

Planned Course: English 9
 Unit: Literature- Integration of Knowledge and Ideas
 Estimated time: 5-8 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)
<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"> 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 	<p>Specific Skills</p> <ul style="list-style-type: none"> Literary terms Character development Conflict Elements of a drama or a novel Constructed response. Class discussion techniques and expectations. 	<ul style="list-style-type: none"> Teacher created tests and quizzes, Multi paragraph response Constructed response Multimedia response

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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"> ● 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>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>			

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*