



Unit Planner: Of Mice and Men

English 5

Tuesday, November 6, 2018, 10:39AM

High School > 2018-2019 > Grade 11 > English Language Arts > English 5 (C) > Week 1

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Of Mice and Men

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Big Ideas / Enduring Understandings

- 1) The American dream is what brought many immigrants from around the world to the United States. It is a matter of one's own subjective experience as to whether one believes the American dream to be true.
- 2) There are different motivators for one's actions. However, one's own morality may be determined by one's intentions as to what is "righteous" (good) in one's own actions or what is best for those around them despite what is deemed "unrighteous" (evil) actions.

Essential Questions

- 1) Does the American Dream exist or is it a myth?
- 2) Do good intentions justify horrible actions?

Common Core Standards and Indicators

NYS: CCLS:English Language Arts 6-12

NYS: Grades 11-12

Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Responding to Literature

11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

11. Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and philosophically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations.

Writing

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Language

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
- 4a. 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.
- 4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- 4c. 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, its etymology, or its standard usage.
- 4d. 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).

New York State P-12 Learning Standards (New York State Education Department, used with permission)

Content

Language

A. figurative Language

Writing

- a. Critical Lens
- b. Evidence

Skills / Strategies

Language

- a. Interpret Quotes into literal language

Writing

- a. Provide valid interpretation
- b. Identify and utilize specific evidence from text to support writing
- b. Determine the best evidence

Key Terms / Vocabulary

SAT VOCABULARY WORDS

Learning Plan & Activities

Please include Theatre Modalities when appropriate
Interpret quotes and Lines from Shakespeare's works

Writing Sonnets employing Iambic Pentameter

Watching / Listening to different interpretations of Shakespeare
Reading Comprehension Tests

Write explanations (Analysis) of evidence Cited

Writing Critical Lens Essay

Modifications

1. Use of Visuals - For example Power Point
2. Think Pair Share
3. Use of Vocabulary Sheet
4. Use of Graphic Organizers
5. Paraphrasing/ Redirecting
6. Guided Reading with specific questions.

- 5.
- 5.
- 3.

Assessments

Depth of Knowledge (DOK) Levels

Reading Comprehension Test for Mice and Men

Summative: DOK 1 Recall: Test: Common

Vocabulary Tests

Summative: DOK 2 Basic Application: Test: Common

Multiple choice test. Students must identify the definitions as well as identify the appropriate word to use to complete a sentence.

Critical Lens Essay

Summative: DOK 4 Extended Thinking: Written: Essay

Resources

Texts Used (fiction, non-fiction, on-line, media, etc...)

OF MICE AND MEN by John Steinbeck

Focus

- Whole class



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