do become a “voice” in society?

Assess: Know & Do	
Summative: Final assessments of knowledge and skill at the end of the unit	Formative: Checkpoints for students to show their knowledge and skills during the unit
Teachers should consider how summative assessments should be based on clear criteria and include a variety of ways for students to show demonstrate their learning	Teachers should consider how this ongoing assessment is clear, specific, and timely in order to support student progress
<ul style="list-style-type: none"><li>• Mid unit test</li><li>• Final unit test</li></ul>	<ul style="list-style-type: none"><li>• Define and identify the Literary Elements (plot, theme, conflict, tone, point of view, character, setting etc.) commonly used in narrative</li><li>• Use of conventions, sentence structure, organization, description and persuasive techniques in writing</li><li>• Elements of Short Stories: completion of charts for all stories</li><li>• Self, peer and teacher feedback and reflection—ongoing throughout the unit</li><li>• Checkpoint quizzes</li><li>• Homework</li></ul>

## Stage 3 – Executing the Learning Plan

These learning events/activities are suggested activities. Some activities may span over several lessons. Teachers should add, revise, and adapt based on the needs of their students, their own personal preferences for resources, and a variety of instructional techniques.

The Learning Events should always be prefaced by focusing on the essential questions:

- Who am I? How do I define myself? How does my identity change and evolve?
- How does making connections between text and self deepen my understanding of my own identity?
- How does understanding my own identity help me to connect and empathize with others?

### Lesson 1: Who Are You? What is Identity?

1. What elements affect identity? (e.g. nature/nurture, culture, where we live (country, community etc.), family structure and dynamics, friends, social media, era we live in...) (Acquisition, Meaning)
2. How can your identity change/evolve over time? (Acquisition, Meaning)
3. Formative Task: Box of Self: 10 items/visuals/quotes that define you: place in a shoebox or create some kind of visual display. Gallery walk, guess who it is, present to peers.
4. Self-reflection: what did you learn about yourself during this process? What did you learn about some of your classmates? Do you now have a deeper understanding about the concept of identity? (Meaning, Transfer)

### Lesson 2: Review the “Identity” of Short Stories

1. What is a short story? What qualities identify a text as a short story? (Acquisition)
2. Review the Elements of a Short Story: what qualities define the structure by reviewing the following terms, plot, setting, character, (static, dynamic etc.) mood, conflict (internal, external), point of view, (narration: first person, third person, omniscient etc.) and theme. (Acquisition)
3. Read aloud a familiar picture book and have the students give specific examples of the elements from the story. (Meaning, Transfer)
4. Students complete the “Elements of a Short Story” chart (attached) based on the picture book. (Transfer)

### Lesson 3: Identity is Shaped by Family

Suggested story: **Wild Horses**: by Brian Fawcett

Read aloud to allow for full comprehension and discussion during the read

1. How does the author’s use of each of the elements of short stories add to our understanding of his identity? Describe his identity using the following guiding questions: (Acquisition, Meaning)
  - a. Plot: How does the author’s identity change from the beginning of the story to the end? Use this quote as a reference: “Eventually, my sisters went away with the stallions, leaving me with years and years to think about what they were, and what I was, and how, because of them, no one will ever ride me”. How does this quote clearly show the author’s sense of identity?
  - b. Setting: What is the setting in the story and how does this provide us with more information about the author’s identity?
  - c. Character: How has the author’s identity been shaped by his two sisters? Has sibling rivalry played a role?
  - d. Tone/Voice: How does the tone used by the author and his sense of voice provide more information about his identity?
  - e. How does the author use the extended metaphor of the horse to more fully help us know, understand, and empathize with him?
  - f. Conflict: How does the familial conflict between the author and his sisters, and their juxtaposed behaviours, allow the reader to understand the author’s identity?
  - g. Point of View: Why is the use of first person narration so effective in this story, as it relates to the idea of identity?
  - h. Theme: What is the theme of this story? How does the theme support our understanding of who the author is?
2. Reflection: Write a short reflective personal narrative of a childhood experience that had an impact on your identity. (Transfer)

