

**CARLISLE AREA SCHOOL DISTRICT**

**Carlisle, PA 17013**

**ENGLISH I**

**GRADE 9**

Date of Board Approval: April 17, 2014

# CARLISLE AREA SCHOOL DISTRICT

## PLANNED INSTRUCTION COVER PAGE

**TITLE OF COURSE:** English I

**SUBJECT:** English

**GRADE LEVEL:** 9

**COURSE LENGTH:** One Year

**DURATION:** 50 minutes

**FREQUENCY:** Daily

**PREREQUISITES:** \_\_\_\_\_

**CREDIT:** 1.0 credit

**LEVEL:** Options I and II

### Course Description/Objectives:

Ninth grade English utilizes the writing process to focus upon thesis development, organization, and revision. Students study essay structure and write narrative, informational, and informal pieces. The study of literature includes analysis of short stories, novels, drama, and poetry. Students will have opportunities to share information and gain confidence speaking as part of a learning community. Students will review grammar, usage, and mechanics, and they will develop academic, domain-specific, and text-driven vocabulary.

**Text:** *Elements of Literature, Third Course*  
*The Giver*  
*American Born Chinese*  
*The Pigman*  
*The Contender*  
*The Adventures of Huckleberry Finn*  
*The Outsiders*  
*Romeo and Juliet*  
*West Side Story*

**Curriculum Writing Committee:** Sue Biondo-Hench, Shellee Mumma, Ellie Park, Kirsten Stewart

## COURSE TIMELINE

<b>Unit 1: Personal Writing</b> (Important)	5 days
<b>Unit 2: Making Connections Through Literature</b> (Essential) This unit is taught in two or three parts in order to provide exposure to variety of novel types.	48 days
<b>Unit 3: Elements of Fiction</b> (Essential)	15 days
<b>Unit 4: Foundations of Research</b> (Essential)	10 days
<b>Unit 5: Nonfiction</b> (Important)	5 days
<b>Unit 6: Grammar &amp; Language</b> (Essential)	22 days
<b>Unit 7: Informational Writing</b> (Essential)	10 days
<b>Unit 8: Persuasive Writing</b> (Important)	4 days
<b>Unit 9: Poetry</b> (Compact)	4 days
<b>Unit 10: Shakespearean Drama</b> (Essential)	25 days
<b>Unit 11: Vocabulary</b> (Essential)	20 days
	TOTAL: 168 days

# KNOW, UNDERSTAND, DO

COURSE: English I

TIME FRAME: 5 days

UNIT # 1: Personal Writing

GRADE: 9

## STANDARDS:

### PA Core Standards:

CCSS.ELA-Literacy.W.9-10.3  
CCSS.ELA-Literacy.W.9-10.3a  
CCSS.ELA-Literacy.W.9-10.3b  
CCSS.ELA-Literacy.W.9-10.3c  
CCSS.ELA-Literacy.W.9-10.3d  
CCSS.ELA-Literacy.W.9-10.3e  
CCSS.ELA-Literacy.W.9-10.4  
CCSS.ELA-Literacy.W.9-10.5  
CCSS.ELA-Literacy.W.9-10.10  
CCSS.ELA-Literacy.L.9-10.1  
CCSS.ELA-Literacy.L.9-10.2  
CCSS.ELA-Literacy.L.9-10.2c  
CCSS.ELA-Literacy.L.9-10.6

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **CC.1.4.9-10.M**
- 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. **CC.1.4.9-10.N**
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. **CC.1.4.9-10.O**
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. **CC.1.4.9-10.P**
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. **CC.1.4.9-10.E**
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. **CC.1.4.9-10.P**
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CC.1.4.9-10.A**
- 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. **CC.1.4.9-10.T**
- 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. **CC.1.4.9-10.X**
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC.1.4.9-10.F**
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CC.1.4.9-10.F**
- Spell correctly. **CC.1.4.9-10.F**
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **CC.1.3.9-10.J**

PA Core Standards are noted in boldface.

# KNOW, UNDERSTAND, DO

**COURSE:** English I

**TIME FRAME:** 5 days

**UNIT # 1:** Personal Writing

**GRADE:** 9

## UNDERSTANDINGS

Personal essays (to include narratives, journal responses, free writes, etc.) provide opportunities to reflect on one's life. Personal essays reveal the writer's authentic voice.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Compose a personal narrative based on a teacher-selected format.

### KNOW

- Explain that personal essays may be narrative or informational in nature.
- Recognize that a narrative has a sharp, distinct focus on a key incident while personal writing may have a more flexible focus based on the specific purpose of the assignment.
- Explain that the content of a personal essay uses concrete details to reveal the meaning of the experience or subject to the writer.
- Recognize that narrative typically follows a chronological pattern of development while other personal essays may use a variety of formats.
- Recognize that the writer's voice should be clear and distinct.

### DO

- Compose a piece of writing that draws on personal interests and/or experiences using the writing process and including the following:
  - Sharp, distinct focus for incident-driven narrative
  - Appropriate focus and pattern of development for Structurally diverse narratives
  - Concrete details including imagery to reveal meaning
  - Authentic voice
- Revise and edit the narrative.

