Identity Development -- Draft
Stage 1 Desired Results

ESTABLISHED GOALS (CCSS)	Transfer
	Students will be able to independently use their learning to…
---- Emphasized standards (as all standards will be addressed in each unit)	Analyze a variety of textual styles and identify how character identity is developed and established. Students will then apply these ideas to writing an autobiographical narrative.

	Meaning
Reading Standards for Literature: 3, 4, 7.	**UNDERSTANDINGS** / *Students will understand that…*

Reading Standards for Literature: 3, 4, 7.

Reading Standards for Informational Texts: 4 and 7.

Writing Standards: 3 and 6.

Speaking and Listening Standard: 2, 5 and 6.

Meaning

UNDERSTANDINGS
Students will understand that…

- Authors develop complex characters and their identities through their diction, syntax, and other literary devices.
- One's identity is developed through his or her culture.
- An author's point of view is affected by his or her culture and purpose for writing.
- A person's belief system, which is influenced by culture, is a part of a person's identity.

ESSENTIAL QUESTIONS:

- How do authors introduce and develop characters?
- What influence(s) and effect(s) do characters have on plot and theme(s) in text?
- How does an author's use of language and literary elements affect the overall work?
- How does a person's belief systems influence one's identity?

Acquisition

Students will know…

- How characters are developed through their interaction with other characters, advancing the plot or developing the theme.
- How an author's use of language can influence the reader's understanding.
- How to develop a piece of writing through the writing process making choices appropriate to purpose, audience, and context.
- How to analyze representations of subjects in different artistic mediums.

Students will be skilled at…

- Identify the roles of complex characters in the texts, and analyze their development.
- Write a narrative conveying a meaningful experience by using appropriate narrative techniques, such as dialogue, description, and point of view.
- Adapt their speech and writing to a variety of contexts.

Stage 2 – Evidence	
Evaluative Criteria	**Assessment Evidence**
PERFORMANCE TASKS	**CURRICULUM EMBEDED PERFOMANCE ASSESSMENT (PERFORMANCE TASKS):** • Written Analysis of a specific character's development in a text. • Write a personal narrative detailing a meaningful experience. • Create a literature glossary for vocabulary used in various texts (e.g. slang, Chinese words from class readings, and figurative language). Glossaries should include vocabulary word, student's definition (based upon context), connotation, and actual definition.
	OTHER EVIDENCE: 1. Unit Test 2. Quizzes for literature understanding 3. Class Discussions
CLAIMS	**CLAIM 1** **CLAIM 2** **CLAIM 3** **CLAIM 4**
DEPTH OF KNOWLEDGE LEVELS	**DOK 1** **DOK2** **DOK 3** **DOK4**
ACHIEVEMENT LEVEL DESCRIPTORS	**ALD 1** **ALD 2** **ALD 3** **ALD 4**
Stage 3 – Learning Plan	
Summary of Possible Learning Events and Instruction	• Pictorial depiction of characters using dialogue, symbols, etc. • Vocabulary mapping • Study/Reading Guides • Definition of Freedom Discussion http://edsitement.neh.gov/lesson-plan/fdrs-four-freedoms-speech-freedom-fireside • Narrative writing workshop http://www.webenglishteacher.com/narrative.html • Literature Circles and Discussion groups • Comparison of Norman Rockwell's Four Freedoms painting w/ FDR speech… http://www.archives.gov/exhibits/powers_of_persuasion/four_freedoms/four_freedoms.html • Define "Freedom," and choose their four freedoms and what is most important to them. What would you do to keep your four freedoms? • Chunking Activity: Group Norman Rockwell's Four Freedoms with sections from "Four Freedoms" and music clips. Students responded and discussed as a class.
Materials/Resources	***Reading selections from English 10 textbooks; The Old Man and the Sea (novel); Antigone (play); A Child Called It (novel); More to be added.***