

4th Quarter Plans – English – Grade 9

Is my identity my brand?

- **Find out** how social media and networks may be changing our identities.
- **Explore:**
 - The impact of the selfie and the consequences of sharing multiple or conflicting identities online.
 - The ways in which others react to forms of self-expression and how this dictates patterns of behavior
- **Take action** by considering what choices young people can make in order to be safer on social media websites.

Vocabulary for this unit: affiliation, app, brand, cyber-bullying, digital footprint, ego, flattery, gadgets, introspective, logo, objectivity, online presence, self-awareness, self-branding, self-esteem, self-packaging, social media, social status

Resources that will be used:

- Videos, film, short stories, poems, powerpoint, unit packets

Summative Assessment: What to do about selfies? Students will read an article and look at an image to answer eight questions. They are to refer as closely as possible to the article, justifying their answer and giving examples. They are not allowed to use translating devices for the task.

In addition to the unit students will:

- Complete 6 activities per cycle – 30 for the quarter
- Complete short stories to assess for reading comprehension
- 10 new theme vocabulary words with activities
- Perform persuasive writing activities related to the unit 'Is My Identity My Brand.'.

Student will review/learn the following conventions of English:

- Explain the function of phrases and clauses in general and their function in specific sentences.
- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
- Spell correctly.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

Assessments will consist of:

Informal – homework and classroom assignments

Formal – quizzes and major test (March 2017) and summative project