# KNOW, UNDERSTAND, DO

**COURSE:** English I

**TIME FRAME:** 48 days

**UNIT # 2:** Making Connections Through Literature

**GRADE:** 9

## STANDARDS:

### PA Core Standards:

- CCSS.ELA-Literacy.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. **CC.1.3.9-10K**
- CCSS.ELA-Literacy.RL.9-10.1 • Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CC.1.3.9-10.B**
- CCSS.ELA-Literacy.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. **CC.1.3.9-10.A**
- CCSS.ELA-Literacy.RL.9-10.3 • Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **CC.1.3.9-10.C**
- CCSS.ELA-Literacy.RL.9-10.4 • Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). **CC.1.3.9-10.F**
- 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. **CC.1.5.9-10.A**
- CCSS.ELA-Literacy.SL.9-10.1a • Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **CC.1.5.9-10.A**
- CCSS.ELA-Literacy.SL.9-10.1c • 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. **CC.1.5.9-10.A**
- CCSS.ELA-Literacy.SL.9-10.1d • Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. **CC.1.5.9-10.A**
- CCSS.ELA-Literacy.L.9-10.6 • Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **CC.1.3.9-10.J**

# KNOW, UNDERSTAND, DO

**COURSE:** English I

**TIME FRAME:** 48 days

**UNIT # 2:** Making Connections Through Literature

**GRADE:** 9

## UNDERSTANDINGS

Novels provide an in-depth reflection of self and society through sustained development of character, theme, plot, conflict, setting, and other elements of fiction.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Compose a paper or project involving literary analysis.

### KNOW

- Explain that novels frequently reflect a time period and/or societal mores.
- Recognize that character development mirrors the natural growth and rites of passage that exist within a person's life.
- Describe how relationships among characters in a novel provide insights into human relationships.
- Explain how literary conflicts allow readers to examine obstacles in life and how to overcome them.
- Identify how authors generate diverse narratives through their unique use of literary elements.
- Identify and describe effective discussion techniques, including:
  - Restating
  - Summarizing
  - Encouraging
  - Reflecting
  - Giving feedback
  - Probing
  - Validating
  - Using "I" statements
  - Piggy-backing
  - Refutation
  - Active listening
  - Extension
  - Clarification
- Identify different roles that facilitate discussion e.g. leader, summarizer, luminary, scribe).

### DO

- Use annotation strategies or journal writing while reading.
- Prepare for a discussion by developing open-ended questions.
- Cite evidence, analyze, and discuss how a novel reflects the society upon which it is based.
- Cite evidence, analyze, discuss, and evaluate the relationships between characters.
- Cite evidence, analyze, and discuss the relationship between a character and the society in which he/she lives.
- Cite evidence, analyze, and discuss the impact of literary elements as relevant (theme, characterization, plot, setting, conflict, irony, symbolism, narrator, voice, allegory, mood, tone, style, diction, figurative language, syntax, flashbacks, foreshadowing, satire, allusion).
- Write a paper that explores any of the following:
  - The relationships between the characters and the readers
  - The relationships between the characters and their society
  - The reader's response to the author's world view

# KNOW, UNDERSTAND, DO

**COURSE:** English I

**TIME FRAME:** 15 days

**UNIT # 3:** Elements of Fiction

**GRADE:** 9

## STANDARDS:

### PA Core Standards:

- CCSS.ELA-Literacy.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. **CC.1.3.9-10K**
- CCSS.ELA-Literacy.RL.9-10.1 • Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CC.1.3.9-10.B**
- CCSS.ELA-Literacy.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. **CC.1.3.9-10.A**
- CCSS.ELA-Literacy.RL.9-10.3 • Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **CC.1.3.9-10.C**
- CCSS.ELA-Literacy.RL.9-10.4 • Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). **CC.1.3.9-10.F**
- 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. **CC.1.5.9-10.A**
- CCSS.ELA-Literacy.L.9-10.6 • Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **CC.1.3.9-10.J**



# KNOW, UNDERSTAND, DO

**COURSE:** English I

**TIME FRAME:** 15 days

**UNIT # 3:** Elements of Fiction

**GRADE:** 9

## UNDERSTANDINGS

Elements of fiction provide a deeper understanding of short stories and flash fiction and of the author’s purpose.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Analyze elements of fiction in a cold read.

(Crafting a creative piece of writing is encouraged but not required.)

### KNOW

- Define literary elements as the essential techniques used in literature (e.g. plot, setting, character, theme).
- Define literary conflict as the struggle that grows out of the interplay of two opposing forces in the plot.
- Define literary devices as tools used by the author to enliven and provide voice to the writing (e.g. dialogue, symbol).
- Identify literary structures used by authors to organize text (e.g. foreshadowing, flashback).
- Describe tone as the attitude of the author towards the topic and/or characters (e.g. serious, humorous, satirical).
- Describe point of view as the way in which an author reveals characters, events, and ideas in telling a story (e.g. first person, third-person limited, third-person omniscient; reliable vs. unreliable).
- Describe style as how an author writes—his/her use of language and how it affects intent.
- Identify annotation as a close reading strategy.

### DO

- Use annotation strategies independently while reading to identify the purpose of literary elements, actively connect to the text question and engage curiosity, and make connections to other texts.
- Cite evidence and analyze the relationships, uses, and effectiveness of elements of fiction.
- Cite evidence and analyze the author’s construction of character and theme.
- Cite evidence and evaluate how the point of view contributes to the interpretation of the story and the author’s purpose.
- Make a personal connection between the conflicts or themes of a short story and/or the reader’s life or experience.
- Discuss the impact of literary elements in short fiction.
- Cite evidence and analyze the use and effectiveness of literary elements in an unfamiliar short story (cold read), focusing on elements such as characterization, conflict, setting, plot, theme, point of view, tone, and style.
- Make complex connections between literary elements within works of fiction.
- Compose a paper that analyzes the literary elements in a piece of fiction.

