

**Tigard High School
Unit Planning Organizer**

Subject: English

Grade: 9

Quarter/Weeks: 1st or 3rd

Unit: *Of Mice and Men*

Pacing (Unit Length): approx 3 weeks

Essential Question(s):

- How does gathering evidence during reading help us to form opinions about a text?
- How does a writer develop characters?
- How do characters' actions help convey theme?
- How do we incorporate evidence in writing to defend our arguments?

Big Idea(s):

- What is power, and how do people use it?
- Is the American Dream attainable for all Americans?
- How do friendship and loneliness shape our actions?

Common Core Standards

Reading Standard 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RS 2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RS 3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Writing Standard 1: WRITE arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing

W1e. Provide a concluding statement or section that follows from and supports the argument presented.

***Blooms level: 1-Remember, 2-Understand, 3-apply, 4-Analyze, 5-Evaluate, 6-Create**

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L2c. Spell correctly.

L3a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

L5b. Analyze nuances in the meaning of words with similar denotations.

W2. 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.

Concepts (Need to Know)	Skills (Able to Do)	BL*
textual evidence	support	Remember, understand
Definition of multiple literary terms: theme, central idea as developed by plot, imagery, symbol, motif, characterization, and setting	1. Define 2. Identify 3. Connect	Understand, apply
Characterization, motivation, conflict	ANALYZE (characters)	Analyze, evaluate
Recognize & write a thesis, claims, and relevant evidence.	Support claims, analyze topics, and use valid reasoning.	Analyze, remember
Integrate thesis in intro that sets up clear organization	Introduce, distinguish claims, create organizational outline.	Create
Transitions; Sequencing	Use transitions to unify writing and clarify argument	Apply
Formal Style, Tone, Connotation and Denotation	Manipulate language to establish a formal style, paying particular attention to the connection between connotation and tone.	Create
Identify appropriate conclusion based on audience and purpose	Provide; Support	Understand, apply
Proper punctuation (periods, question marks, exclamation points, apostrophes, and commas)	Recognize errors and revise accordingly	Create

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MLA	write and edit in MLA format	Create
connotation/denotation	Define “connotation” and “denotation”; understand how they impact understanding	Define, understand

Assessments:

Common Formative Pre-Assessments

- Analysis of introduction of character
- Character discussions from short stories

Progress Monitoring

- Character journals
- Paragraph-writing: one paragraph per chapter
- Discussions of theme
- Group discussions/activities to analyze character
- Writing Lessons regarding paragraphs

Common Formative Post-Assessments/

Summative Assessments

- Formal essay connecting a character to the development of theme

Instructional Planning

Suggested Resources / Materials

- Assign characters based on students’ ability level
- Short writing lessons on the following:
 - Paragraph construction
 - Incorporating evidence
 - MLA format
 - Revising spelling, punctuation
 - Transitions
 - Conclusions

The Poem “To a Mouse” by Robert Burns; Youtube video of Dawn Steele performing “To a Mouse”

Center for Steinbeck Studies: <http://as.sjsu.edu/steinbeck/index.jsp>

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Suggested Research-based Effective Instructional Strategies used in this unit:

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Cues, questions, and advance organizers
9. Groupings: Small

Vocabulary / Word Wall	Enrichment / Extension	Interdisciplinary Connections
Literary elements Connotation Denotation The American Dream	Commentary on a selected passage	Historical background and context; health studies of disabilities and caregiving

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