Grade 9 - Unit 1 - Morality Crash Course and Introduction to Literature

Unit Focus

Students will choose independent reading books from classroom or school libraries. Students are required to finish one book and are encouraged to read more than one, aiming toward a goal of 200 pages per week. While reading their independent novels, students will learn to:

- Set attainable reading goals
- Develop reading habits in and out of the classroom
- Track thinking in an organized way
- Productively and constructively confer with teacher
- Love to read!

Mini-lessons will feature short anchor texts that present a lens with which to do focus their independent reading and a framework for the next trimester: morality, reading literature, plot structure, characterization, and close reading for literary devices. Teachers will use anchor activities to help students broaden schemas and deepen understandings as they continue their independent work. Thinking should occur in the form of writing every day.

Teachers will confer with students daily, with an aim to meet with each student 1-3 times over the course of the unit.

Stage 1: Desired Results - Key Understandings

Standard(s)

Common Core
English Language Arts: 9-10

- 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. (CCSS.ELA-LITERACY.RL. 9-10.3)
- 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. (CCSS.ELALITERACY.RL.9-10.5)
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS.ELA-LITERACY.RI.9-10.1)
- 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. (CCSS.ELALITERACY.RI.9-10.2)
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS.ELALITERACY.W.9-10.2.B)
- 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. (CCSS.ELA-LITERACY.W.9-10.10)

Transfer

Students will be able to independently use their learning to...
T1 Come to discussions with support for ideas, having asked probing questions and having analyzed appropriate evidence.
T2 Evaluate the author's message and purpose, citing text evidence to support conclusions.

Meaning

Understanding(s)	Essential Question(s)
Students will understand that... **U1** Readers support and elaborate on their interpretation with description and detail (both textual evidence and schema). **U2** Readers and writers come to discussions prepared with text evidence to support their ideas or point of view. **U3** Readers and writers engage in discourse to suspend judgment, consider multiple perspectives, and become independent thinkers.	*Students will keep considering...* **Q1** How do readers share their thinking? **Q2** How do readers choose books that matter and make me think? **Q3** How do readers connect important ideas to the bigger picture of their world? **Q4** How do we develop a sense of morality and how does this influence the choices we make?

Stage 1: Desired Results - Key Understandings

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS.ELA-LITERACY.SL.9-10.1.A)
- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (CCSS.ELA-LITERACY.SL.9-10.1.B)
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (CCSS.ELA-LITERACY.SL. 9-10.1.C)
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (CCSS.ELALITERACY.SL.9-10.1.D)
- Spell correctly. (CCSS.ELA-LITERACY.L.9-10.2.C)
- 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. (CCSS.ELA-LITERACY.L.9-10.3.A)
- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS.ELALITERACY.L.9-10.4.A)
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). (CCSS.ELALITERACY.L.9-10.4.B)
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (CCSS.ELA-LITERACY.L.9-10.4.C)
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (CCSS.ELA-LITERACY.L.9-10.4.D)

Madison Public Schools Profile of a Graduate

- Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)
- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)

U4 Readers choose and read a wide variety of texts and genres with a variety of purposes to grow and change their thinking.
U5 Readers recognize that authors don't always say things directly or literally; sometimes they convey ideas indirectly (e.g. metaphor, satire, irony)
U6 Readers understand and analyze the idea of morality by analyzing a character's decisions.

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... **K1** Annotating and journaling are used to track thinking while reading. **K2** Protocols for collaborative discussion: speak frequently, ask high level questions, cite evidence from text when bringing forth ideas or answering others' questions; express thoughts in complete sentences, ask others for clarification, bring others into the conversation, move the conversation forward. **K3** Moral dilemmas are situations in which there is a choice to be made between two options, neither of which resolves the situation in an ethically acceptable fashion. **K4** Vocabulary: metacognition, annotation, connection, identify, evaluate, analyze, moral dilemma, temptation, pressure, conflict, human nature.	*Students will be skilled at...* **S1** Tracking thinking while reading. **S2** Working with classmates to establish protocols for productive, collegial discussions and decision making. **S3** Evaluating character motives and decisions.