

PA Core Standards	Core Concepts in (question format) ● Skill/Knowledge	Activities / Strategies / Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)
<p>CC.1.3.9–10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. L.F.2.2.1 L.F.2.2.3 L.F.2.2.4</p> <p>CC.1.3.9–10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. L.F.2.2.2 L.F.2.4.1</p> <p>CC.1.3.9–10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. L.F.1.2.1 L.F.1.2.2 L.F.1.2.3 L.F.1.2.4</p> <p>CC1.3.9-10 K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC1.4.9-10. M Write narratives to develop real or imagined experiences or events.</p> <p>CC 1.4.9-10 N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/ or characters.</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"> <li>● Focus, content, organization, style, and conventions work together to impact writing quality</li> <li>● Writing improves through the recursive process of revising and editing</li> <li>● Narrative writing engages the audience by telling a story, addressing questions and/or setting up conflicts.</li> </ul> <p>How does productive oral communication rely on speaking and listening?</p> <ul style="list-style-type: none"> <li>● Purpose, context and audience</li> </ul>	<p>Specific Skills</p> <ul style="list-style-type: none"> <li>● Literary terms</li> <li>● Character development</li> <li>● Conflict</li> <li>● Elements of a drama or a novel</li> <li>● Constructed response.</li> <li>● Class discussion techniques and expectations.</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher created tests and quizzes,</li> <li>● Multi paragraph response</li> <li>● Constructed response</li> <li>● Multimedia response</li> </ul>

Planned Course: English 9

Course Number: E100CP

Department: English

Unit: **Literature Integration of knowledge and Ideas**

Grade Level: 9

Estimated time: 4-6 Weeks

Level/Track: College Prep

Date Approved: 08/22/2016

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<p>CC 1.4.9-10 O Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing to develop experiences, events/, and or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p> <p>CC.1.4.9-10. P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.</p> <p>CC 1.4.9-10. Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey meaning and add variety and interest.</p> <p>CC 1.4.9-10. R Demonstrate a grade appropriate command of the conventions of standard English Grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC 1.4.9-10 S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC 1.4.9-10. T Develop and strengthen writing as needed by planning, revising,</p>	<p>influence the content and delivery in speaking situations</p> <p>How does productive oral communication rely on speaking and listening?</p> <ul style="list-style-type: none"> <li>● Active listening facilitates learning and communication.</li> </ul> <p>How does interaction with text provoke thinking and response?</p> <ul style="list-style-type: none"> <li>● Essential content, literary elements and devices inform meaning</li> <li>● Textual structure, features and organization inform meaning</li> </ul>		

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<p>editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose.</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 A Initiate and participate effectively in a range of collaborative discussions on grade level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</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> <p>CC 1.5.9-20. E Adapt Speech to a variety of contexts and tasks.</p>			
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Resource Appendix: Here is a listing of resources that can/should be used in conjunction with the Unit.

● <i>Romeo and Juliet</i> (My Access Prompt- Who’s to Blame)	● <i>Speak</i>
● <i>The Help</i>	● <i>And then There Were None</i>
● <i>Animal Farm</i>	● <i>Anthem</i>
● <i>The Five People You Meet in Heaven</i>	
● <i>The Bean Trees</i>	
● <i>Great Expectations</i>	
● <i>Jane Eyre</i>	