

# Southern York County School District Instructional Plan

Course/Subject: English Language Arts

Grade Level : 9 Honors

Textbook(s)/Instructional Materials Used:

- *Elements of Literature* 4th course; Holt, Rinehart, and Winston INC (HBJ); ISBN:0-03-074197-1
- *Of Mice and Men* by John Steinbeck; Penguin Books; ISBN: 978-0-14-017739-8
- *Much Ado About Nothing* by William Shakespeare-Simon & Schuster Paperbacks; Folger Shakespeare; ISBN:978-0-7434-8275-2
- *Merchant of Venice* William Shakespeare – Signet Classics; ISBN: 978-0-451-52680-9

Dates: August-September

Unit Plan: Literary Elements and the Short Story

## Stage 1 – Desired Results

PA Core State Assessments/Standards:

C.C.1.3.9A

Reading Literature

Key Ideas and Details: Theme

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.

C.C.1.3.9.B

Reading Literature

Key Ideas and Details: Text Analysis

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.

CC.1.3.9.C

Reading Literature

Key Ideas and Details: Literary Elements

Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CC.1.3.9.D

Reading Literature

Craft and Structure: Point of View

Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.

CC.1.3.9.E

Reading Literature

Craft and Structure: Text Structure

Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.

CC.1.3.9.F

Reading Literature

Craft and Structure: Vocabulary

Analyze how words and phrases shape meaning and tone in texts.

CC.1.3.9.G

Reading Literature

Integration of Knowledge and Ideas: Sources of Information

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

CC.1.3.9.H

Reading Literature

Integration of Knowledge and Ideas

Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.

**CC.1.3.9.I**

**Reading Literature**

**Vocabulary Acquisition and Use**

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.

**CC.1.3.9.J**

**Reading Literature**

**Vocabulary Acquisition and Use**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**CC.1.3.9.K**

**Reading Literature**

**Range of Reading**

Read and comprehend literary fiction on grade level, reading independently and proficiently.

**CC.1.4.9.F**

**Writing**

**Informative/Explanatory: Conventions of Language**

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**CC.1.4.9.S**

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

**Understanding(s):**

***Students will understand***

1. *How to acquire and use accurately grade-appropriate general academic and domain-specific words such as: character, characterization, figurative language, irony (dramatic, situational, and verbal), narrator, parable, plot (exposition, rising action, etc.), point of view, sensory imagery, setting, style, symbol, symbolism, theme, and tone will be taught so that students can better understand and interpret literature (CC.1.3.9-10.J)*
2. *How to determine the theme or central idea of a text and analyze in detail its development, as well as the development of the characters that advance the plot and influence the theme (CC.1.3.9-10.A, CC.1.3.9-10.C)*
3. *Determining the point of view of a text is a vital part of understanding the meaning of a text (CC.1.3.9-10.D)*
4. *Citing textual evidence allows a reader to justify inferences and conclusions that have been drawn from the explicit wording of the author (CC.1.3.9-10.B) (C.C.1.4.9.S)*
5. *How to demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, and punctuation such as: clauses (subordinate and main), sentences (compound and complex), conjunctive adverbs, and conjunctions*

**Essential Question(s):**

- *How can knowledge and use of literary devices and terms improve written and oral communication? (CC.1.3.9-10J)*
- *How can an understanding of a theme help us to better interpret and summarize a complex work? (CC.1.3.9-10.A, CC.1.3.9-10.C)*
- *How can the point of view in a text influence our understanding of the overall meaning?*
- *How can the use of specific textual evidence make our ideas stronger? (CC.1.3.9-10.B) (C.C.1.4.9.S)*
- *How do the conventions of language make a difference in our writing? (CC.1.4.9-10.F)*
- *How can understanding vocabulary improve daily communication? (CC.1.3.9-10.J, CC.1.3.9-10.I)*
- *How does correct spelling affect accuracy of communication? (CC.1.3.9-10.E)*
- *How can studying fiction in a variety of forms help us to better understand our world? (CC1.3.9-10.K).*

