

# Instructional Outline for English Language Arts 9



### Identity

“If you don’t know for sure, then what’s the big thing about trying stuff out?” Jamie said, not looking at me but looking at that statue, just like Hennisz. I still didn’t have any of the right words. “It’s more like maybe I do know and I’m still confused too, at the same time. Does that make sense? I mean, it’s like how you noticed this thing about me tonight, you already knew it – it’s there. But that doesn’t mean it’s not confusing or whatever.”

- What do you think Cameron meant when she said “I do know and I’m still confused too, at the same time”? Have you ever felt that way?
- Is Cameron struggling to find her identity? What does that mean?
- What makes you who you are? How does your environment influence your identity? How do other people influence it?
- Would you say that people’s identity changes overtime, or does it stay the same? Explain.
- What are some ways in which we express our identity? E.g., Do the things we wear reflect the way we see ourselves? Does it reflect the way we want others to see us? What about our use of alcohol or other drugs?
- What does it mean to “be yourself”? Are there times when you cannot “be yourself”? If so, how does that affect you or make you feel?

### Friendship

Adam and I settled in beside her while she packed as perfect there on the floor of the forest on an early afternoon, getting high. It was almost possible for me to forget why the three of us were together, the sin we had reason for our friendship. Jane had a couple of those





## Drug Literacy

### Big ideas

- Drugs can be tremendously helpful and also very harmful
- As humans, both individually and as communities, we need to learn how to manage the drugs in our lives
- We can learn how to control our drug use