# KNOW, UNDERSTAND, DO

**COURSE:** English I

**TIME FRAME:** 10 days

**UNIT # 4:** Foundations of Research

**GRADE:** 9

## STANDARDS:

### PA Core Standards:

- CCSS.ELA-Literacy.RI.9-10.10 • By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. **CC.1.2.9-10.L**
- CCSS.ELA-Literacy.RI.9-10.1 • Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CC.1.2.9-10.B**
- CCSS.ELA-Literacy.RI.9-10.2 • Determine a central idea of a text and analyze 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. **CC.1.2.9-10.A**
- CCSS.ELA-Literacy.RI.9-10.3 • Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. **CC.1.2.9-10.C**
- CCSS.ELA-Literacy.W.9-10.1d • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **CC.1.4.9-10.E**
- CCSS.ELA-Literacy.W.9-10.2 • Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **CC.1.4.9-10.A**
- CCSS.ELA-Literacy.W.9-10.2a • Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **CC.1.4.9-10.D**
- CCSS.ELA-Literacy.W.9-10.2b • Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. **CC.1.4.9-10.C**
- CCSS.ELA-Literacy.W.9-10.2c • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **CC.1.4.9-10.J**
- CCSS.ELA-Literacy.W.9-10.2d • Use precise language and domain-specific vocabulary to manage the complexity of the topic. **CC.1.4.9-10.E**
- CCSS.ELA-Literacy.W.9-10.2e • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **CC.1.4.9-10.E**
- CCSS.ELA-Literacy.W.9-10.2f • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). **CC.1.4.9-10.D**
- 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. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **CC.1.4.9-10.B**
- CCSS.ELA-Literacy.W.9-10.6 • Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. **CC.1.4.9-10.U**

# KNOW, UNDERSTAND, DO

**COURSE:** English I

**TIME FRAME:** 10 days

**UNIT # 4:** Foundations of Research

**GRADE:** 9

CCSS.ELA-Literacy.W.9-10.7	<ul style="list-style-type: none"> <li>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. <b>CC.1.4.9-10.V</b></li> </ul>
CCSS.ELA-Literacy.W.9-10.8	<ul style="list-style-type: none"> <li>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. <b>CC.1.4.9-10.W</b></li> </ul>
CCSS.ELA-Literacy.W.9-10.9	<ul style="list-style-type: none"> <li>Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>CC.1.4.9-10.S</b></li> </ul>
CCSS.ELA-Literacy.W.9-10.10	<ul style="list-style-type: none"> <li>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. <b>CC.1.4.9-10.X</b></li> </ul>
CCSS.ELA-Literacy.L.9-10.6	<ul style="list-style-type: none"> <li>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. <b>CC.1.2.9-10.J</b></li> </ul>

## UNDERSTANDINGS

Research involves the ethical synthesis of information to show support for a thesis.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Compose a short research paper or project.

### KNOW

- Explain that the thesis statement focuses the nature of the research.
- Identify databases and other reliable sources of information for research.
- Explain that the credibility of a resource is determined by its source, author, and date.
- Describe synthesis as a method of combining information from several sources.
- Recognize that plagiarism results when a source is not adequately cited.
- Identify MLA as a standard method used to format a paper and cite sources.

### DO

- Create a thesis statement that focuses the research project/paper.
- Use a database to acquire resources.
- Select reliable resources.
- Combine information from several resources.
- Correctly cite sources.
- Correctly use MLA formatting. (a correct header, font and font size, margins, spacing, pagination, parenthetical citations, and works cited)
- Craft a paper or project that utilizes and ethically cites specific research to sustain an argument.

# KNOW, UNDERSTAND, DO

**COURSE:** English I

**TIME FRAME:** 5 days

**UNIT # 5:** Non-Fiction

**GRADE:** 9

## STANDARDS:

### PA Core Standards:

- CCSS.ELA-Literacy.RI.9-10.10
  - By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. **CC.1.2.9-10.L**
- CCSS.ELA-Literacy.RI.9-10.1
  - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CC.1.2.9-10.B**
- CCSS.ELA-Literacy.RI.9-10.2
  - Determine a central idea of a text and analyze 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. **CC.1.2.9-10.A**
- CCSS.ELA-Literacy.RI.9-10.3
  - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. **CC.1.2.9-10.C**
- 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. **CC.1.4.9-10.V**
- CCSS.ELA-Literacy.W.9-10.9
  - Draw evidence from literary or informational texts to support analysis, reflection, and research. **CC.1.4.9-10.S**
- CCSS.ELA-Literacy.L.9-10.6
  - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **CC.1.2.9-10.J**

# KNOW, UNDERSTAND, DO

**COURSE:** English I

**TIME FRAME:** 5 days

**UNIT # 5:** Non-Fiction

**GRADE:** 9

## UNDERSTANDINGS

The ability to comprehend and analyze informational text develops critical thinking, promotes logical reasoning and expands one's sense of the world and self. Integrating knowledge and ideas from informational text expands the knowledge base and the perspectives found in text, which empowers the reader to make informed choices in life.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Use evidence from non-fiction texts to support a thesis in an informational essay.

### KNOW

- Define essential information as the content that is relevant to the reader's purpose.
- Identify and describe types of informational texts, including but not limited to newspaper and magazine articles, biographical sketches, essays, and related graphics.
- Recognize the ways in which a theme can be explored through a combination of both fiction and non-fiction texts.

### DO

- Cite evidence and analyze the author's purpose and main ideas in a non-fiction selection.
- Cite evidence and analyze several different types of non-fiction based on form and style.
- Cite and analyze non-fiction to explore thematic concepts in narrative fiction.

