

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.1.3.9–10.A Determine a theme or central idea of a text and analyze in detail 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.F.1.1.2 L.F.1.3.1 L.F.1.3.2 L.F.2.3.4</p> <p>CC.1.3.9–10.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.F.1.1.1 L.F.1.3.1 L.F.2.1.1 L.F.2.1.2</p> <p>CC.1.3.9–10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. L.F.1.1.3 L.F.2.3.1 L.F.2.3.4</p> <p>CC1.3.9-10 K Read and comprehend literary fiction on grade level, reading independently and proficiently.</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 B Write with a sharp, distinct focus identifying topic, task 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"> ● 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 <p>How does productive oral communication rely on speaking and listening?</p> <ul style="list-style-type: none"> ● Active listening facilitates 	<p>Specific Skills</p> <ul style="list-style-type: none"> ● Plot Synthesis ● Various literary elements (including dramatic terms, stylistic terms, narration, author’s purpose, rhetorical devise, etc.) ● Multi paragraph responses ● Character development ● Conflict ● Narration ● Elements of a short story ● Constructed response. ● Class discussion techniques and expectations. 	<ul style="list-style-type: none"> ● Teacher created unit tests/culminating assessments. ● Teacher created quizzes. ● Multi paragraph essay. ● Constructed Responses. ● Socratic Seminar ● Vocabulary integration through use of My Access Prompts ● Web Quests (nonfiction) to gain understanding of author and time period.
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Planned Course: English 9
 Unit: Literature Key Ideas and Details (Short Story)
 Estimated time: ongoing

Course Number: E100H
 Grade Level: 9
 Level/Track: Honors

Department: English

Date Approved: 08/22/2016

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<p>audience. Introduce a precise claim</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 the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC 1.4.9-10 F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</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, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose.</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 		

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<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>			

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

- “The Most Dangerous Game.” (Alternate My Access Prompt)
- “The Necklace”
- “The Redheaded League”
- “Old Man at the Bridge”
- “Cask of Amontillado” (H- optional My Access Prompt)
- “The Gift of the Magi”
- “The Secret Life of Walter Mitty”
- “Death by Scrabble”
- “Lamb to Slaughter” (My Access prompt)
- “The Interlopers”
- “Rules of the Game”
- Selected Sonnets
- Selected Poems
- “The Invalid’s Story”
- “The Lottery”