

# 9th Grade Curriculum Map, Unit 3

2017-2018

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QUICK GUIDE: [Standards for Learning](#); [Sample Questions for Lesson Planning, Unit 2](#)  
[Vocabulary](#)

## **Unit Summary: The Art of Argument & The Research Process: Becoming an Investigator**

This unit will require students to choose a topic that has been covered in class through reading and discussion, or discovered through their own writing and independent reading process. This unit will also require students to implement the proper steps of the research process, which include garnering scholarly sources, outlining, documenting (MLA & parenthetical citations), writing a thesis, summarizing, and revising to add research and explanations that support the topic or delete irrelevant information. Students will engage in annotated close reading of informational texts to cultivate critical reading; complete an independent reading assignment that requires analysis of ; participate in collaborative activities, including Socratic seminar discussions, to analyze texts and build speaking and listening skills; investigate meanings and the use of language to expand their vocabulary; and write regularly in Writer's Workshop assignments designed to develop effective use of language and promote reflections on progress when developing argument in research paper writing.

### **Essential Questions:**

*These questions establish inquiry to unify the unit's assignments and assessments.*

How do argument and debate function in our personal lives and in society?

What are the effects of using inquiry when researching?

How does one evaluate an argument and determine credibility?

How does one effectively navigate digital research and evaluate information from multiple sources?

### **Assessments:**

**Summative/Performance Assessments (Tests/Essays/ Projects = 50%)**

1. **Final Benchmark (10%)**
2. **Writing Workshop (20%):** Argument Research Paper, controversial issue
3. **Performance Assessment (10%):** \*must align with **RI.9.5-6**: *Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, etc./determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that purpose*
4. **Vocabulary (10%):** Cumulative Test, 1A, 120 Word; 1CP, 90 total words

**Formative Assessments (Classwork & Homework = 20%; Quizzes = 30%)** → *These assignments must measure performance progress toward unit goals for close reading, Writing Workshop, collaborative & seminar discussions, and language development (vocabulary & grammar)*

### **Texts:**

**Textbook:** Prentice Hall Literature, Grade 9, Common Core Edition

**Mentor Texts:** "Mind-Reading Technology" by [Mark Rowh](#); "Saving Lives or Enabling Addicts?"; "Expanded Access to Narcan Pro and Con"

**Argument Writing Resources:** *Everything's an Argument*, 6<sup>th</sup>/7<sup>th</sup> Edition by Andrea E. Lunsford; *Real Essays with Readings*, 4<sup>th</sup> Edition (pgs. 299-322 and pgs. 814-838)

**Suggested Online Resources:** [procon.org](http://procon.org); [stageoflife.com/education/MentorTexts.aspx](http://stageoflife.com/education/MentorTexts.aspx); <https://twowritingteachers.org/>

[Suggestions for Independent Reading](#)

## STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Argument	Speaking & Listening	Language
<p><u>Key Ideas &amp; Structure</u>  <b>Author Purpose/Point of View:</b> Cite textual evidence (RI.9.1 &amp; RI.9.2)</p> <p><b>Development of central idea:</b> Analysis of details, purpose, &amp; text structure (RI.9.5 &amp; RI.9.6)</p> <p><b>Craft:</b> Use of diction and figurative language to convey tone. (RI.9.4)</p> <p><b>Evaluation of Text:</b>            Annotate and evaluate mentor texts on a particular subject (RI.9.7, RI.9.8)            Analyze texts/articles (RI.9.9)</p> <p><b>Introduction to Rhetorical Devices:</b>            Introduction to analysis of how rhetorical devices support argument</p> <p><i>Ethos, Logos, Pathos</i> (RI.9.6)</p>	<p><u>Text Types &amp; Purposes</u>  <b>Argument Writing:</b> Documented research of a topic (choices generated by students &amp; instructors); analyze two claims; develop a thesis &amp; support a claim w/ research; must explore two claims minimum of 3 sources; 2-3 pages in length.</p> <p>Write, revise, and edit a rough draft for content and organization, grammar and mechanics. <b>(W.9.4, W.9.5, &amp; W.9.6)</b></p> <p><b>Research to Build &amp; Present Knowledge</b>            Conduct preliminary research; annotate and document sources; determine thesis and gather relevant information; outline &amp; Works Cited page. <b>(W.9.7, W.9.8, W.9.9)</b></p>	<p><u>Comprehension &amp; Collaboration</u>  <b>Mini- Seminars:</b> Engage students in partner and small-group discussions (SL.9.1a &amp; b) that focus on a single question/goal/purpose to help scaffold speaking and listening skills as well as build on their abilities to analyze how theme is developed through plot, character, word choice, etc. and evaluate theme across different mediums <b>(RL.9.2, 3, 4, 7)</b></p> <p><b>Continued use of Socratic Seminar:</b>            Support ideas shared in collaborative discussions; engage in dialogue, not debate; listen &amp; summarize; ask questions to propel conversations; entertain other perspectives; continue to set individual and group goals with students for participation in seminar discussions. <b>(SL.9.1a, 1c, 1d, SL.9.2, SL.9.3)</b></p>	<p><u>Conventions of Standard English</u>            Use a semicolon and conjunctive adverb to link independent clauses; use a colon to introduce a list or quotation; uses commas in lists, to offset phrases, and to separate clauses.</p> <p>Continue to use appropriate sentence structure to avoid run-ons and fragments.</p> <p>Vary sentence structure, using simple, compound, and complex sentences <b>(L.9.1 &amp; L.9.2)</b></p> <p><u>Knowledge of Language</u>            Revise for content, organization, and word choice; edit work according to MLA guidelines <b>(L.9.3a)</b></p>
<p><u>Range of Reading (RL.9.10)</u>  <b>Mentor Texts:</b> Argument  <b>Research Sources:</b>  <b>Independent Reading Choice:</b> Annotate for elements/devices studied in class;</p>	<p><u>Range of Writing (W.9.10)</u>            Writing Workshop writing process, including reflections (portfolio)            Responses to Literature &amp; Argument            Open-ended Questions            Annotations</p>	<p><u>Presentation of Knowledge &amp; Ideas (SL.9.4)</u>            Present text analysis and ideas based on close readings in Socratic Seminar &amp; refer to text when supporting ideas.</p>	<p><u>Vocabulary Acquisition &amp; Use (L.9.4, L.9.5, L.9.6)</u>            Apply knowledge in contexts; interpret rhetorical language; Evaluate nuance</p>

