## Grade 9, Unit 1: Coming of Age

### Timeline
September 8 – October 24 (28 days)
EA 1: Weeks 1 – 4; EA 2: Weeks 5 – 6

### Unit Goals
- To understand the concept of coming of age.
- To identify diction, syntax, imagery, and tone – and to understand the way they work together to convey an author’s or speaker’s voice.
- To incorporate voice effectively in one’s own writing.
- To support an inference or claim using valid reasoning and relevant and sufficient evidence.
- To analyze and use rhetorical appeals and evidence to present an argument to an audience.

### Embedded Assessments

**Embedded Assessment 1: Writing and Presenting an Interview Narrative**
*Interview a person who has attended a post-secondary institution (e.g., a two- or four-year college, a training or vocational school, the military) and write an interview narrative that effectively portrays the voice of the interviewee while revealing how the experience contributed to his or her coming of age.*

**Embedded Assessment 2: Writing an Argumentative Essay**
*Write an essay of argumentation about the value of a college education. Your essay must be organized as an argument in which you assert a precise claim, support it with reasons and evidence, and acknowledge and refute counterclaims fairly.*

### Essential Questions
- What does it mean to “come of age”?  
- How are rhetorical appeals used to influence an audience?

### Common Core Focus Standards
RL.9-10.2; RL.9-10.10; RI.9-10.6; W.9-10.1; W.9-10.3; SL.9-10.1c

### Language and Writer’s Craft

**Grammar**
- dashes 1.3 • compound sentences 1.3 • parallel structure 1.4 • subjunctive verbs 1.5 • direct and indirect quotations 1.6
- reciprocal pronouns 1.8 • subjunctive mood 1.9 • clauses 1.14 • commas 1.16

**Academic Vocabulary (Tier 2)**
- strategize • inference • denotation • connotation • transcript • claim • counterclaim • analogy

**Literary Vocabulary (Tier 3)**
- voice • tone • narrative • narrator • anaphora • diction • juxtaposition • prose • rhetorical appeals

### Resources for Differentiation
See my.psd401.net > Curriculum Links > Curriculum Resources > Literacy > Secondary > Curriculum Maps for resources to support and extend.
**Common Core Focus Standards**

**RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RL.9-10.10** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**RI.9-10.6** Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

**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.
   a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
   b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner anticipates the audience’s knowledge level and concerns.
   c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
   d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   e. Provide a concluding statement or section that follows from and supports the argument presented.

**W.9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
   a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
   b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
   c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
   d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
   e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
   c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

### Resources to Support

**EA 1 Assignment:** Interview a person who has attended a post-secondary institution (e.g., a two- or four-year college, a training or vocational school, the military) and write an interview narrative about how the experience contributed to his or her coming of age. Incorporate at least two pieces of dialogue.

**EA 1 Process Ideas:**
- Provide an outline template for an interview narrative.

**EA 2 Assignment:** Write an essay of argumentation about the value of a college education. Your essay must be organized as an argument in which you assert a precise claim, support it with reasons and evidence, and acknowledge and refute a counterclaim.

**EA 2 Process Ideas:**
- Provide students with a menu of transitions for organizing an argument.
- Help them choose two sources from class to use.

### Resources to Extend

**EA 1 Assignment:** Interview 2 people who have attended a post-secondary institution (e.g., a two- or four-year college, a training or vocational school, the military) and write an interview narrative that effectively portrays the voices of the interviewees while revealing how their experience contributed to their coming of age. Develop a thesis about coming of age from their experiences.

**EA 1 Process Ideas:**
- Students may use evidence from the class-conducted interview as one of their interviewees, or may thoughtfully seek people with diverse experiences.

**EA 2 Assignment:** Write an essay of argumentation about the value of a college education. Your essay must be organized as an argument in which you assert a precise claim, support it with reasons and evidence, and acknowledge and refute counterclaims fairly. Integrate details from your first Embedded Assessment to support your argument.

**EA 2 Process Ideas:**
- Ask students to conduct additional research from reputable resources. Look for a range of modes – narrative, expository, and argumentative texts.