# KNOW, UNDERSTAND, DO

**COURSE:** English I

**TIME FRAME:** 22 days

**UNIT # 6:** Grammar and Language

**GRADE:** 9

## STANDARDS:

### PA Core Standards:

- CCSS.ELA-Literacy.L.9-10.1 • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **1.4.9-10.R, 1.4.9-10.F, 1.4.9-10.L**
- CCSS.ELA-Literacy.L.9-10.1a • Use parallel structure. **1.4.9-10.Q**
- CCSS.ELA-Literacy.L.9-10.1b • Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. **1.4.9-10.Q**
- CCSS.ELA-Literacy.L.9-10.2 • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **1.4.9-10.R, 1.4.9-10.F, 1.4.9-10.L**
- CCSS.ELA-Literacy.L.9-10.2a • Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. **1.4.9-10.R, 1.4.9-10.F, 1.4.9-10.L**
- CCSS.ELA-Literacy.L.9-10.2b • Use a colon to introduce a list or quotation. **1.4.9-10.R, 1.4.9-10.F, 1.4.9-10.L**
- CCSS.ELA-Literacy.L.9-10.2c • Spell correctly. **1.4.9-10.R, 1.4.9-10.F, 1.4.9-10.L**
- CCSS.ELA-Literacy.L.9-10.3 • Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **1.4.9-10.Q, CC.1.3.9-10 J, CC.1.2.9-10.J**
- CCSS.ELA-Literacy.L.9-10.3a • Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type. **1.4.9-10.Q**
- 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. **CC.1.4.9-10.F, CC.1.4.9-10.L, CC.1.4.9-10.R**
- CCSS.ELA-Literacy.L.9-10.6 • Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **CC.1.2.9-10.J, CC.1.3.9-10.J**

# KNOW, UNDERSTAND, DO

**COURSE:** English I

**TIME FRAME:** 22 days

**UNIT # 6:** Grammar and Language

**GRADE:** 9

## UNDERSTANDINGS

Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. Knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension. Success in the post-secondary setting, as well as the workplace, requires effective communication.

### Notes:

Grammar and language concepts are taught most effectively in the context reading and writing. A limited amount of stand-alone instruction may be necessary.

Statements in **boldface** are areas of emphasis for option I.

### KNOW

- Identify the function of semi-colons and colons in integrating different types of phrases (noun, verb, adjectival, participial, prepositional, and absolute) and clauses (independent and dependent) into writing.
- Identify parallel structure.
- **Recognize the conventions of standard written English (capitalization, punctuation, and spelling).**
- **Identify fragmented and run-on sentences.**
- **Distinguish among different types of sentences.**
- Recognize the impact of different types of verbs on both content and structure in writing.
- Recognize that subjects and verbs must agree with one another.
- Identify the function of a pronoun in the proper case (nominative, possessive, objective).
- Recognize that pronouns and antecedents must agree.
- Identify different types of phrases (verbals, prepositional, appositives).
- Identify misplaced modifiers.
- Distinguish consciously between active and passive voice.
- **Identify all components of correct MLA formatting in a piece of writing.**
- Understand the literary present tense.

### DO

- Use correct punctuation to write phrases and clauses that effectively communicate with the reader.
- Use parallel structure to strengthen a message and its effect.
- **Analyze effectiveness of phrases and clauses within different types of writing.**
- Use different sentence patterns (S-V, S-V-DO, S-V-IO-DO, S-LV-PA, S-LV-PN) in writing.
- **Use different kinds of sentences (simple, complex, compound).**
- Use different kinds of verbs (actions, linking) to enhance writing.
- Choose the correct pronoun case to complete a sentence.
- Choose the correct pronoun based on its antecedent.
- Use phrases (verbals, prepositional, appositives) to write effectively.
- Correct misplaced modifiers.
- Apply active and passive voice appropriately when writing.
- Analyze the use of active and passive voice in texts.
- **Correctly use MLA formatting, including a correct header, font and font size, margins, spacing, pagination, parenthetical citations, and works cited.**
- Use the literary present tense when writing about literature.
- **Revise writing.**
- **Edit writing using conventions of standard written English.**

# KNOW, UNDERSTAND, DO

**COURSE:** English I

**TIME FRAME:** 10 days

**UNIT # 7:** Informational Writing

**GRADE:** 9

## STANDARDS:

### PA Core Standards:

- CCSS.ELA-Literacy.RI.9-10.1 • Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CC.1.2.9-10.B**
- CCSS.ELA-Literacy.RI.9-10.2 • Determine a central idea of a text and analyze 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. **CC.1.2.9-10.A**
- CCSS.ELA-Literacy.RI.9-10.3 • Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. **CC.1.2.9-10.C**
- CCSS.ELA-Literacy.RI.9-10.10 • By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. **CC.1.2.9-10.L**
- 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. **CC.1.4.9-10.A**
- CCSS.ELA-Literacy.W.9-10.1d • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **CC.1.4.9-10.E**
- CCSS.ELA-Literacy.W.9-10.2 • Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **CC.1.4.9-10.A**
- CCSS.ELA-Literacy.W.9-10.2a • Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **CC.1.4.9-10.D**
- CCSS.ELA-Literacy.W.9-10.2b • Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. **CC.1.4.9-10.C**
- CCSS.ELA-Literacy.W.9-10.2c • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **CC.1.4.9-10.J**
- CCSS.ELA-Literacy.W.9-10.2d • Use precise language and domain-specific vocabulary to manage the complexity of the topic. **CC.1.4.9-10.E**
- CCSS.ELA-Literacy.W.9-10.2e • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **CC.1.4.9-10.F**
- CCSS.ELA-Literacy.W.9-10.2f • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). **CC.1.4.9-10.D**



