

FRANKLIN-SIMPSON HIGH SCHOOL

Course Name: English 9 **Unit Name: Introduction to Research: Living with Change**

Quality Core Objectives:

Unit 2 Introduction to Research: Living with Change	
A.1. Reading Across the Curriculum	c. Read increasingly challenging whole texts in a variety of literary (e.g., poetry, drama, fiction, nonfiction) and nonliterary (e.g., textbooks, news articles, memoranda) forms
A.2. Reading Strategies	a. Apply strategies before, during, and after reading to increase fluency and comprehension (e.g., adjusting purpose, previewing, scanning, making predictions, comparing, inferring, summarizing, using graphic organizers) with increasingly challenging texts
	b. Use metacognitive skills (i.e., monitor, regulate, and orchestrate one’s understanding) when reading increasingly challenging texts, using the most appropriate “fix-up” strategies (e.g., rereading, reading on, changing rate of reading, subvocalizing)
	e. Compare texts to previously read texts, past and present events, and/or content learned in other coursework
A.3. Knowledge of Literary and Nonliterary Forms	d. Identify and interpret works in various poetic forms (e.g., ballad, ode, sonnet) and explain how meaning is conveyed through features of poetry, including sound (e.g., rhythm, repetition, alliteration), structure (e.g., meter, rhyme scheme), graphic elements (e.g., punctuation, line length, word position), and poetic devices (e.g., metaphor, imagery, personification, tone, symbolism)
A.5. Author’s Voice and Method	c. Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts
	h. Identify the author’s stated or implied purpose in increasingly challenging texts
A.6. Persuasive Language and Logic	a. Identify, analyze, and evaluate the effectiveness of persuasive techniques (e.g., appeals to emotion, reason, or authority; stereotyping) and the presence of bias in literature, film, advertising, and/or speeches
B.1. Writing Process	a. Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate, focus, and organize ideas as well as to gather information
	d. Prepare writing for publication by choosing the most appropriate format, considering principles of design (e.g., margins, tabs, spacing, columns) and the use of various fonts and graphics (e.g., drawings, charts, graphs); use electronic resources to enhance the final product

B.2. Modes of Writing for Different Purposes and Audiences	e. Craft first and final drafts of workplace and other real-life writing (e.g., job applications, editorials, meeting minutes) that are appropriate to the audience, provide clear and purposeful information, and use a format appropriate to the task
B.3. Organization, Unity, and Coherence	c. Add important information and delete irrelevant information to more clearly establish a central idea
	d. Rearrange words, sentences, and/or paragraphs and add transitional words and phrases to clarify meaning and maintain consistent style, tone, and voice
B.4. Sentence-Level Constructions	a. Correct run-ons, fragments, and dangling and/or misplaced modifiers to improve clarity
	e. Use formal, informal, standard, and technical language effectively to meet the needs of audience and purpose
B.5. Conventions of Usage	a. Correctly spell commonly misspelled/confused words
	c. Make subject and verb agree in number, even when there is some text between the subject and verb
C. Research	a. Use research methods (e.g., background reading, online searches, surveys, interviews) to locate and collect reliable information from print and nonprint sources
	b. Decide on a research question and develop a hypothesis, modifying questions as necessary during the project to further narrow the focus or extend the investigation
	c. Evaluate source information (e.g., primary and secondary sources) for accuracy, credibility, currency, utility, relevance, reliability, and perspective
	d. Compile and organize the important information to support central ideas, concepts, and themes
	e. Summarize, paraphrase, and directly quote from sources, including the Internet, to support the thesis of the paper and/or presentation; accurately cite every source to avoid compromising others' intellectual property (i.e., plagiarism)
	f. Compose a short research report, oral or written, that includes a clear thesis statement, title page, outline, first and final drafts, and works-cited page, adhering to MLA or other stylebook guidelines
D.1. Comprehension and Analysis	a. Recognize the main ideas in a variety of oral presentations and draw valid conclusions
D.2. Application	a. Use elements of speech forms—introduction, transitions, body, and conclusion—including the use of facts, literary quotations, anecdotes, and/or references to authoritative sources
	b. Use effective delivery skills (e.g., appropriate volume, inflection, articulation, gestures, eye contact, posture, facial expression)
	c. Give impromptu and planned presentations (e.g., debates, formal meetings) that stay on topic and/or adhere to prepared notes
	d. Write and deliver informational speeches that present a clear, distinctive perspective on the subject and support the controlling idea with well-chosen and well-organized facts and details from a variety of sources

	g. Actively participate in small-group and large-group discussions, assuming various roles
E. Study Skills and Test Taking	b. Demonstrate organizational skills such as keeping a daily calendar of assignments and activities and maintaining a notebook of classwork

