

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>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). 		
<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>	Meaning		
<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>Understandings <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 <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? 	
<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>	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>		
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- Reading Literature
- Analytical Writing
- Language

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