# KNOW, UNDERSTAND, DO

COURSE: English I

TIME FRAME: 10 days

UNIT # 7: Informational Writing

GRADE: 9

- |                             |  |
|-----------------------------|--|
| 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. <b>CC.1.4.9-10.B</b>  |
| 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. <b>CC.1.4.9-10.T</b>  |
| CCSS.ELA-Literacy.W.9-10.6  | • Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. <b>CC.1.4.9-10.U</b>  |
| CCSS.ELA-Literacy.W.9-10.9  | • Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>CC.1.4.9-10.S</b>   |
| 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. <b>CC.1.4.9-10.X</b>   |
| CCSS.ELA-Literacy.L.9-10.1  | • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CC.1.4.9-10.F</b>  |
| CCSS.ELA-Literacy.L.9-10.2  | • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>CC.1.4.9-10.F</b>  |
| CCSS.ELA-Literacy.L.9-10.2c | • Spell correctly. <b>CC.1.4.9-10.F</b>  |
| CCSS.ELA-Literacy.L.9-10.6  | • Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. <b>CC.1.2.9-10.J</b> |

# KNOW, UNDERSTAND, DO

COURSE: English I

TIME FRAME: 10 days

UNIT # 7: Informational Writing

GRADE: 9

## UNDERSTANDINGS

Informational writing with regard to literary analysis describes, explains, supports, and interprets.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Complete a literary analysis essay or project.

### KNOW

- Explain how audience, purpose, and tone shape the development of a piece of writing.
- Explain that an informational essay has a focused thesis developed by one or more key points.
- Distinguish between literary analysis and text summary.
- Understand that literary analysis essays analyze rather than summarize.
- Define the thesis statement as the controlling argument and focus of the essay.
- Understand that thesis statements vary in structure and explain how the arrangement and content of the thesis statement determines the body structure an essay.
- Explain that a credible argument must contain specific statements of support.
- Distinguish between general and specific statements of support.
- Identify the qualities of an effectively integrated quotation.
- Identify the qualities of effective introductions, conclusions, and transitions.
- Understand that formal writing requires a commitment to consistent MLA formatting.
- Distinguish between titles that label and titles that anticipate the argument of the essay.
- Explain that a conclusion is used to provide a synthesis of and/or final insight into the information that is presented in the body of the essay.
- Explain that an introduction captures a reader's attention and funnels (general to specific) important previewing information.

### DO

- Write an analytical essay that describes, explains, supports, and interprets while using the following:
  - A title
  - An introduction, conclusion, and transitions
  - A focused thesis
  - Key points and strong, well-integrated quotations
  - Explanation and analysis
  - Synthesis, interpretation and/or reflection
  - Correct MLA formatting, including a correct header, font and font size, margins, spacing, pagination, parenthetical citations, and works cited.
- Edit and revise the essay.
- Write to a prompt under time constraints in class.

# KNOW, UNDERSTAND, DO

**COURSE:** English I

**TIME FRAME:** 4 days

**UNIT # 8:** Persuasive Writing

**GRADE:** 9

## STANDARDS:

### PA Core Standards:

- 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. **1.4.9-10.G**
- CCSS.ELA-Literacy.W.9-10.1a • 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. **1.4.9-10.J**
- CCSS.ELA-Literacy.W.9-10.1c • Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. **1.4.9-10.J**
- CCSS.ELA-Literacy.W.9-10.1d • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **1.4.9-10.K**
- CCSS.ELA-Literacy.W.9-10.1e • Provide a concluding statement or section that follows from and supports the argument presented. **1.4.9-10.J**
- 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. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **CC.1.4.9-10.B**
- 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. **CC.1.4.9-10.T**
- CCSS.ELA-Literacy.W.9-10.6 • Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. **CC.1.4.9-10.U**
- 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. **CC.1.4.9-10.V**
- CCSS.ELA-Literacy.W.9-10.8 • 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. **CC.1.4.9-10.W**
- CCSS.ELA-Literacy.W.9-10.9 • Draw evidence from literary or informational texts to support analysis, reflection, and research. **CC.1.4.9-10.S**
- 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. **CC.1.4.9-10.X**

# KNOW, UNDERSTAND, DO

COURSE: English I

TIME FRAME: 4 days

UNIT # 8: Persuasive Writing

GRADE: 9

CCSS.ELA-Literacy.L.9-10.1  
CCSS.ELA-Literacy.L.9-10.2  
CCSS.ELA-Literacy.L.9-10.2c  
CCSS.ELA-Literacy.L.9-10.3  
CCSS.ELA-Literacy.L.9-10.3a  
CCSS.ELA-Literacy.L.9-10.6

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CC.1.4.9-10.F, CC.1.4.9-10.L**
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CC.1.4.9-10.F, CC.1.4.9-10.L**
- Spell correctly. **CC.1.4.9-10.F, CC.1.4.9-10.L**
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **CC.1.3.9-10.C**
- Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **CC.1.2.9-10J**

# KNOW, UNDERSTAND, DO

**COURSE:** English I

**TIME FRAME:** 4 days

**UNIT # 8:** Persuasive Writing

**GRADE:** 9

## UNDERSTANDINGS

Effective persuasion influences the opinions of others by using fact-based support. Writers share information, opinions, and ideas by using multiple techniques and text types. Knowledge of persuasive tone allows writers to communicate to their audience in meaningful ways to achieve their intended purpose.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Compose a persuasive paper or project that involves research/textual evidence and documentation

### KNOW

- Understand that audience, purpose, and tone shape the development of a piece of writing.
- Explain that a persuasive essay has a focused thesis developed by one or more key points.
- Define the thesis statement as the controlling argument and focus of the essay.
- Understand that thesis statements vary in structure and explain how the arrangement and content of the thesis statement determines the body structure an essay.
- Explain that a credible argument must contain specific statements of support.
- Distinguish between general and specific statements of support.
- Identify the qualities of effective introductions, conclusions, and transitions.
- Understand that formal writing requires a commitment to consistent MLA formatting.
- Identify that titles anticipate the argument of the essay.
- Explain that a conclusion is used to provide a synthesis of and/or final insight into the information that is presented in the body of the essay.
- Explain that an introduction captures a reader's attention and funnels (general to specific) important previewing information.

