


9th Grade ELA: Inter-Relationships and Self Reliance

Unit 9.2 – Inter-Relationships and Self-Reliance – Introduction to High School Writing

DURATION OF UNIT: to be addressed within the other units

Theme, Enduring Understandings, & Essential Questions for This Unit	HSCE'S	How Students will Demonstrate Their Understanding	Standards-based Essential Skills & Concepts to be Targeted Throughout the Unit	Resources for this Multi-Genre Unit
<p>Theme: <i>Effective Communication</i></p> <p>Enduring Understandings: <i>Characteristics of effective writing:</i></p> <ul style="list-style-type: none"> • <i>Engaging, clear and focused</i> • <i>Ideas and content are well developed and supported</i> • <i>Organization and transitions seem natural</i> • <i>Voice and tone are original and interesting</i> • <i>Language use and mastery of conventions add to the effect of the piece</i> <p>Essential Questions: <i>What are the basic characteristics of good writing?</i></p>	<p>CE 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8</p> <p>CE 1.2.4</p> <p>CE 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.7, 1.3.8,1.3.9</p> <p>CE 1.4.1, 1.4.2, 1.4.3, 1.4.4, 1.4.5, 1.4.6, 1.4.7</p> <p>CE 1.5.1, 1.5.3, 1.5.4, 1.5.5</p> <p>CE 2.1.2, 2.1.10,</p> <p>CE 2.2.1,</p>	<p>Required Writings according to the Michigan Merit Curriculum: <i>Descriptive Essay (see Unit 9.4):</i></p> <ul style="list-style-type: none"> • <i>What is it like?</i> • <i>Has a defined subject</i> • <i>Makes a point</i> • <i>Organized by space, an aspect or writer’s perspective</i> • <i>Has a sense of purpose</i> • <i>Uses strong visual images</i> • <i>Draws on the five senses</i> • <i>Takes a stance</i> • <i>Supports underlying points using creative approaches</i> • <i>Employs word choice and sentence structure</i> • <i>Uses literary devices</i> <p><i>Personal Narrative/Memoir (see Unit 9.1)</i></p> <ul style="list-style-type: none"> • <i>Describes important moment(s)</i> • <i>Describes what, why and how</i> • <i>Mood is determined by memory of the event</i> • <i>Point of view shapes voice, tone and purpose of story</i> • <i>Establishes a main idea that defines the purpose</i> • <i>Includes sensory details and dialogue</i> • <i>Uses examples for support</i> • <i>Includes chronological order of events (transitional words)</i> 	<p>Reading: <i>Review of literary devices:</i></p> <ul style="list-style-type: none"> • <i>Narration/point of view</i> • <i>Speaker/audience</i> • <i>Author’s use of time</i> • <i>Figurative language, imagery, simile, metaphor</i> • <i>Symbolism, motif, allusion</i> • <i>Repetition</i> • <i>Personification</i> • <i>Implied meanings</i> • <i>Description</i> • <i>Structural conventions</i> • <i>Syntax</i> • <i>Diction</i> <p>Writing: <i>How to write a thesis statement</i></p> <p><i>The Writing Process</i></p> <p>Speaking & Listening: <i>Group discussions</i></p> <p><i>Analyze media clips</i></p>	<p>Anchor Text(s): <i>“Darkness at Noon” by Harold Krents</i> http://www.ehs.suhsd.net/enterprisehorns.com/teachers/mr_curry/TRW/Darkness%20at%20Noon.htm</p> <p>Poetry: <i>Slam Poetry</i> http://www.webenglishteacher.com/poetryslam.html</p> <p>Short Stories:</p> <p>Drama:</p> <p>Nonfiction: <i>“The Loophole of Retreat” by Harriet Jacobs</i> http://www.pagebypagebooks.com/Harriet_Jacobs/Incidents_in_the_Life_of_a_Slave_Girl/The_Loophole_Of_Retreat_p1.html</p> <p><i>Out of Africa (Chapter 1)</i> <i>By Isak Dinesen</i></p> <p><i>Informational Text</i> <i>from Pilgrim at Tinker Creek by Annie Dillard</i></p> <p><i>“The Polyphemous Moth”(Ch. 4, 61-64)</i></p>

<p><i>What techniques does a good writer use?</i></p> <p><i>What purposes does writing serve in the real world?</i></p> <p><i>How can writing help people understand what they are thinking?</i></p> <p><i>How can I use writing to communicate with my teachers? My community? Society?</i></p> <p><i>How important are effective writing skills in various careers?</i></p>	<p>2.2.2, 2.2.3 CE 2.3.8</p> <p>CE 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5</p> <p>CE 4.2.2, 4.2.3, 4.2.4, 4.2.5</p>	<ul style="list-style-type: none"> • <i>Identifies motives</i> • <i>Has appropriate tone and mood</i> <p><i>Persuasive Essay (see Unit 9.3)</i></p> <ul style="list-style-type: none"> • <i>Addresses an interesting and controversial subject</i> • <i>Takes a position/thesis based on fact, value or policy</i> • <i>Consistently supports the stand</i> • <i>Has an effective introduction and conclusion</i> • <i>Anticipates reader bias</i> • <i>Supports with facts, examples, stories, expert quotes, graphics</i> • <i>Refutes alternative perspectives</i> • <i>Avoids the use of logical fallacies (appeal to emotion, false analogy, red herring, etc...)</i> <p><i>Reflective Essay (see Unit 9.4)</i></p> <ul style="list-style-type: none"> • <i>Analyzes something significant</i> • <i>Answers questions</i> • <i>Can be serious or humorous</i> • <i>Is narrative and descriptive</i> • <i>Explains what the topic means to the writer and why it might be important to the reader</i> <p><u>Additional Writings recommended by the Michigan Merit Curriculum:</u></p> <ul style="list-style-type: none"> • <i>Poetry – various forms and styles (haiku, two-voice, sonnets, free verse, prose, lyric, etc...)</i> • <i>Career Writing – resumes, cover letters, interviewing skills</i> • <i>Research – validating websites and multi-media sources as well as correct use of MLA</i> • <i>Portfolio- create and maintain a collection of student writing for reflection and to show personal growth</i> 	<p><i>Writing conferences (peer and teacher)</i></p>	<p><i>“The Giant Waterbug” (Ch 1, 7-11)</i></p> <p><i>“Homeless” Anna Quindlen</i></p> <p><u><i>Additional Resources:</i></u></p> <p><i>Logical Fallacies</i> http://www.nizkor.org/features/fallacies/</p> <p><i>Thesis Statements</i> http://www.indiana.edu/~wts/pamphlets/thesis_statement.shtml</p> 
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