

9th Grade Writing Unit Map

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do we evaluate competing arguments? • How do we address counterarguments in an effective and relevant way? • How do we choose the best evidence from several sources to support our claims? • What is the most effective way to add original analysis to our writing? • How can we synthesize what we hear in discussions into our own writing? 	<p>Foundational Skills:</p> <ul style="list-style-type: none"> • Synthesizing information from several sources into a cohesive, arguable thesis statement • Presenting and addressing counterargument • Gathering text-based evidence to support claims • Using in-text citations • Adding original analysis • Writing cohesive introductions and conclusions
<p>Summary of unit: The 9th grade lessons focus on three distinct cycles (Lessons in Parentheses): 1) Skill Review (Lessons 1-4) 2) Fake News vs. Real News (Lessons 5-11) 3) Social Justice (Lessons 12-20)</p> <p>NOTE: Both the fake news and social justice unit are based around student research, then a Socratic circle (formal classroom discussion), then a writing cycle. The social justice unit will end with students presenting their writing to the class. The 9th grade unit is much more student-led as opposed to the eighth and seventh grade units.</p> <p>For each cycle, it's important to familiarize yourself with the following documents/concepts: Socratic Circle (see lesson 8 for a "how to" guide) The ACEART paragraph format</p>	

Day	Skill	Objective	CCSS
1	Routines and Procedures	Today you will get to know your fellow classmates and learn the expectations, routines, and procedures for writing class.	

Pre-Test	Pre-test	You may choose to have students take their writing pre-test on this day if they have not already done so.	
2	FAT - P	You will be able to dissect a writing prompt using FAT – P.	CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
3	Elements of a Persuasive Essay	You will be able to identify the argument in a persuasive essay and if the author is playing off of ethos, pathos, or logos.	CCSS.ELA-LITERACY.W.9-10.1.B Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
4	Article Analysis	You will be able to break down an article using ACEART.	CCSS.ELA-LITERACY.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
5	Article Analysis: Real vs. Fake News	You will be able to identify the key differences between real and fake news articles.	CCSS.ELA-LITERACY.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
6	Discussion Prep: Real vs. Fake News	You will complete your discussion prep packet for our classroom discussion on real vs. fake news.	CCSS.ELA-LITERACY.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
7	Discussion Prep: Real vs.	You will complete your discussion prep packet for	CCSS.ELA-LITERACY.W.9-10.7

	Fake News	our classroom discussion on real vs. fake news.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8	Discussion: Real vs. Fake News	You will engage in a discussion on real vs. fake news.	CCSS.ELA-LITERACY.SL.9-10.1 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.
9	Real vs. Fake News Essay Prompt/Rough Draft	You will complete a rough draft on the real vs. fake persuasive letter.	CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
10	Real vs. Fake News: Revise/Edit	You will revise and edit your partner's persuasive letter for ideas and grammatical errors.	CCSS.ELA-LITERACY.W.9-10.5 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.
11	Real vs. Fake News Publish	You will complete your final draft of the real vs. fake news persuasive letter.	CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
12	Pro vs. Con Analysis	You will be able to identify and explain evidence	CCSS.ELA-LITERACY.W.9-10.9

		on both sides on an argument.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
13	Social Justice Discussion pre-work	You will complete your discussion prep packet for our classroom discussion for our social justice issues.	CCSS.ELA-LITERACY.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
14	Social Justice Discussion pre-work	You will complete your discussion prep packet for our classroom discussion for our social justice issues.	CCSS.ELA-LITERACY.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
15	Social Justice Discussion	You will engage in a discussion surrounding your topic on the social justice project.	CCSS.ELA-LITERACY.SL.9-10.1 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.
16	Social Justice Speech	You will break down the prompt and write the rough draft of your social justice speech.	CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

17	Social Justice Project Speech Revise/Edit	You will revise and edit your partner's social justice speech for grammatical errors and ideas.	CCSS.ELA-LITERACY.W.9-10.5 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.
18	Social Justice Project Speech Publish	You will work on your final draft of your social justice speech.	CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
19	Social Justice Project: Presentation Norms/Presentations	Today you will present your social justice project.	CCSS.ELA-LITERACY.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.
20	Social Justice Project: Presentations	Today you will present your social justice project.	CCSS.ELA-LITERACY.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.
20+	Poetry Exploration Unit	If students complete all 20 lessons and take the post-assessment and you still have time, design a mini-unit based on the poetry road map or your own creative ideas!	