### Lesson 4: Identity is Shaped by Life Experiences

Suggested story: **The Persian Carpet** by Hanan Shaykh

Read aloud to allow for full comprehension and discussion during the read

1. Complete an “Elements of the Story” chart for this story. (Acquisition, Meaning)
2. Describe a place or a possession that was/is an important part of your life. How has this shaped who you are? (Meaning, Transfer)
3. An epiphany is an “aha” moment; a moment of clear understanding. Describe an epiphany you have had. How has this changed or shaped who you are? (Meaning, Transfer)
4. What is the truth about the Persian carpet theft? How does this epiphany impact the author’s identity and her perception of who her mother’s identity? (Acquisition, Meaning)
5. Reflection: Have you ever been betrayed? Describe this experience. How did this impact your identity and your understanding of your betrayer’s identity? (Transfer)

### Lesson 5: Identity is shaped by Social Connections

Suggested story: **On the Sidewalk, Bleeding** by Evan Hunter

Read aloud to allow for full comprehension and discussion during the read

1. Complete an “Elements of the Story” chart for this story (Acquisition, Meaning)
2. What is a gang? Why do people join gangs? What needs do gangs fulfill for people? Can any social group be considered a gang? (e.g. jocks, brainers, skaters, goths). (Acquisition, Meaning)
3. How can these types of social connections shape identity? (Meaning)
4. Andy is identified as a “Royal” by the police officer. Who do you think he really is? (Meaning)
5. Why is it so important for Andy to take his jacket off? (Meaning)
6. Why is the quote, “Rain is sweet, I’m Andy” significant? (Meaning)
7. Write a monologue based on Andy’s death and the gang situation in the story. The monologue should be a stream of consciousness, meaning that it is the internal thoughts of the character, not thoughts that would be expressed out loud. The monologue should critically explore the situation in the story and your character’s feelings toward it. You can choose to write with one of the following identities: Laura, the person who stabbed Andy, Andy’s mother or father, the police officer, another member of the Royals, or a member of the Guardians. How would your character feel about Andy, based on who they are?? (Transfer)

### Lesson 6: Identity is shaped by Culture:

Suggested story: **Legend of the Sugar Girl** by Joseph Boyden

Read aloud to allow for full comprehension and discussion during the read

1. Complete an “Elements of the Story” chart for this story. (Acquisition, Meaning)
2. How did the residential school experience shape the identity of the Sugar Girl? (Meaning)
3. Can a person ever really be assimilated into a culture? What do you think is stronger, nature or nurture? (Meaning)
4. Why was the girl never happy with her new identity? What did she use to fill the void of who she really was? (Meaning)
5. Reflection: How can you stay “true” to yourself in the midst of the cultural and societal pressures of being a teenager? What strengths, tools or techniques can you use to be resilient? Describe a time when you had to go against what your friends were doing? (Transfer)

**Lesson 7: Identity is shaped by Morals/Values**

Suggested story: **Just Lather, That’s All** by Hernando Tellez  
Read aloud to allow for full comprehension and discussion during the read

- 1. Complete an “Elements of the Story” chart for this story. (Acquisition, Meaning)
- 2. Who is Torres? Describe his character in detail, using text support. (Acquisition)
- 3. Who is the Captain? Describe his character in detail, using text support. (Acquisition)
- 4. The author refers to men of “imagination” and men of “action”. In what way does each man show both imagination and action? (Meaning)
- 5. How does the conflict within the story define the identity of each man? (Meaning)
- 6. How do the morals and values of each of the men determine how they deal with their conflict with each other? (Meaning)
- 7. If you were the barber in the story, what would you do and why? Justify your answer. How does the barber justify his decision to **not** kill Torres? (Meaning)
- 8. Describe a situation where you were confronted with a moral dilemma. How did you stay true to your own beliefs in a pressure situation? What does this say about you? (Transfer)

**Lesson 8: Review and Wrap Up**

- 1. Review the factors that determine identity by highlighting the learning throughout the unit, using examples from the short stories studied. (Acquisition)
- 2. Review the Elements of Short Stories (Acquisition)
- 3. Introduce the Performance task and go over the Rubric for the task (Acquisition)
- 4. Students work on the Performance Task and prepare for their oral and online presentation (Meaning, Transfer)
- 5. Self, peer and teacher evaluation of both process and product of the Performance Task (Transfer)
- 6. Teacher and student evaluation of entire unit (Transfer)

**Resources:**

**Suggested Short Stories:**

**Wild Horses** by Brian Fawcett  
**The Persian Carpet** by Hanan Shaykh  
**Legend of the Sugar Girl** by Joseph Boyden  
**On the Sidewalk, Bleeding** by Evan Hunter  
**Just Lather, That’s All** by Hernando Telles