<p>(coordinating and subordinating) will be taught so that students can write with clarity and continuity (CC.1.4.9-10.F, CC.1.4.9-10.L).</p> <p>6. The spellings and definitions of vocabulary words from each selected text, the value of having a well-developed, diverse vocabulary in both written and oral contexts, and how words and phrases shape meaning and tone in texts (CC.1.3.9-10.J, CC.1.3.9-10.I)</p> <p>7. Knowledge of words and devices will improve oral and written communication (CC.1.3.9-10.E).</p> <p>8. Reading fiction literature contains life lessons and conflicts readers can relate to and learn from in order to apply knowledge to their daily lives (CC.1.3.9-10.H, CC.1.2.9-10.K).</p>	
<p><b>Learning Objectives:</b> <b>Students will know...</b></p> <ul style="list-style-type: none"> <li>▪ The importance of using literary terms to analyze texts.</li> <li>▪ The importance of having a strong command of vocabulary and grammar when speaking and writing.</li> <li>▪ The importance of using textual evidence to support inferences and observations about texts.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Write an informative essay that analyzes how a particular literary element plays a part in the workings of a story and uses textual evidence and grade level appropriate grammar.</li> <li>▪ Infer the meanings of vocabulary words by using context clues.</li> <li>▪ Determine and summarize the theme and central idea of a text.</li> </ul>
<p><b>Dates: October-November</b></p>	<p><b>Unit Plan: Shakespeare’s “<i>Much Ado About Nothing</i>” and “<i>Merchant of Venice</i>”</b></p>
<p><b>Stage 1 – Desired Results</b></p>	
<p><b>PA Core State Assessments/Standards:</b></p> <p><b>C.C.1.3.9A</b> <b>Reading Literature</b> <b>Key Ideas and Details: Theme</b> <b>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.</b></p> <p><b>C.C.1.3.9.B</b> <b>Reading Literature</b> <b>Key Ideas and Details: Text Analysis</b> <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.</b></p> <p><b>CC.1.3.9.C</b> <b>Reading Literature</b> <b>Key Ideas and Details: Literary Elements</b> <b>Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</b></p> <p><b>CC.1.3.9.D</b> <b>Reading Literature</b> <b>Craft and Structure: Point of View</b> <b>Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</b></p> <p><b>CC.1.3.9.E</b> <b>Reading Literature</b></p>	

**Craft and Structure: Text Structure**

Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.

**CC.1.3.9.F**

Reading Literature

**Craft and Structure: Vocabulary**

Analyze how words and phrases shape meaning and tone in texts.

**CC.1.3.9.G**

Reading Literature

**Integration of Knowledge and Ideas: Sources of Information**

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

**CC.1.3.9.H**

Reading Literature

**Integration of Knowledge and Ideas**

Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.

**CC.1.3.9.I**

Reading Literature

**Vocabulary Acquisition and Use**

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.

**CC.1.3.9.J**

Reading Literature

**Vocabulary Acquisition and Use**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**CC.1.3.9.K**

Reading Literature

**Range of Reading**

Read and comprehend literary fiction on grade level, reading independently and proficiently.

**C.C.1.4.9.A**

Writing

**Informative/Exploratory**

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

**CC.1.4.9.B**

Writing

**Informative/Explanatory: Focus**

Write with a sharp, distinct focus identifying topic, task, and audience.

**CC.1.4.9.C**

Writing

**Informative/Explanatory: Content**

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; including graphics and multimedia when useful to aiding comprehension.

**CC.1.4.9.D**

Writing

**Informative/Explanatory: Organization**

Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

**CC.1.4.9.E**

Writing

**Informative/Explanatory: Style**

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.

**CC.1.4.9.F**

**Writing**

**Informative/Explanatory: Conventions of Language**

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**CC.1.4.9.G**

**Writing**

**Opinion/Arguments**

Write arguments to support claims in an analysis of substantive topics.

**CC.1.4.9.H**

**Writing**

**Opinion/Arguments: Focus**

Write with a sharp, distinct focus identifying topic, task, and audience.

- Introduce the precise claim.

**CC.1.4.9.I**

**Writing**

**Opinions/Argument: Content**

Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

**CC.1.4.9.J**

**Writing**

**Opinion/Argumentative: Organization**

Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

**CC.1.4.9.K**

**Writing**

**Opinion/Argumentative: Style**

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.

**CC.1.4.9.L**

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**C.C.1.4.9.T**

**Writing**

**Production and Distribution of Writing: Writing Process**

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 and audience.

**CC.1.4.9.U**

**Writing**

**Technology and Publication**

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**CC.1.4.9.X**

**Writing**

**Range of Writing**

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.

