## COMMON CORE GEORGIA PERFORMANCE STANDARDS
### ENGLISH LANGUAGE ARTS INTEGRATED LESSON PLANNING TEMPLATE

### Ninth Grade Lesson: Discovering New Frontiers

**Duration:** 2-3 days

**Task:** Research and argumentative essay on discoveries that changed our world

**Essential Question for Lesson:** What kinds of evidence are most essential to proving a claim? Can a claim be proven beyond doubt?

### Task | Skill | Standard
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In preparation for research, students will conduct a short inquiry into discoveries that changed the world (penicillin, theory of relativity, DNA, silicon chip, etc.). Brief group digital inquiry will yield a bank of approved subjects for focus. | Research possible topics Work collaboratively Use technology to support research | ELA9W3 The student uses research and technology to support writing.

- Formulates clear research questions and utilizes appropriate research venues (i.e., library, electronic media, personal interview, survey) to locate and incorporate evidence from primary and secondary sources.
- Uses supporting evidence from multiple sources to develop the main ideas within the body of an essay, composition, or technical document.
- Synthesizes information from multiple sources and identifies complexities and discrepancies in the information and the different perspectives found in each medium (i.e., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, or technical documents).
- Integrates quotations and citations into a written text while maintaining the flow of ideas.

ELACCL9-10W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Students may be asked to work independently or in pairs or small groups to produce a 2-page essay supporting their claim that their chosen discovery was indeed of primary importance, even in relation to the other important discoveries in the discussion. The resulting paper will combine significant research with argumentative writing that will advance the writer’s claim and provide extensive support from appropriate texts. | Work collaboratively Write argumentative essay Support claims with evidence | ELA9RL1 The student demonstrates comprehension by identifying evidence (i.e., examples of diction, imagery, point of view, figurative language, symbolism, plot events and main ideas) in a variety of texts representative of different genres (i.e., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.

ELA9RC2 The student participates in discussions related to curricular learning in all subject areas.

ELA9W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure.

- Establishes a clear, distinctive, and coherent thesis or perspective and maintains a consistent tone and focus throughout.
- Selects a focus, structure, and point of view relevant to the purpose, genre expectations, audience, length, and format requirements.
- Constructs arguable topic sentences, when applicable, to guide unified paragraphs.
| The writing process will include annotation of texts through the production of note cards providing evidence of supporting facts gathered from resources. | Annotation/Note-taking | ELA9RL1 The student demonstrates comprehension by identifying evidence (i.e., examples of diction, imagery, point of view, figurative language, symbolism, plot events and main ideas) in a variety of texts representative of different genres (i.e., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation. ELA9W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure. a. Establishes a clear, distinctive, and coherent thesis or perspective and maintains a consistent tone and focus throughout. |
| Students will be allowed to reference their note cards in team debates to be held upon completion of the essays. | Presentation of findings Debate Working collaboratively | ELA9C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. ELA9LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. 

**ELACCL9-10RI1**: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 
**ELACCL9-10W1**: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (Elements a-d) 
**ELACCL9-10W8**: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. 
**ELACCL9-10SL1**: 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. 
**ELACCL9-10L1**: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. |
| d. Uses props, visual aids, graphs, or electronic media to enhance the appeal and accuracy of presentations |

**ELACCL9-10SL4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.