

CP English 9--Coming of Age

Content Area: **ELA**
Course(s):
Time Period: **Marking Period 2**
Length: **9 weeks**
Status: **Published**

Overview:

UNIT GOALS, ESSENTIAL INQUIRY

Both works in this unit are written in first person about the challenges on faces as he or she becomes aware that the world is often cruel and unfair. The works feature disparate protagonists (an affluent, white male prep school boy in *The Catcher in the Rye* & and a poor Mexican-American girl in *The House on Mango Street*).

Both works will stimulate meaningful conversations about the challenges of overcoming the loss of innocence and how one's socioeconomic status and cultural upbringing can either hinder one's chances or build the character one needs to succeed.

KEY or ANCHOR STANDARDS:

LA.9-10.CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.9-10.CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.9-10.CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.9-10.CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.9-10.CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LA.9-10.CCSS.ELA-Literacy.CCRA.RL.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.
LA.9-10.CCSS.ELA-Literacy.CCRA.RL.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.9-10.CCSS.ELA-Literacy.CCRA.RL.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.9-10.CCSS.ELA-Literacy.CCRA.RL.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.
LA.9-10.CCSS.ELA-Literacy.CCRA.RL.6	Assess how point of view or purpose shapes the content and style of a text.

Enduring Understandings

- One's relationship with his or her family affects one's behavior and values.
- A writer's use of syntax creates a connection between a first person narrator and the reader (e.g. Holden's use of '50s slang).
- The distinct experiences of adolescence affect one's psychological and social development (e.g. the isolation both Holden and Esperanza feel -- the sense of being on the outside/different from everyone else).

Accel ONLY - Enduring Understandings

Essential Questions

- What components make up who we are? How does our gender, wealth/socio-economic status, ethnicity play into our identity?
- How does attitude or outlook on life impact our happiness or success in life?
- How does our relationship to a narrator/character impact our reading experience? (Can we hate a character but love a book?)

Accel ONLY - Essential Questions

Student Learning Objectives: Students will be able to . . .

Essential (All -- with varying degrees of teacher support and scaffolding)

1. Determine the meaning of words or phrases are used in a text, including figurative or connotative meanings ([RL.9-10.4](#)).
2. Analyze and connect setting to theme and plot using specific textual evidence (RL.9-10.1,2,5)
3. Research and connect key historical events to the text (W.9-10.7, W.9-10.8)

4. Recognize importance of point of view (RL.9-10.6)
5. Read closely and respond to literature at grade level (RL.9-10.10)
6. Establish and maintain a formal, objective tone in writing (W.9-10.1.D)
7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences ([W.9-10.10](#))
8. Create an argument about theme, and structure the argument into a 5-paragraph essay with special focus on clear topic sentences that relate back to thesis directly, transitions (with teacher feedback via the outlining, drafting and conferencing process) ([W.9-10.2.C](#)).
9. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task (W.9-10.1, 4).

Expected (Most)

1. Analyze how an author's choices concerning how to structure a text, order events within it ([RL.9-10.5](#)).
2. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme ([RL.9-10.3](#)).
3. Demonstrate an understanding of the texts by choosing relevant quotations that reflect theme (W.9-10.2.B, W.9-10.9.A)
4. Effectively use transitions to maintain coherence in one's essay ([W.9-10.1.C](#)).
5. Embed quotations accurately using a variety of methods (he says/she says, smooth method, colon method) ([W.9-10.1.C](#), [W.9-10.1.D](#)).
6. Use technology and digital media, including the internet to produce, publish and update shared writing and presentation products (W.9-10.6, SL.9-10.6)
7. Present information clearly, concisely and logically so that all listeners can follow and understand (SL.9-10.4)
8. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (SL.9-10.6)
9. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences ([W.9-10.3](#)).
10. Prepare for discussion and initiate and participate effectively in a range of collaborative discussions, building on one another's ideas and expressing yourself clearly and persuasively (SL.9-10.1 (A))

Enrichment (Some)

1. Incorporate additional research into discussion and writing.

2. Embed quotations using all three methods.
3. Emulate the voice and style of the writers of works in this unit.

Students Will Know (Facts and Basic Concepts)

Historical context of post WWII America.

Background of Salinger's life.

Literary devices.

Poetic devices.

Basic Spanish vocabulary.

Background knowledge of Chicano culture.

Common Core State Standards

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LA.9-10.CCSS.ELA-Literacy.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CCSS.ELA-Literacy.W.9-10.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.W.9-10.1.e	Provide a concluding statement or section that follows from and supports the argument presented.
CCSS.ELA-Literacy.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

21st Century Themes and Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Interdisciplinary Connections

Social Studies for historical background: Post-WWII America; psychology (effects of isolation on the individual); background knowledge of Chicano culture.

Foreign Language: Spanish language (basic vocabulary)

Technology for research and presentations.

Learning Activities

Activities

Texts + Learning Activities

1. The Catcher in the Rye

- Mini-presentation re: historical context -- key events, people, laws, Salinger
- Independent Reading + Graphic Organizer per chapter (key events, personal response, new characters identified, key quotations)
- Small Group discussion
- Define and demonstrate understanding of vocabulary from text through art and movement, objective assessments and writing
- Read, annotate, and prepare a presentation based on reading of articles about mental health issues relevant to the study of *The Catcher in the Rye*.
- Students will emulate the unique voice of Holden Caulfield in a creative writing assignment.

- Compose a letter of advice to Holden Caulfield
- Project assessment where students have a choice of creating an interview with Holden Caulfield, writing and performing a monologue by Holden Caulfield, enacting a significant theme from the novel, creating a work of art that represents one of the novel's major themes, or compose a musical piece that demonstrates an understanding the novel's tone and themes.
- Vocabulary activities and quizzes. All words on the vocabulary list are from the novel.

Ideas for differentiation/accommodations/modifications:

- Word banks for tests/vocab quizzes; MC x 3 as needed for tests; assist student in completing chapter summaries/graphic organizer (scaffolded based on student need); 25-30% reduction in writing; assist in annotation ; review reading level of selected articles to help students select article most appropriate for reading level; conference with student prior to submission; give select students (as per IEP) opportunity to follow up verbally for written assessments; heterogenous grouping during historical relevance presentations as well as during discussion to foster engagement

2. The House on Mango Street

- Review or introduction of some basic Spanish words & research on the author
- Independent Reading + Graphic Organizer per chapter (key events, personal response, new characters identified, key quotations)
- Small Group discussion
- Poetic Paragraph/Personal Vignette
- Poetic term vocabulary

Ideas for Differentiation/Accommodations & Modifications:

- Provide sample vignette; conference with students prior to submission; verbal checks for understanding of more complex themes

Accel ONLY - Learning Activities

Pacing Guide

The Catcher in the Rye

5 weeks (includes full text reading and summative project)

The House on Mango Street

4 weeks (includes introduction/cultural background work, reading selections and creative writing project)

Summative Asesement

- *The Catcher in the Rye* Project
- *The Catcher in the Rye* Objective & Short Answer Test
- *Mango Street* Personal Vignettes + Paragraph
- Midterm Essay (comparative between the two texts)