

Planned Course: English 9  
 Unit: **Non Fiction**  
 Estimated time: 2-4 Weeks

Course Number: E100CP  
 Grade Level: 9  
 Level/Track: College Prep

Department: English

Date Approved: 08/22/2016

PA Core Standards	Core Concepts in (question format) <ul style="list-style-type: none"> <li>● Skill/Knowledge</li> </ul>	Activities / Strategies / Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)
-------------------	---	---	---

<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.</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</p> <p>CC.1.2.9–10.G Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. L.N.2.2.1 L.N.2.2.2 L.N.2.2.3</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. L.N.2.5.4 L.N.2.5.5 L.N.2.5.6</p> <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>QR</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</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 influence the content and delivery in speaking situations</li> <li>● Active listening facilitates learning and communication.</li> </ul>	<p>Specific Skills</p> <ul style="list-style-type: none"> <li>● Constructed Response</li> <li>● Interpretation of informational texts</li> <li>● Multi paragraph responses</li> <li>● Talking to the text</li> <li>● Application of informational text to fictional text.</li> <li>● Class discussion procedures and expectations.</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher created tests/quizzes.</li> <li>● Multi paragraph response</li> <li>● Multimedia presentation</li> <li>● Constructed response</li> </ul>
--	---	---	---

Planned Course: English 9  
 Unit: **Non Fiction**  
 Estimated time: 2-4 Weeks

Course Number: E100CP  
 Grade Level: 9  
 Level/Track: College Prep

Department: English

Date Approved: 08/22/2016

<b>PA Core Standards</b>	<b>Core Concepts in (question format)</b> <ul style="list-style-type: none"> <li>● <b>Skill/Knowledge</b></li> </ul>	<b>Activities / Strategies / Study Skills</b> <b>(identify some activities as remedial or enrichment activities)</b>	<b>Assessments</b> <b>(include types and topics)</b>
--------------------------	---	---	---

<p>proficiently.</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>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>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>		
---	---	--	--

Planned Course: English 9  
 Unit: **Non Fiction**  
 Estimated time: 2-4 Weeks

Course Number: E100CP  
 Grade Level: 9  
 Level/Track: College Prep

Department: English

Date Approved: 08/22/2016

PA Core Standards	Core Concepts in (question format) <ul style="list-style-type: none"> <li>● Skill/Knowledge</li> </ul>	Activities / Strategies / Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)
<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 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 1.5.9-20. 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.

- *The 7 Habits of Highly Effective Teens* Sean Covey
- *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
- *Romeo and Juliet*- Background Elizabethan England.
- *Jane Eyre*- Background Victorian England
- *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.