## Sample Essential Questions for Lesson Planning

Reading (Fiction & Nonfiction)	Writing Argument	Speaking & Listening	Language
<ul style="list-style-type: none"> <li>● What makes a source reliable?</li> <li>● How can you recognize bias?</li> <li>● How does text structure support author purpose?</li> <li>● How can you use text structure to evaluate usefulness of a text in regard to a research topic?</li> <li>● How does one determine main ideas and evaluate argument?</li> <li>● How does one determine relevance of information?</li> <li>● How does the use of rhetorical devices help create style and a thesis?</li> <li>● How can analysis of counterclaims enhance argument?</li> </ul>	<ul style="list-style-type: none"> <li>● What types of questions guide research?</li> <li>● Why are outlines beneficial?</li> <li>● What constitutes plagiarism? Why must sources be documented? How do writers know when to use parenthetical citations?</li> <li>● How do writers effectively present claims and counterclaims to develop arguments? How do we use and explain researched evidence to support thesis statements?</li> <li>● How can note-taking help us gather and process information?</li> <li>● How does the writing process influence the final product?</li> </ul>	<ul style="list-style-type: none"> <li>● How can research be used to propel and enhance discussions?</li> <li>● How does effective collaboration enhance understanding of texts?</li> <li>● How can analyzing counterclaims help us develop and refine our perspectives?</li> <li>● How can we use other points of view to mold our own opinions and make educated decisions?</li> </ul>	<ul style="list-style-type: none"> <li>● How can rhetoric enhance argument writing?</li> <li>● Why are the mechanics of a formal paper important to the final presentation of my research?</li> <li>● How does word choice impact argument?</li> <li>● How does knowledge of word parts increase vocabulary and deepen comprehension of text?</li> </ul>

to [Vocabulary list](#)  
to [Standards for Learning](#)

**Tier 2 VOCABULARY:** Students will engage in focused study of the following words as they are embedded in reading and writing instruction. The following words may be taught in any order throughout the marking period in preparation for the cumulative exam.

1. Abridge
2. Advocate
3. Ample
4. Appreciable
5. Arbitrary
6. Assess
7. Auxiliary
8. Brevity
9. Brigand
10. Chronological
11. Cite
12. Comparable
13. Compile
14. Comport
15. Concede/Conceded
16. Concerted
17. Conservative
18. Contend
19. Contrary
20. Cornerstone
21. Credible
22. Dawdle
23. Derive
24. Devise
25. Diligent
26. Diminutive
27. Distort
28. Elaborate

29. Eloquent
30. Enlightened
31. Erroneous
32. Evasive/Evade
33. Exonerate
34. Futile
35. Hamper
36. Infer
37. Institute
38. Integrity
39. Legitimate
40. Notable
41. Plaintiff
42. Proponent
43. Prudent
44. Quaver
45. Rational
46. Rebut
47. Refute
48. Relevant
49. Retain
50. Skeptical
51. Stagnant
52. Supplement
53. Surpass
54. Tenacious
55. Theoretical
56. Transition
57. Trite
58. Valid
59. Verify
60. Vindicate

**Tier 3 VOCABULARY:** Students will engage with these discipline-specific words throughout the unit:

1. Academic Integrity
2. Annotate
3. Argument
4. Citation
5. Counterargument
6. Credible
7. Paraphrase
8. Persuasive appeals: Ethos, Logos, Pathos
9. Plagiarism
10. Refutation
11. Summarize
12. Synthesize
13. Thesis