

9th Grade ELA: Inter-Relationships and Self Reliance: Unit 1: Reading



DURATION OF UNIT: 20 days (50 minute periods)

Theme, Enduring Understandings, & Essential Questions for This Unit	HSCE's	How Students will Demonstrate Their Understanding	Standards-based Essential Skills & Concepts to be Targeted Throughout the Unit	Strategies / Best Practices Used to Explicitly Teach the Skills & Concepts	Resources for this Multi-Genre Unit
<p>Theme:</p> <p><i>Reaction to adversity can result in positive effects.</i></p> <p>Enduring Understandings:</p> <p>*Survival, coming of age, sacrifice, true wisdom, the seven emotional triggers: flattery, fear, greed, anger, guilt, exclusivity and salvation</p> <p>*Developing one's own perspective</p> <p>*Understanding human nature</p> <p>Essential Questions:</p> <p>How do my emotions and wants/needs make me vulnerable?</p> <p>How do I read to gain skills, knowledge, and wisdom?</p>	<p>CE 2.1.1, 2.1.2, 2.1.5, 2.1.6, 2.1.7,</p> <p>CE 3.1.2, 3.1.3</p> <p>CE 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8</p> <p>CE 1.2.1, 1.2.2, 1.2.3, 1.5.5</p> <p>CE 1.3.1, 1.3.5, 1.3.6, 1.3.7, 1.3.8, 1.3.9</p>	<p>Summative Assessment (at the end of the unit):</p> <p><i>Multi-Media Presentation/ Personal Narrative or Memoir (Unit 9.2 requirement)/Formal Speech</i></p> <p><u>Options:</u></p> <p>Reflect on readings and have students consider/answer:</p> <ul style="list-style-type: none"> How do the readings mirror their relationships with family and the community? How their relationships influence or contribute to their individual growth and development? How will they apply what they've discovered to their roles as a family member, a student, a member of a team, a member of a community, etc...? <p>Rubrics: Writing Multimedia Oral</p>	<p>Reading:</p> <p><i>Review characteristics of short stories, essays, and poetry</i></p> <p><i>Review literary terms, devices, and plot diagram</i></p> <p><i>Identify comprehension strategies for narrative text</i></p> <p><i>Know elements and organization of informational text</i></p> <p>Writing:</p> <p><i>Utilize the writing process</i></p> <p><i>Citations</i></p> <p>Speaking & Listening:</p> <p><i>Practice note taking</i> <i>Ask questions</i> <i>Understand and follow group dynamics</i></p>	<p>Mini grammar lessons (parts of speech)</p> <p><u>Venn Diagram</u> (compare/contrast Zaroff and Rainsford, the Della and James, or Madame Loisel and Madame Forestier)</p> <p><u>Graphics</u> dealing with: plot development character analysis conflicts</p> <p><u>Flash cards</u> for genre review</p> <p><u>Outlining, summarizing, and paraphrasing</u> text</p> <p>Tear Share: Group Dynamics</p> <p>Profundity Scale Chart for character analysis</p> <p><u>Reader's Theater</u> for selections from the stories</p> <p><u>Listen to audio</u> text of stories.</p>	<p>Anchor Text(s):</p> <p>Poetry: "If" by Rudyard Kipling http://www.swarthmore.edu/~apreset1/docs/if.html</p> <p>Short Stories: "The Most Dangerous Game" by Richard Connell http://www.classicshorts.com/stories/danger.html "The Gift of the Magi" by O'Henry – A or http://www.classicshorts.com/stories/magi.html "The Necklace" by Guy de Maupassant" http://www.classicshorts.com/stories/necklace.html "The Lady or the Tiger" by Frank Stockton http://www.classicshorts.com/stories/tiger.html</p> <p>Drama:</p> <p>Nonfiction:</p> <p><i>Learning Life's Lessons through Literature: Grade 9-Inter-Relationships and Self Reliance</i> <i>Anchor text: Short Story Unit. MISD</i></p> <p>Writing Process: http://doe.sd.gov/curriculum/6plus1/9-12.asp</p> <p>"Pirates of the Mediterranean" by Robert Harris http://www.nytimes.com/2006/09/30/opinion/30harris.html</p>

<p><i>What do I need to learn in high school to be prepared for college or work?</i></p> <p><i>What generalizations or principles have I discovered about my own reading?</i></p> <p><i>How do I learn best?</i></p> <p><i>How do my skills and talents define who I am?</i></p>		<p>Formative Assessments (throughout the unit):</p> <p><i>Comparing characters between stories: Venn diagram</i></p> <p><i>Conflict resolution: send a formal letter to a character with advice on her/his problem</i></p> <p><i>Constructed response questions dealing with literary term and devices</i></p> <p><i>Comprehension checks: quizzes, “tickets out the door,” puzzle, World Wide Café, etc</i></p> <p><i>Using “If” complete a Quick Write: Is this good advice, why or why not?</i></p>		<p>Evaluate <u>film versions</u> of stories.</p> <p>Use the film, <i>Whale Rider</i>, to introduce a strong female character dealing with self-reliance and inter-relationships</p>	<p>Michigan Merit Curriculum: Grade 9 http://www.michigan.gov/documents/ELA_9_167747_7.pdf</p> <p>“Method Marketing” by Dennis Hatch http://www.profitadvisors.com/method.shtml</p> <p>Interactive plot-line graphing http://readwritethink.org/materials/plot-diagram/</p> <p>Graphic Organizers http://www.eduplace.com/graphicorganizer/</p> <p><i>Teaching The Short Story</i> Kentucky Educational Television http://www.ket.org/education/guides/pd/teachingtheshortstory.pdf</p> <p>“How to read a poem,” “How to read a short story,” “How to read expository prose” http://www.englishcompanion.com/room82/readexpository.html</p> <p>Reading Comprehension Strategies http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/reading%20strategies%20index.htm</p> <p>Profundity scale http://www.readinglady.com/mosaic/tools/Profundity%20Scale-Narrative%20from%20Jeff.pdf</p>
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