### DO

- Write a persuasive essay that argues, describes, explains, and supports while using the following:
  - A title
  - An introduction, conclusion, and transitions
  - A focused thesis
  - Key points and strong evidence
  - Explanation and analysis
  - Synthesis, interpretation and/or reflection
  - Correct MLA formatting, including a correct header, font and font size, margins, spacing, pagination, parenthetical citations, and works cited.
- Edit and revise the essay.
- Write to a prompt under time constraints in class.

# KNOW, UNDERSTAND, DO

**COURSE:** English I

**TIME FRAME:** 4 days

**UNIT # 9:** Poetry

**GRADE:** 9

## STANDARDS:

### PA Core Standards:

CCSS.ELA-Literacy.RL.9-10.1

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CC.1.3.9-10.B**

CCSS.ELA-Literacy.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. **CC.1.3.9-10.A**

CCSS.ELA-Literacy.RL.9-10.4

- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). **CC.1.3.9-10.F**

CCSS.ELA-Literacy.RL.9-10.5

- Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. **CC.1.3.9-10.E**

CCSS.ELA-Literacy.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. **CC.1.3.9-10.J, CC.1.3.9-10.K**

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.

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. **CC.1.4.9-10.T**

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. **CC.1.4.9-10.X**

CCSS.ELA-Literacy.L.9-10.3

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **CC.1.3.9-10.F**

CCSS.ELA-Literacy.L.9-10.5b

- Analyze nuances in the meaning of words with similar denotations. **CC.1.3.9-10.D**

CCSS.ELA-Literacy.L.9-10.6

- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **CC.1.3.9-10.J**

# KNOW, UNDERSTAND, DO

COURSE: English I

TIME FRAME: 4 days

UNIT # 9: Poetry

GRADE: 9

## UNDERSTANDINGS

A poet uses figurative language and sound techniques to amplify meaning.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Compose creative pieces

### KNOW

- Identify the following types of figurative language:
  - Symbol
  - Metaphor
  - Simile
  - Personification
  - Hyperbole
  - Imagery
  - Extended Metaphor
  - Implied Metaphor
- Identify the following types of sound techniques:
  - Onomatopoeia
  - Alliteration
  - Internal Rhyme

### DO

- Listen to, recite, and/or read poetry aloud.
- Analyze the use of figurative language and sound techniques in poetry to include the following:
  - Symbol
  - Metaphor
  - Simile
  - Personification
  - Hyperbole
  - Imagery
  - Onomatopoeia
  - Alliteration
  - Rhyme
- Explain how these devices enhance meaning.
- Annotate the content and structure of a poem and reflect on how the content and structure work together to serve the poet's purpose.
- Write creative pieces to demonstrate understanding of poetic devices and forms.

# KNOW, UNDERSTAND, DO

COURSE: English I

TIME FRAME: 25 days

UNIT # 10: Shakespearean Drama

GRADE: 9

## STANDARDS:

### PA Core Standards:

CCSS.ELA-Literacy.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. **CC.1.3.9-10.K**

CCSS.ELA-Literacy.RL.9-10.1

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CC.1.3.9-10.B**

CCSS.ELA-Literacy.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. **CC.1.3.9-10.A**

CCSS.ELA-Literacy.RL.9-10.3

- Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **CC.1.3.9-10.C**

CCSS.ELA-Literacy.RL.9-10.4

- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). **CC.1.3.9-10.F**

CCSS.ELA-Literacy.RL.9-10.5

- Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. **CC.1.3.9-10.E**

CCSS.ELA-Literacy.RL.9-10.6

- Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. **CC.1.3.9-10.D**

CCSS.ELA-Literacy.RL.9-10.7

- Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). **CC.1.3.9-10.G**

CCSS.ELA-Literacy.RL.9-10.9

- Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). **CC.1.3.9-10.H**

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. **CC.1.5.9-10.A**

CCSS.ELA-Literacy.SL.9-10.1a

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.



# KNOW, UNDERSTAND, DO

COURSE: English I

TIME FRAME: 25 days

UNIT # 10: Shakespearean Drama

GRADE: 9

- |                             |  |
|-----------------------------|--|
| CCSS.ELA-Literacy.L.9-10.3  | • Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <b>CC.1.3.9-10.I</b>   |
| CCSS.ELA-Literacy.L.9-10.4  | • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <b>CC.1.3.9-10.I</b>  |
| CCSS.ELA-Literacy.L.9-10.4a | • Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. <b>CC.1.3.9-10.I</b>  |
| CCSS.ELA-Literacy.L.9-10.5  | • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <b>CC.1.3.9-10.F</b>   |
| CCSS.ELA-Literacy.L.9-10.5a | • Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. <b>CC.1.3.9-10.F</b>  |
| CCSS.ELA-Literacy.L.9-10.5b | • Analyze nuances in the meaning of words with similar denotations. <b>CC.1.3.9-10.J</b>   |
| CCSS.ELA-Literacy.L.9-10.6  | • Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. <b>CC.1.3.9-10.J</b> |

# KNOW, UNDERSTAND, DO

COURSE: English I

TIME FRAME: 25 days

UNIT # 10: Shakespearean Drama

GRADE: 9

## UNDERSTANDINGS

Shakespeare's unique use of plot structure, dramatic conventions, and poetic elements has created literature that transcends time.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Interpret a passage from Shakespeare by answering a series of questions (cold read)

Perform a scene from Shakespeare.

