

<p>Subject: English I</p> <p>Grade Level: 9th</p> <p>Unit Title: Individual dreams and goals in the face of conflict</p>	<p>Timeframe Needed for Completion: 4 weeks</p> <p>Grading Period: TBD</p>
<p>Big Idea/Theme: Dreams and Goals</p> <p>Understandings:</p> <ul style="list-style-type: none"> You cannot always control your own destiny Goals must be planned, evaluated, and revised throughout one's life Good problem solving skills and making good choices impact one's destiny 	
<p>Essential Questions: (guiding questions)</p> <ol style="list-style-type: none"> Who and what determines one's destiny? What is the difference between a goal and a dream? How does conflict alter one's goals or dreams? 	<p>Curriculum Goals/Objectives (to be assessed at the end of the unit/quarter but ongoing throughout the school year)</p> <p>* Bold indicates new standards</p> <p>1.01 Narrate personal experience</p> <p>1.02 Respond reflectively to a variety of text</p> <p>1.03 Read, listen, and view a variety of expressive texts</p> <p>2.01 Read, listen, and view a variety of informational texts</p> <p>2.02 Explain commonly used terms and concepts</p> <p>3.02 Express an informed opinion</p> <p>3.03 Support informed opinions</p> <p>4.01 Evaluate the effectiveness of communication</p> <p>4.02 Read and critique various genres</p> <p>4.03 Read, listen, and view a variety of informational texts</p> <p>5.01 Read and analyze various works</p> <p>5.02 Respond personally to a variety of genres and texts</p> <p>5.03 Read, listen, and view a variety of literary texts</p> <p>6.01 Demonstrate understanding of conventional written and spoken expression</p> <p>6.02 Discern and correct errors in spoken and written English</p> <p>RL 1, 2, 3 (Key Ideas and Details)</p> <p>RL 4, 5, 6 (Craft and Structure)</p> <p>RL 7,9 (Integration of Knowledge and Ideas)</p> <p>RL 10 (Range of Reading and Level of Text Complexity)</p>

	<p>W 1,2,3 (Text types and purposes) W 4, 5, 6 (Production and Distribution of Writing) W 9 (Research to Build and Present Knowledge) W10 (Range of Writing) SL 1,2 (Comprehension and Collaboration) SL 6 (Presentation of Knowledge and Ideas) L 1, 2 (Conventions of Standard English) L 3 (Knowledge of Language) L 4, 5,6 (Vocabulary Acquisition and Use)</p>
<p>Essential Skills:</p> <p>Reading-</p> <ol style="list-style-type: none"> 1. Illustrate connections between texts/personal experiences 2. Demonstrate effective reading strategies 3. Identify main idea and supporting details 4. Select and defend conclusions 5. Formulate inferences to increase understanding 6. Analyze author's argument 7. Recall literary techniques to understand author's purpose. 8. Examine and state author's purpose 9. Examine and compare multiple texts 10. Examine and compare structures of texts 11. Formulate questions while you read 12. Use literary analysis to interpret text 13. Analyze character development 14. Construct concrete examples of dreams, goals, or conflicts <p>Writing:</p> <ol style="list-style-type: none"> 1. Write to describe, inform, entertain, or persuade using various clarification techniques to support each writing type(argument, informational/explanatory and narrative) <p>Speaking and Listening</p> <ol style="list-style-type: none"> 1. Contribute to class discussions (initiate and participate effectively) 2. Effectively participate in small group discussions 	<p>Assessment Tasks:</p> <p>Benchmark (Goals 1 and 6) (benchmarks used as report to students noting strengths and weaknesses)</p> <p>Journaling Teacher-Made Test Reading Check Quizzes This I Believe Essay Letter Writing (persuasive argument -the Interlopers p.269) Portfolio pieces (writing, art) Presentation: (Speaking -p. 269 the Interlopers Act. 4) Create visual images for dreams, goals, conflicts</p>

3. Listen, reflect, and respond to speakers
4. Present ideas appropriately using technology as needed

Vocabulary:

Stereotype(s)	Figurative Language
Mood	Conflict (external and internal)
Tone	Epic hero
Simile/Epic simile	Protagonist
Autobiography	Imagery (Sensory Language)
Theme	Bloom's Taxonomy Dimensions
Diction	
Personification	
Metaphor	
Foreshadowing	

Suggested Resources/Materials:

To Kill a Mockingbird by Harper Lee

Of Mice and Men by John Steinbeck

Riding the Rails (DVD)

Chinese Handcuffs by Chris Crutcher

Ellen Foster by Kay Gibbons

Romeo and Juliet by William Shakespeare

The Odyssey by Homer (excerpts depending on purpose)

Downriver by Will Hobbs

Short Stories: (textbook) *The Most Dangerous Game* (textbk. P. 16); *The Golden Kite, the Silver Wind* (textbk. P. 152)

Poetry: *The Road Not Taken* (textbk. P. 166) *Dreams, Dreams Deferred* (textbk. 798, 799);

Chromebook/Netbook

Edmodo

Informational texts: Obama's 2004 Democratic Convention Speech; *I Have a Dream* (textbkp. 140); *Rosa Parks: My Story* (textbk. P. 143); *There is a Longing* (textbk. P. 145);

Photography; Art:

Dorthea Lange (<http://www.multimedialibrary.com/framesml/im13/im13.asp>)

Music:

"Meant to Live" by Switchfoot

"You've Got a Friend" by James Taylor

"Lonely Girl" by Pink

"Maneater" by Hall and Oates

"If I Had a Hammer"

"If I Had a Golden Thread" by Eva Cassidy

Film:

"Horton Hear a Who" Dr. Seuss

Excerpts: (from Text Exemplars) can be found on-line : <http://ela6to12.pbworks.com>

Related links: www.scholastic.com/scope

<http://www.teachit.co.uk/index.asp?CurrMenu=searchresults&tag=338>

<http://www.steinbeckinstitute.org/teacher/index.htm>

<http://englishcompanion.ning.com/forum/topics/getting-started-with-of-mice?groupUrl=teachingtexts&groupId=2567740%3AGroup%3A5094&id=2567740%3ATopic%3A150460&page=1#comments>