

**The following CCSS’s are embedded throughout the trimester, present in all units applicable:**

RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

S.L.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on page 54 for specific expectations.)

L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely-related independent clauses; b) use a colon to introduce a list or quotation; c) spell correctly.

L.9-10.6 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.

Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
<p><i>Of Mice and Men</i> by John Steinbeck</p> <p>“Am I my brother’s keeper?”</p>	<p><b>RL. 9-10.1:</b> 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><b>RL. 9-10.2:</b> 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.</p> <p><b>RL.9-10.3:</b> 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.</p> <p><b>RL. 9-10.5:</b> Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p><b>RL. 9-10.9:</b> Analyze how an author draws on</p>	<p><b>RL.9-10.1:</b> I can define textual evidence. I can define inference and explain how a reader uses textual evidence to reach a logical conclusion. I can read closely and find answers explicitly in text (right there answers) and answers that require an inference. I can analyze an author’s words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions.</p> <p><b>RL.9-10.2:</b> I can define theme. I can analyze plot to determine theme. I can determine how specific details in the text reveal and</p>	<p><i>Of Mice and Men</i> (by John Steinbeck), <i>Only Yesterday</i> excerpts (by Frederick Lewis Allen), “First Inaugural Speech,” March 4, 1933 (Franklin D. Roosevelt), <i>Brother, Can You Spare a Dime?</i> <i>The Great Depression of 1929-1933</i> excerpts (by Milton Meltzer), “In Search of Our Mothers’ Gardens” essay (by Alice Walker), <i>Of Mice and Men</i> film (directed by Gary Sinise), selected photographs of the Great Depression by Dorothy Lange (Library of Congress), <i>Into to John Steinbeck, Of Mice and Men</i> WebQuest, “John Steinbeck’s Nobel Prize</p>	<p>Formative: reading logs, daily written responses to the literature, reader response, chapter quizzes, English journal entries, literary theories culminating poster, annotation group presentation, class discussion, study questions, summaries, pre-reading research, Venn diagrams, literary devices and figurative language charts, plot and time charts, essay planning forms, small group and whole group discussions</p> <p>Summative:</p> <p>1. Select a quotation from one of the characters in <i>Of Mice and Men</i> and write a brief essay that explains what the quotation reveals about the theme of courage/honor in the</p>

