

# 9<sup>th</sup> Grade ELA: Inter-Relationships and Self Reliance: Unit 3 Contemporary Realistic Fiction, Novel

DURATION OF UNIT: 20 days



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><b>Theme:</b></p> <p><i>*Finding the truth through knowledge and experience</i></p> <p><i>* Education is key to overcoming prejudice</i></p> <p><b>Enduring Understandings:</b></p> <p><i>*Integrity, truth, courage, relationships, responsibility, equality</i></p> <p><b>Essential Questions:</b></p> <p><i>*Who am I and how do I find my place in the world?</i></p> <p><i>*What influences gender roles in our society?</i></p> <p><i>*What stereotypes exist in our world?</i></p> <p><i>*What is equality? How can we work to achieve it?</i></p> <p><i>*Why is it so difficult for people to stand up and do what is right?</i></p>	<p>CE 1.3.2, 1.3.3, 1.5.4</p> <p>CE 2.1.1, 2.1.3, 2.2.1, 2.2.2, 2.3.4, 2.3.5, 2.3.8</p> <p>CE 3.1.1, 3.1.2, 3.1.5, 3.1.6, 3.1.7, 3.1.8, 3.1.9, 3.1.10</p> <p>CE 3.3.3</p> <p>CE 3.4.4</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, 1.3.4, 1.4.5</p>	<p><b>Summative Assessment (at the end of the unit):</b></p> <p><i>Persuasive Essay: Is <u>To Kill a Mockingbird</u> a novel to inform or entertain? (Unit 9.2 requirement) or Analytical Response to Literature (theme based or perspective based)</i></p> <p><a href="#">Persuasive Rubric</a> <a href="#">Literary Analysis</a></p> <p><b>Formative Assessments (throughout the unit):</b></p> <p><i>Letter to the editor on the verdict of Tom Robinson's trial. "Dear Braxton Braggs Underwood...."</i></p> <p><a href="#">Letter to the editor rubric</a></p> <p><i>Read and retell to a peer one episode from the novel</i></p> <p><a href="#">Retelling rubric</a></p> <p><i>Informal essay: identify core democratic values connected with <u>To Kill a Mockingbird</u>.</i></p> <p><i>Synthesis: Use the Hughes poetry and the Holocaust Survivor Stories to create a Venn examining concepts of equality.</i></p>	<p><b>Reading:</b></p> <p><i>Genre study: <a href="#">The Novel</a></i></p> <p><i>Literary Conflicts</i></p> <p><i>Theme</i></p> <p><i>Critical Perspectives of literature (religious, biographical, feminist, multicultural, and political)</i></p> <p><b>Writing:</b></p> <p><i>The Writing Process</i></p> <p><i>Clauses</i></p> <p><i>Bias in writing</i></p> <p><i>Citations</i></p> <p><b>Speaking &amp; Listening:</b></p> <p><i>Read and retell</i></p>	<p>Refer to strategies and best practices from 9.1</p> <p>Quick Write: student reaction to "Jocks and Prejudice"</p> <p>Reading Comprehension checks: essential questions</p> <p>Mini grammar lessons (commas, semi-colon, colons)</p> <p>Read editorials from local newspapers or national news magazines.</p>	<p><b>Anchor Text(s):</b></p> <p><i>To Kill a Mockingbird</i> by Harper Lee</p> <p><i>Getting Away with Murder</i> by Chris Crowe</p> <p><a href="#">"Jocks And Prejudice"</a> By Nicholas Kristof (NYT) 773 words</p> <p><a href="#">The Declaration of Independence</a></p> <p><a href="#">Holocaust Survivor Stories</a></p> <p>Poetry:</p> <p><a href="#">"Freedom"</a> Langston Hughes</p> <p>Short Stories:</p>

<p><i>*Do I have the courage to do what is right?</i></p> <p><i>*Is it possible for one person to make a difference?</i></p>	<p>CE 1.4.3, 1.4.5, 1.4.7</p> <p>CE 4.1.5</p> <p>CE 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5</p>				<p>Drama:</p> <p>Nonfiction:</p> <p><i>Learning Life's Lessons through Literature: Grade 9-Inter-Relationships and Self Reliance</i> Anchor text: <i>Short Story Unit. MISD</i></p> <p>Michigan Merit Curriculum: Grade 9 <a href="http://www.michigan.gov/documents/ELA_9_167747_7.pdf">http://www.michigan.gov/documents/ELA_9_167747_7.pdf</a></p> <p>Read and retell process <a href="http://www.myread.org/monitoring_read.htm">http://www.myread.org/monitoring_read.htm</a></p> <p>Reading strategies <a href="http://resourceroom.net/comprehension/index.asp">http://resourceroom.net/comprehension/index.asp</a></p> <p>Core Democratic Values <a href="http://www.michigan.gov/documents/10-02_Core_democratic_Values_48832_7.pdf">http://www.michigan.gov/documents/10-02_Core_democratic_Values_48832_7.pdf</a></p>
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