Elements of the Short Story Chart (attached)  
Personal Profile Rubric (attached)  
NVSD Adaptations Checklist (on NVSD portal)  
Reading 44 Secondary (on NVSD portal)  
Writing 44 Secondary (on NVSD portal)

**Teacher: Unit Reflection**

**What aspects of the unit went well?**

**What did students struggle with?**

**What did you struggle with?**

**What would you add/revise the next time you taught this unit?**

**Were there any unintended outcomes?**

**Were students engaged?**



# Rubric Central



Personal Profile Rubric

Personal Profile Rubric				
Aspect	Not Yet Meeting	Approaching	Fully Meeting	Exceeding
SNAPSHOT	The writing/presentation shows problems with style, form, and mechanics that obscure purpose and meaning. Reflects little knowledge of the conventions of writing.	The writing/presentation is generally clear and conversational, with a beginning, middle, and end. However, development is uneven, and the writer uses a limited repertoire of language, sentences, and techniques.	The writing/presentation is clear and logical, with some evidence of depth or maturity. Meets the requirements of the task with a sense of purpose and control and with some variety in language, sentences, and techniques.	The writing/presentation creates an impact on the reader, with a sense of vitality and finesse. It exceeds requirements of the task and features some complex and mature language, ideas, and techniques. Few, if any, errors.
MEANING Ideas	Ideas in the Personal Profile are not developed. Lack of understanding of Literary Elements and their relationship to identity. Lack of self-reflection and personalization.	Ideas in the Personal Profile are generally straightforward and clear; but may be unevenly developed. Some understanding of Literary Elements and their relationship to identity. Some evidence of self-reflection and personalization.	Ideas are fully developed in the Personal Profile and show depth in places. Clear understanding of Literary Elements and their relationship to identity. Evidence of self-reflection and personalization.	Ideas are fully developed in the Personal Profile with some originality, maturity, and individuality. Detailed understanding of Literary Elements and their relationship to identity. Strong evidence of self-reflection and personalization.
MEANING Support/Connections to the texts	Limited connections between texts and own experiences and identity in the Personal Profile.	Some connections between texts and own experiences/identity in the Personal Profile.	Clear connections between texts and own experiences/identity in the Personal Profile.	Strong connections between texts and own experiences/identity in the Personal Profile. Use of voice and awareness of audience elicits a specific response from the reader.
STYLE Voice and tone	Often uses inappropriate tone or language. No sense of voice or awareness of audience.	Generally colloquial tone and level of language. Limited use of voice and limited awareness of audience.	Appropriate tone and level of language. Use of voice and awareness of audience is evident.	Style and tone help to accomplish purpose, add impact. Use of voice and awareness of audience elicits a specific response from the reader.
STYLE Syntax and Vocabulary	Simple sentences.Basic vocabulary; errors in word choice.	Limited repertoire of sentences. Straightforward vocabulary.	Varied sentence types and lengths. Varied and appropriate language.	Wide repertoire of effective sentence structures. Precise language, effective word choice.
FORM Organization and sequence	Structure may seem illogical or random.	Sequence is generally logical but may lack sense of direction.	Sequence is logical.	Ssound structure; seems effortless and natural.
CONVENTIONS Spelling, sentence structure and punctuation, usage	Includes frequent noticeable errors in basic structures and language that may interfere with meaning.	Includes noticeable errors that may distract the reader but do not interfere with meaning.	May include some errors; these are generally not serious and do not distract the reader.	Few errors; these do not distract the reader (may only be noticeable when the reader looks for them).
PRESENTATION	Presentation of Personal Profile using an online tool (Prezi, blog, website, Vlog etc.) is weak, lacks visual appeal, organization and structure.	Presentation of Personal Profile using an online tool (Prezi, blog, website, Vlog etc.) has limited visual appeal, organization and structure.	Presentation of Personal Profile using an online tool (Prezi, blog, website, Vlog etc.) has visual appeal, organization and structure.	Presentation of Personal Profile using an online tool (Prezi, blog, website, Vlog etc.) is creative, engaging and has strong visual appeal, organization and structure.

Elements of Short Stories

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Setting

Where/when does the story take place?

Mood/Tone

How does the story make you feel?

Point of View

Who is telling the story?

Theme

What lesson about life is the author trying to teach us?

Plot

Exposition/Introduction:

Rising Action:

Climax:

Falling Action:

Resolution/Conclusion:

Characters

Protagonist: Antagonist:

Supporting:

Conflict

Internal: External: