

Planned Course: English 9
 Unit: Non Fiction Key Ideas and Details
 Estimated time: 4 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.1.2.9–10.A 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. L.N.1.3.1 L.N.1.3.2 L.N.2.3.1 L.N.2.3.2 L.N.2.3.3</p> <p>CC.1.2.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject. L.N.1.3.1 L.N.2.1.1 L.N.2.1.2</p> <p>CC.1.2.9–10.C Apply appropriate strategies to analyze, interpret, and evaluate how an 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. L.N.1.1.3 L.N.1.3.3 L.N.2.3.3 L.N.2.3.4 L.N.2.3.5 L.N.2.4.1 L.N.2.4.3</p> <p>CC.1.2.9-10.E Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. L.N.1.1.1 L.N.1.1.2</p> <p>CC.1.2.9–10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.</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 ● Active listening facilitates learning and communication. | <p>Specific Skills</p> <ul style="list-style-type: none"> ● Constructed Response ● Interpretation of informational texts ● Multi paragraph responses ● Talking to the text ● Application of informational text to fictional text. ● Note taking skills. ● Class discussion procedures and expectations. | <ul style="list-style-type: none"> ● Constructed Response ● Multi paragraph Response ● Multimedia Response <p>Use of</p> <ul style="list-style-type: none"> ● Graphic Organizers ● Metacognitive Log ● Classroom technologies to deliver findings. ● Peer/Self/Teacher Evaluation/Review of participation. |
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| <p>CC 1.2.9-10 I Analyze seminal U.S documents of historical and literary significance, including how they address related themes and concepts. *(This is a flexible standard and can be applied in Unit 2 <u>OR</u> Unit 6)</p> <p>CC 1.2.9-10. L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC 1.4.9-10 A 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 C Develop and analyze the topic with relevant, well chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of topic; include graphics and multimedia when useful to aiding comprehension.</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 selections of the text; include, formatting when useful to aiding comprehension; provide a concluding statement or section</p> | <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. E 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. 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, 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 U Use technology, including the Internet, to produce, publish and update individual or shared writing products, taking advantage or technology’s capacity to link to other information and display information flexibly and dynamically.</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</p> | | | |

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| <p>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 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> | | | |

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

- *Into the Wild*
- Background and interviews from *Into the Wild*
- Background study from *Animal Farm...* Russian Revolution
- "I have Dream Speech"
- The State of the Union Address- FDR
- Joseph Campbell's The Hero Journey
- *Great Expectations*- Background Victorian England
- *The Help*- Background Civil Rights Movement
- Library and teacher resources related to background for novels, historical pieces and short stories.