<p><i>Of Mice and Men</i> by John Steinbeck</p> <p>“Am I my brother’s keeper?”</p>	<p>and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p><b>RI. 9-10.10:</b> By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>RI. 9-10.1:</b> 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><b>RI. 9-10.2:</b> Determine a central idea of a text and analyze 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.</p> <p><b>RI.9-10.3:</b> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p><b>RI. 9-10.6:</b> Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><b>RI. 9-10.9:</b> Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p> <p><b>RI. 9-10.10:</b> By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>W. 9-10.1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W. 9-10.5:</b> Develop and strengthen writing as needed by planning, revising, editing,</p>	<p>continually refine a theme. I can define summary and compose an objective summary stating the key points of the text without adding my own opinions or feelings.</p> <p><b>RI.9-10.3:</b> I can identify and explain the role of complex characters in a text. I can analyze how complex characters develop over the course of a text. I can analyze how characters develop through their interactions with others. I can analyze how complex characters advance the plot of a text and/or contribute to the development of the theme.</p> <p><b>RI.9-10.5:</b> I can identify different literary text structures. I can analyze a text and determine why an author chose to present his/her text using a particular structure. I can analyze a text and determine why an author organized events in a particular order. I can analyze a text and determine how an author manipulates time. I can analyze how an author’s choice of text structure creates such effects as mystery, tension, or surprise.</p> <p><b>RI.9-10.9:</b> I can identify source material from one</p>	<p>Acceptance Speech,” <i>Semantics... Of Mice and Men</i>, “Johnny Bear” short story (by John Steinbeck), <i>Of Mice and Men</i> background notes, anticipation guide, literary devices and figurative language charts, <i>Character Charts, Reading Logs (Chapters 1-6), Of Mice and Men</i> study questions (chapters 1-6), plot/time chart, <i>Working with the Text</i> (Chapter 1), Aunt Clara and Lennie role play, <i>Setting: Painting the Background</i>, “Us Two” poem (by A.A. Milne), “I Am a Rock” song (by Paul Simon), Chapter 2 extension questions, <i>Extract Study: Section 3, Of Mice and Men</i> found poem, <i>Causal Chain of Events, Roll of Thunder, Hear My Cry</i> excerpt (by Mildred D. Taylor), <i>Curley’s Wife: Miss Dynamite or Lonely Victim?</i>, <i>Of Mice and Men</i> animation clip (YouTube), “To a Mouse...” poem (by Robert Burns), <i>Write Your Own Version of Stanza 7, Saturday Night Live</i> skit video clip of <i>Of Mice and Men</i> (<a href="http://www.hulu.com">www.hulu.com</a>), <i>A Dirty Dozen... Who Said...?, Put These Events in the Correct Order, Of Mice and Men Characters: Key Revision Guide</i>, animal imagery, future prediction role play, <i>Of Mice and Men Most Wanted</i> poster, argumentative/persuasive</p>	<p>novel.</p> <ol style="list-style-type: none"> <li>2. Present several photographs of small southern towns during the Great Depression from the Library of Congress’s collections and compare them to the description of the Salinas River Valley region and explain which rendering is more vivid to you and why. State your thesis clearly and include at least three pieces of evidence to support it.</li> <li>3. <i>Of Mice and Men</i> unit test</li> <li>4. Write a well-developed essay in which you trace the development of a particular theme in <i>Of Mice and Men</i> and compare it with a theme presented in one of the short stories read in class. State your thesis clearly and include at least three pieces of evidence to support your thesis.</li> <li>5. Write a well-developed argumentative essay in which you argue whether George did the right thing by killing Lennie. State your thesis clearly, provide a counter-argument, and at least three pieces of evidence to support your position.</li> <li>6. <i>Of Mice and Men</i> WebQuest</li> <li>7. <i>Of Mice and Men</i> unit project</li> <li>8. Articles of the Week and 2-paragraph templates</li> </ol>
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<p><i>Of Mice and Men</i> by John Steinbeck</p> <p>“Am I my brother’s keeper?”</p>	<p>rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>W. 9-10.6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p><b>W.9-10.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>SL.9-10.1:</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>SL.9-10.2:</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p><b>SL.9-10.5:</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>L.9-10.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.9-10.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.9-10.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>L.9-10.6:</b> 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</p>	<p>another from one author found in the work of another. I can analyze how authors interpret and transform themes, events, topics, etc. from source material. I can critique various works that have drawn on or transformed the same source material and explain the varied interpretations of different authors.</p> <p><b>RI.9-10.1:</b> I can define textual evidence. I can read closely and find answers explicitly in text (right there answers) and answers that require an inference. I can analyze an author’s words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions.</p> <p><b>RI.9-10.2:</b> I can define central idea. I can analyze how specific details developed over the course of a text shape and refine a central idea. I can compose an objective summary stating the key points of the text without adding my own opinions or feelings.</p> <p><b>RI.9-10.3:</b> I can analyze how a text unfolds and determine the impact that the order, development, and/or connections between points have on the reader.</p> <p><b>RI.9-10.6:</b> I can define point</p>	<p>essay notes, pros and cons of George’s actions chart, argumentative planner graphic organizer and planning sheets, film review, collaborative essay evaluation form</p>	
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	<p>independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>of view as how the author feels about the situation/topic of text. I can determine an author's point of view and explain his/her purpose for the writing the text.</p> <p><b>RI.9-10.9:</b> I can identify seminal U.S. documents that have related themes and concepts. I can analyze how different documents address related themes and concepts. I can determine how the time period and point of view of an author affects his/her perspective on a theme or concept.</p> <p><b>RI.9-10.10:</b> I can recognize when the text I am reading is too easy or too difficult for me. I can determine reading strategies that will help me comprehend difficult texts.</p> <p><b>W.9-10.1:</b> I can analyze substantive (influential) topics or texts to determine an argument that causes or has caused debate in society. I can choose a side of the argument and identify claims that support my choice and claims that oppose my choice. I can determine the credibility of a source and the accuracy of the details presented in the source. I can support my claims and counterclaims by pointing out the strengths and limitations of both with textual evidence found in</p>		
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		<p>credible sources. I can present my argument in a formal style that includes an introduction, supporting details with transitions that create cohesion and clarify relationships, and provide a concluding statement/sections that supports my argument.</p> <p><b>W.9-10.5:</b> I can use prewriting strategies to formulate ideas. I can recognize that a well-developed piece of writing require more than one draft. I can apply revision strategies with the help of others. I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc. I can analyze my writing to determine if my purpose and audience have been fully addressed and review when necessary. I can prepare multiple drafts using revisions and edits to develop and strengthen my writing. I can recognize when revising, editing, and rewriting are not enough, and I need to try a new approach.</p> <p><b>W.9-10.6:</b> I can identify technology that will help me produce, publish, and update my individual and shared writing products. I can determine the most effective technology</p>		
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		<p>medium to accomplish my writing task. I can use technology to enhance my writing product by linking to other information and/or displaying information flexibly and dynamically.</p> <p><b>W.9-10.9:</b> I can define textual evidence. I can determine textual evidence that supports my analysis, reflection, and/or research. I can compose written responses and included textual evidence to strengthen my analysis, reflection, and/or research.</p> <p><b>SL.9-10.1:</b> I can review and/or research material(s) to be discussed and determine key point and/or central ideas. I can come prepared with key points and textual evidence to contribute to a discussion and stimulate a thoughtful well-reasoned exchange of ideas. I can make relevant observations and use my ideas and comments to relate the current discussion to broad themes and ideas.</p> <p><b>SL.9-10.2:</b> I can identify various purposes for presenting information to a reader or audience. I can analyze the information presented in diverse media and formats and integrate the information to gain an overall understanding of the topic presented. I can</p>		
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		<p>evaluate the credibility and accuracy of various presentations.</p> <p><b>SL.9-10.5:</b> I can identify the parts of my presentation, including findings, reasoning, and evidence, that could use clarification, strengthening, and/or additional interest.</p> <p><b>L.9-10.1:</b> I can define and identify parallel structures. I can recognize when I have not used parallel structure in my writing. I can use parallel structure correctly in my writing. I can define and identify various types of phrases and clauses. I can use appropriate phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.</p> <p><b>L.9-10.2:</b> I can determine when to capitalize words. I can identify and explain when to use a colon (to introduce a list or quotation). I can use a colon to introduce a list or quotation. I can identify misspelled words and use resources to assist me in spelling correctly.</p> <p><b>L.9-10.4:</b> I can infer the meaning of unknown words using context clues. I can recognize and define common affixes and roots. I can break down unknown words into units of meaning</p>		
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		<p>to infer the definition of the unknown word. I can use patterns of word changes to determine a word's meaning or part of speech, and/or its etymology by consulting general and specialized reference materials.</p> <p><b>L.9-10.6:</b> I can recognize the difference between general academic words and phrases and domain-specific words and phrases. I can gather vocabulary knowledge independently when considering a word or phrase important to comprehension or expression.</p>		
<b>Unit/ Essential Question</b>	<b>CCSS</b>	<b>Learning Target</b>	<b>Resources/ Mentor Texts</b>	<b>Assessment</b>