

English 9 Genre Studies

The Impact of Hopes, Dreams, and Hardship

Time Frame: 4-6 weeks	Unit Title: The Impact of Hopes, Dreams, and Hardship	Course Name: English 9 Genre Studies
Stage 1: Desired Results		
Established Goal(s)	Transfer	
<p><i>CCSS.ELA-LITERACY.W.9-10.1:</i> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><i>CCSS.ELA-LITERACY.W.9-10.2:</i> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><i>CCSS.ELA-LITERACY.RL.9-10.1:</i> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><i>CCSS.ELA-LITERACY.L.9-10.6:</i> 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.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> Students will be able to independently use their learning to analyze the struggles faced by the characters in <i>Of Mice and Men</i> and identify the lessons that can be learned from these experiences. Students will be able to independently use their learning to examine the role of empathy in understanding the perspectives and emotions of others. Students will be able to independently use their learning to evaluate the concept of the American Dream and its attainability for different individuals within society. Students will be able to independently use their learning to develop and defend a thesis statement of their choice with relevant, properly cited textual evidence. Students will be able to independently use their learning to write an analytical essay utilizing the stages of the writing process (brainstorming, drafting, editing, and revising). 	
	Meaning	
	<p>Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Students will understand that through analysis of the struggles of others, we can learn things about ourselves. Students will understand that empathy plays a role in understanding the perspectives and emotions of others. Students will understand that American Dream attainability differs based on many factors for individuals within society. Students will understand that a well-developed argument (thesis statement) can be defended using relevant, properly cited textual evidence. 	<p>Essential Questions</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> What can the struggles of others teach us about ourselves? What role does empathy play in the human experience? Can the American Dream be achieved by everyone?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Students will know how to define an argument (thesis statement). Students will know how to approach the analytical writing process. Students will know how to brainstorm, draft, edit, and revise their written work. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Students will be skilled at creating arguments (thesis statements) that can be defended using relevant, properly cited textual evidence. Students will be skilled at finding relevant textual evidence to support arguments (thesis statements).

<p><i>Students will focus on goals and skill acquisition in the following English Language Arts competencies:</i></p> <ul style="list-style-type: none"> ● Reading Literature ● Analytical Writing ● Language 		
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