### KNOW

- Identify Shakespeare's characteristic plot structure as including both a technical and dramatic climax.
- Define technical climax as the turning point in the action of the play.
- Define dramatic climax as the point of greatest emotional intensity.
- Distinguish between technical and dramatic climaxes.
- Recognize that dramatic and technical climaxes occur at different times in a Shakespearean play.
- Explain that Shakespeare uses dramatic conventions to intensify his story.
- Explain that Shakespeare uses poetic elements to heighten language.
- Define poetic elements (blank verse, couplet, iambic pentameter, and sonnet).
- Define elements of dramatic structure (aside, monologue, soliloquy, and prologue)
- Define elements of tragedy (fate, flaw, and downfall).

### DO

- Analyze effectiveness of sound techniques (rhyme, rhythm, meter, alliteration, iambic pentameter).
- Analyze effectiveness of figurative language (personification, simile, metaphor, and oxymoron).
- Analyze effectiveness of dramatic literary structures (aside, monologue, soliloquy, and prologue).
- Analyze effectiveness of poetic elements (blank verse, couplet, iambic pentameter, and sonnet).
- Analyze how Shakespeare's use of words creates mood and how choice of words advances the theme.
- Collaborate to decide how to stage a sequence of lines.
- Explore different ways to interpret characterization.

# KNOW, UNDERSTAND, DO

COURSE: English I

TIME FRAME: 20 days

UNIT # 11: Vocabulary

GRADE: 9

## STANDARDS:

### PA Core Standards:

- |  |   |
|--|---|
| <p>CCSS.ELA-Literacy.L.9-10.4</p> <p>CCSS.ELA-Literacy.L.9-10.4a</p> <p>CCSS.ELA-Literacy.L.9-10.4b</p> <p>CCSS.ELA-Literacy.L.9-10.4c</p> <p>CCSS.ELA-Literacy.L.9-10.4d</p> <p>CCSS.ELA-Literacy.L.9-10.5b</p> | <ul style="list-style-type: none"> <li>• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies. <b>CC.1.3.9-10.I, CC.1.3.9-10.J, CC.1.2.9.K</b></li> <li>• Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. <b>CC.1.3.9-10.I</b></li> <li>• Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>• Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. <b>CC.1.2.9.K</b></li> <li>• Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <b>CC.1.2.9.K</b></li> <li>• Analyze nuances in the meaning of words with similar denotations. <b>CC.1.3.9-10.J</b></li> </ul> |
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## UNDERSTANDINGS

Vocabulary knowledge is fundamental for learning and effective communication. Exposure to a wide variety of texts enriches and expands one’s spoken and written vocabulary.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Unit tests and quizzes

### KNOW

- Define synonym, antonym, context clues, verb tense, connotation, and denotation.
- Describe how context clues can be used to determine meaning.
- Explain how an author’s usage of a word determines meaning.
- Identify patterns of word changes that indicate different meanings or parts of speech (e.g. credible, credibility, credibly, credit).
- Understand that print and digital reference materials are a reference for pronunciation, meaning, and parts of speech.

### DO

- Read, view, and listen to a variety of texts to acquire new vocabulary.
- Use context clues to determine the meaning of unfamiliar vocabulary.
- Analyze the connotations of words with similar definitions.
- Use vocabulary words in written work.

# Language and Grammar Scope and Sequence

## Grades 6-12

Language is dynamic; it changes to reflect society and culture, and it provides the primary way that individuals communicate thoughts and feelings. Effective written and oral communications rely upon understanding and applying the rules of standard English. This thoughtful knowledge of language and the skillful application of conventions and craft enhance expression and aid comprehension.

Teaching grammar and language concepts and conventions requires a multi-faceted approach.

- Some direct instruction is useful to define a concept, to show how it functions, and to explain its importance.
- Mentor texts (authentic models) may be used to demonstrate how constructions and conventions work.
- Student writing assignments should allow students to explore, practice, and refine concepts in their own writing.
- Editing checklists and rubrics should be designed to help students focus their work, understand expectations, and be held accountable.

In the tables that follow, grammar and language concepts and skills taught in grades 6 through 12 are identified. Instruction follows the sequence: instruct, build, strengthen, and maintain. **Instruct** indicates the first year a skill or concept is taught. **Build** indicates that additional instruction or re-teaching is expected. **Strengthen** indicates brief refreshers may be required, but students will use editing checklists and rubrics to assess their writing. **Maintain** indicates that the concept or skill will be demonstrated routinely in writing and speaking.