Purpose of the Unit:

Prerequisites:

Daily Lesson Guide

Day	Lesson Content and Daily Focus Questions	Tasks/Procedures		Engagement	Assessment and/or Accommodations
		Knowledge or Comprehension Activities	Critical Thinking (High Yield / Literacy /LTF/etc.)		
1	A.1. A.2.e. A.5.c,h E.b. I can determine the purpose of a speech. I can compare and contrast a speech to other texts				Assessment is taken through teacher observation and evaluation of journal

	such as poetry and short stories.				entries.
2	A.1.c. A.2.a. A.3.d. A.5.c, h A.6.a. and D.1.a. E.b. I can examine a speech (text) of Dr. King's ("I Have a Dream"). I can identify repetition of words/phrases, alliteration, metaphors, similes, and personification.	Compare, contrast written speech to oral speech.			Assessment was made by analysis of the speech both as a text and as an oral speech viewed on youtube.com.
3	A.2.a.,b. E.b. (Continue from Day2) I can make predictions about the purpose of a speech and the anticipation of the call to action.				Assessment made by quiz over literary terms such as simile, metaphor, and personification. Alliteration was also assessed.
4	A.2..b.,e. A.5.h B.1.a. D.1.a. E.b.				Teacher observation made through thesis statement

4	I can identify a thesis statement in a text. I can determine the difference between a topic sentence and a thesis statement. I can articulate three speech topics of interest.				identification in text of speech. Assessment is taken through teacher observation and evaluation of journal
5	A.5.c. B.1.a. B.2.e. B.4.e. C.b,f and D.2.g. E.b. I can identify a speech topic that I will use to produce a speech. I can define my audience. I can compose a thesis statement.	Pair/Share Activity – discuss three topics for speech			Assessment made by students producing a thesis statement.
6	A.2.a. B.1.a. B.2.e. B.3.c. D.2.d. E.b. I can understand and apply my knowledge to a graphic organizer.				Assessment made by students producing an introductory paragraph using their thesis statement.
7	(Continue from Day 6) I can write a body paragraph for a speech.				Assessment made by student production of an introduction and body paragraph.
	A.6.a. B.1.d. B.2.e. B.3.c. C.a.,b,c,d,e,f D.1.a.				Assessment made by completing a checklist as

8	D.2.a,d I can select two websites that exhibit key information to support my speech topic. I can construct questions regarding speech topic based on my research.				an exit slip from computer lab.
9	(Continue Day 8)				Assessment made by teacher observation of handwritten notes
10	B.1.d. B.2.e. B.3.c.,d. B.4.a.,e. B.5.a.,c. D.2.a,b,c,d,g E.b. I can proofread and correct a paragraph for grammatical errors. I can connect my audience to my speech topic.			Students present speech topics to the class. Some presentations made in powerpoint.	Assessment made by journal entry and orally assessed by teacher.
11	A.1.c. A.2.a.,b.,e. A.3.d. A.5.c.,h. A.6.a. I can extrapolate the main idea of a paragraph. I can support a topic sentence.	As a group, students			Assessment made by Reading Skills Review in Book of Big Skills.
	B.1.a.,d. B.2.e. B.3.c.,d. B.4.a,e B.5.a,c C.f.				

12	D.2.a.,d. I can revise and rewrite my introduction and body paragraphs.				
13	(Continue from Day 12) B.1.g. I can peer edit my writing.				
14	A.5.h. A.6.a. B.1.a.,d. B.2.e. B.3.c.,d. B.4.a,e B.5.a,c C.f. I can articulate a call to action for a speech.	Pair/share activity – call to action			Assessment was made by having students write a conclusion paragraph including call to action.
15	B.1.d., B.2.e. B.3.c,d C.d,f D.2.b.,d. E.b. I can construct a speech using a five-paragraph essay format.				Assessment was made using a speech rubric.
16	C.f. D.2.a.,b.,c.,d.,g. I can present a speech to my audience.				Assessment made using rubric for giving oral speech.

