

Planned Course: English 9
 Unit: Literature- Craft and Structure
 Estimated time: 8 Weeks

Course Number:
 Grade Level: 9
 Level/Track: Co-Taught

Department: English

Date Approved: 08/22/2016

PA Core Standards	Core Concepts in (question format) <ul style="list-style-type: none"> ● Skill/Knowledge 	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)
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<p>CC.1.3.9–10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text. L.F.2.3.6</p> <p>CC.1.3.9–10.E Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect. L.F.1.1.3 L.F.2.3.2 L.F.2.3.3 L.F.2.5.3</p> <p>CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts. L.F.2.3.5 L.F.2.5.1 L.F.2.5.2</p> <p>CC1.3.9-10 K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC 1.4.9-10. H Write with a sharp, distinct focus identifying topic, task and audience. Introduce the precise claim.</p> <p>CC 1.4.9-10 I Distinguish the claims(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>CC 1.4.9-10.J Create organization that establishes clear relationships among claims, counterclaims, reasons, and</p>	<p>▶ To what extent does the writing process contribute to the quality of writing?</p> <p>How does a writer create narrative, informational and persuasive pieces that respond to topic, purpose and audience?</p> <p>What role does writing play in our lives?</p> <p>How do we develop into effective writers?</p> <ul style="list-style-type: none"> ● Focus, content, organization, style, and conventions work together to impact writing quality ● Writing improves through the recursive process of revising and editing ● Narrative writing engages the audience by telling a story, addressing questions and/or setting up conflicts. <p>How does productive oral communication rely on speaking and listening?</p> <ul style="list-style-type: none"> ● Purpose, context and audience influence the content and delivery in speaking situations <p>How does productive oral communication rely on speaking and</p>	<p>Specific Skills</p> <ul style="list-style-type: none"> ● Literary terms ● Dramatic Terms ● Character development ● Conflict ● Multi paragraph responses ● Elements of a drama or a novel ● Constructed response. ● Class discussion techniques and expectations. 	<ul style="list-style-type: none"> ● Teacher created multiple choice tests/quizzes ● Multi paragraph response. ● Constructed Response. ● Multimedia response ● Scheduled culminating assessments.
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<p>evidence; use words, phrases and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims(s) and reasons, between reasons and evidence, and between claims(s) and counterclaim; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC 1.4.9-10. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC 1.4.9-10.B Write with a sharp and distinct focus identifying topic, task, and audience.</p> <p>CC 1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.</p> <p>CC 1.4.9-10.F Write with an awareness of the stylistic aspects of composition: Use precise language and domain-specific vocabulary to manage the complexity of the topic; Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p>	<p>listening?</p> <ul style="list-style-type: none"> ● Active listening facilitates learning and communication. <p>How does interaction with text provoke thinking and response?</p> <ul style="list-style-type: none"> ● Essential content, literary elements and devices inform meaning ● Textual structure, features and organization inform meaning 		

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<p>CC 1.4.9-10. K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC 1.4.9-10. L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p> <p>CC 1.4.9-10 X 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 discipline- specific tasks, purposes, and audiences.</p> <p>CC 1.5.9-10 B Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>CC 1.5.9-10 G Demonstrate command of the conventions of standard English when speaking based on Grade 9-10 level content.</p>			

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Resource Appendix: Here is a listing of resources that can/should be used in conjunction with the Unit.

- *Romeo and Juliet* (My Access Prompt- Who's to Blame)
- *The Help*
- *Animal Farm*
- *The Five People You Meet in Heaven*
- *The Bean Trees*
- *Speak*
- *And then There Were None*
- *Anthem*