<b>I= Instruct    B= Build    S= Strengthen    M= Maintain</b>							
<b>Parts of Speech</b>	6	7	8	9	10	11	12
Identify nouns, verbs, adjectives, adverbs, and pronouns in sentences and explain their functions.	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Identify prepositions, conjunctions, and interjections in sentences and describe their functions.		<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>
Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.			<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>
Form and use verbs in active and passive voice.			<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>
<b>Sentence Building</b>	6	7	8	9	10	11	12
Identify the four types of sentences in texts and use them in writing. (statement, question exclamation, command)	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Identify the subject and predicate of a sentence.	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Identify and correct fragments in writing. (unless they are used for effect)	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Identify and correct run-on sentences in writing.	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
Identify and use different sentence patterns in writing. (Grade 6- S-V, S-V-DO, S-V- IO-DO only)	<b>I</b>	<b>I</b>	<b>B</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>
Identify prepositional phrases and appositives in sentences and place them appropriately in sentences when writing.		<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>
Explain the functions of participles, infinitives, and gerunds.			<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>
Use phrases (verbals, appositives, prepositional) to write effectively.			<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>
Define and identify dependent and independent clauses.		<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>
Identify simple, compound, and complex sentences in texts and use them in writing.		<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>
Analyze the structure of sentences though diagrams or graphic organizers. (sentences from texts read and students' writing)	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>

<b>I= Instruct    B= Build    S= Strengthen    M= Maintain</b>							
<b>Usage</b>	6	7	8	9	10	11	12
Categorize pronouns as subjective, objective, and possessive.	I	B	S	M	M	M	M
Use intensive pronouns correctly. (e.g. myself, ourselves)	I	B	S	M	M	M	M
Recognize and correct vague pronouns(i.e., ones with unclear or ambiguous antecedents)	I	B	S	M	M	M	M
Recognize that pronouns and antecedents must agree in number and person.	I	B	S	S	M	M	M
Recognize that subjects and verbs must agree with each other.	I	B	S	S	M	M	M
Use adverbs and adjectives correctly. (e.g. good/well)	B	S	S	M	M	M	M
Use comparative and superlative adjectives and adverbs correctly. (use more/most less/least or er, est appropriately )	I	B	S	S	M	M	M
Edit writing for correct homophone use. (to/too, its/it's, your/you're, whose/who's, there/their/they're)	S	S	M	M	M	M	M
Maintain verb tense (past, present, future) throughout a piece of writing.		I	B	S	M	M	M
Recognize and correct inappropriate shifts in verb voice and mood.			I	B	S	M	M
Use parallel structure.				I	B	S	M
Resolve usage issues by consulting references.	I	B	B	S	M	M	M
Recognize that usage is a matter of convention and conventions change over time, and are sometimes contested.				I	B	S	M
<b>Mechanics</b>	6	7	8	9	10	11	12
<b>Spelling</b>							
Spell frequently used words correctly.	S	S	M	M	M	M	M
Consult electronic and print references to correct spelling.	B	S	S	M	M	M	M
Use spell-check on word-processed documents.	I	B	S	M	M	M	M
Eliminate spelling errors during the editing phase of formal writing assignments.	I	B	S	M	M	M	M

	I= Instruct	B= Build	S= Strengthen	M= Maintain				
<b>Mechanics (continued)</b>	6	7	8	9	10	11	12	
<b>Capitalization</b>								
Capitalize the first word in a sentence.	S	M	M	M	M	M	M	
Capitalize proper nouns.	S	M	M	M	M	M	M	
Capitalize "Mom, Dad..." when used as proper nouns.	I	B	S	M	M	M	M	
Capitalize words in titles correctly.	I	B	S	M	M	M	M	
Consult references to correct capitalization.	I	B	S	M	M	M	M	
<b>Punctuation</b>	6	7	8	9	10	11	12	
Use correct end of sentence punctuation.	S	M	M	M	M	M	M	
Use apostrophes for contractions and possessives.	B	S	M	M	M	M	M	
Use commas to separate items in a series.	S	M	M	M	M	M	M	
Use commas to set off nonrestrictive/parenthetical elements in a sentence	I	B	S	M	M	M	M	
Use commas to separate coordinate adjectives.		I	B	S	M	M	M	
Use commas before coordinator in compound sentences.	I	B	S	M	M	M	M	
Use commas to around interrupters(appositives, direct address, interjections)		I	B	S	M	M		
Distinguish and divide main and subordinate clauses using commas and semi-colons.				I	B	S	M	
Use quotation marks and correct punctuation to mark dialogue.	B	B	S	M	M	M	M	
Correctly punctuate quotations integrated into an essay.			I	B	S	M	M	
Use semicolons to join independent clauses with or without conjunctive adverbs.			I	B	S	M	M	
Use colons to introduce a list or a quotation.				I	B	S	M	
Use a comma, ellipsis, or dash to indicate a pause or break.			I	B	S	M	M	
Use an ellipsis to indicate an omission.			I	B	S	M	M	
Observe hyphenation conventions.					I	S	M	
Consult references to correct punctuation.	I	B	S	M	M	M	M	
<b>Formatting</b>								
Indent or double space paragraphs.	S	S	M	M	M	M	M	
Use MLA formatting for header, font and font size, margins, spacing, pagination, citations, and works cited.		I	B	S	S	M	M	

	<b>I= Instruct</b>	<b>B= Build</b>	<b>S= Strengthen</b>	<b>M= Maintain</b>				
<b>Style/Rhetoric</b>	6	7	8	9	10	11	12	
Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	
Maintain a consistent point of view within a piece of writing.		<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>		
Maintain consistency in style and tone.	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	
Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).			<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	
Use parallel structure. OR Identify and use parallelism and properly placed modifiers for rhetorically effective sentences.				<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	
Vary sentence patterns for meaning, style, and reader interest.	<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	
Choose among simple, compound, complex, and compound complex sentences to signal differing relationships among ideas.		<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	
Choose language that expresses ideas concisely and precisely, recognizing and eliminating redundancy and wordiness.		<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	
Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.			<b>I</b>	<b>B</b>	<b>S</b>	<b>M</b>	<b>M</b>	



## **Adaptations/Modifications for Students with I.E.P.s**

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

### **INSTRUCTION CONTENT**

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

### **SETTING**

- Preferential seating

### **METHODS**

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

### **MATERIALS**

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)