

Planned Course: English 9
 Unit: Research
 Estimated time: 6-8 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.1.4.9–10.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</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 to display information flexibly and dynamically.</p> <p>CC 1.4.9-10 W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</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. C Integrate multiple sources</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 	<p>Specific Skills</p> <ul style="list-style-type: none"> ● Presentation skills ● Multimedia skills ● MLA skills ● Interpretation of informational texts ● Multi paragraph responses ● Talking to the text ● Application of informational text to fictional text. ● Class discussion procedures and expectations. 	<ul style="list-style-type: none"> ● Multi paragraph response ● Constructed Response ● Multimedia response. ● Outlining ● Note taking

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<p>of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the reliability and accuracy of each source.</p> <p>CC 1.5.9-10 D Present information, findings, and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task</p> <p>CC 1.5.9-10. F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning and evidence.</p>	<p>learning and communication.</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 <p>How can our knowledge and use of the research process promote lifelong learning?</p> <p>How do we use information gained through research to expand knowledge?</p> <ul style="list-style-type: none"> ● Research is an inquiry based process. ● Informational sources have unique purposes. ● Validity of information must be established. ● Organization of information facilitates meaning. 		

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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*
 - Analysis of Chris's Journey and the various resources involved
- Background study from *Animal Farm*
 - Characters from the novel as they match up to their appropriate Russian Revolutionary figures
- *The Help*- Background Civil Rights Movement
 - Influential African Americans and their specific role in the Civil Rights Movement
 - "I have Dream Speech"
- Library and teacher resources related to background for novels, historical pieces and short stories.