**Understanding(s):**

*Students will understand...*

1. *The literature contains experiences, life lessons, and conflicts from human history that will give us insight into our understanding of the text. (CC.1.3.9-10.H, 1.3.9-10.K)*
2. *Allusions allow an author to refer to other pieces of literature to emphasize or underline their message and symbolism. (CC.1.3.9-10.J)*
3. *Plagiarism is citing the ideas, paraphrases of said ideas, or direct quotes of other pieces of literature without giving credit to the author. (CC.1.3.9-10.B)*
4. *We use direct quotations and parenthetical citations to prove our vantage point on the text's meaning. (CC.1.3.9-10.B)*
5. *Understanding the theme of a text allows us to interpret the author's purpose in writing the plot as they did, and it allows us to understand why characters develop throughout a text. (CC.1.3.9-10.A, CC.1.3.9-10.C)*
6. *Diction and figurative language affects the meaning and tone of Shakespeare's works since the modern day reader must use Elizabethan definitions to truly understand the different nuances of the play. (CC.1.3.9-10.F, CC.1.3.9-10.I)*
7. *Literary elements of a plot structure contribute to a text's structure, meaning, or aesthetic impact by stylistically interweaving said elements in precise patterns to create a distinct meaning and tone. (CC.1.3.9-10.E)*
8. *A director can affect a reader's perceptions of the scene by altering the tone of a script, stage props, and stage directions. (CC.1.3.9-10.G)*
9. *By understanding Shakespearean language and societal roles, we will be able to interpret/analyze the language and societal roles in our own world more easily. (CC.1.3.9-10.H)*
10. *Vocabulary expansion impacts our ability to discuss topics of study. (CC.1.3.9-10.I)*
11. *Proper Grammar allows for clarity and continuity when reading and writing. (CC.1.4.9-10.F)*
12. *Writing an effective informative essay requires the use of a clear thesis, transitions, support, vocabulary, and examples. (CC.1.4.9-10.A, CC.1.4.9-10.B, CC.1.4.9-10.C, CC.1.4.9-10.D, 1.4.9-10.E CC.1.4.9-10.J)*

**Essential Question(s):**

- *Why did we need to understand history in order to better comprehend literature? (CC.1.3.9-10.H, CC.1.3.9-10.K)*
- *How did Shakespeare draw on and transfer source material to create an original work? And how is this different from plagiarism? (CC.1.3.9-10.J)*
- *How can we support our personal analysis of the text by citing specific textual evidence? (CC.1.3.9-10.B)*
- *How does understanding the theme and central idea of a text allow us to effectively summarize that text? (CC.1.3.9-10.B)*
- *How do literary elements (theme, conflict, symbolism, characterization, plot structure, etc.) develop over the course of a text? (CC.1.3.9-10.A, CC.1.3.9-10.C)*
- *How does diction and figurative language affect the meaning and tone of Shakespeare's works? (CC.1.3.9-10.F, CC.1.3.9-10.I)*
- *How do the elements of the plot structure contribute to a text's structure, meaning, and aesthetic impact? (CC.1.3.9-10.E)*
- *How can a director's interpretations of a scene affect a reader's perceptions of the same scene? (CC.1.3.9-10.G)*
- *How does correct spelling and precise vocabulary affect the accuracy of communication? (CC.1.3.9-10.I)*
- *Why do we need to understand and use grammar correctly? (CC.1.4.9-10.F)*
- *How can I create and present an informative speech or essay in a professional manner? (CC.1.4.9-10.A, CC.1.4.9-10.B, CC.1.4.9-10.C, CC.1.4.9-10.D, 1.4.9-10.E CC.1.4.9-10.J)*
- *How can I create and present a persuasive or argumentative speech or essay in a professional manner? (CC.1.4.9-10.H, CC.1.4.9-10.I, C.1.4.9-10.J, CC.1.4.9-10.K, CC.1.4.9-10.L, CC.1.4.9.T, C.C.1.4.9.X)*

<p>13. <i>Crafting an effective persuasive or argumentative essay requires the use of a clear thesis, an awareness of opposing views, transitions, support, vocabulary, and examples.</i> (CC.1.4.9-10.H, CC.1.4.9-10.I, C.1.4.9-10.J, CC.1.4.9-10.K, CC.1.4.9-10.L, CC1.4.9.T, C.C.1.4.9.X)</p>	
<p><b>Learning Objectives:</b> <b>Students will know...</b></p> <ul style="list-style-type: none"> <li>▪ The importance of drama as a means of conveying universal themes and lessons about life</li> <li>▪ The importance of using specific literary terminology within an analysis of a text.</li> <li>▪ The importance of citing textual evidence when supporting inferences.</li> <li>▪ The importance of using appropriate vocabulary within oral and written communication.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Write a focused and flowing essay detailing the adherence of the text to the common traits of a Shakespearean comedy.</li> <li>▪ Interpret and summarize a Shakespearean work from the Elizabethan Era of history.</li> <li>▪ Use stage directions and close reading analysis to act out scenes from the play.</li> </ul>
<p><b>Dates: December</b></p>	<p><b>Unit Plan: Research Project based on Shakespeare’s “<i>Much Ado About Nothing</i>”</b></p>
<p><b>Dates: May/June</b></p>	<p><b>Unit Plan: Persuasive Research Essay/Presentation based on Shakespeare’s “<i>Much Ado About Nothing</i>”</b></p>
<p><b>Stage 1 – Desired Results</b></p>	
<p><b>PA Core State Assessments/Standards:</b></p> <p><b>C.C.1.4.9.V</b> <b>Writing</b> <b>Conducting Research</b> 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><b>CC.1.4.9.W</b> <b>Writing</b> <b>Conducting Research</b> 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><b>C.C.1.5.9.A</b> <b>Speaking and Listening</b> <b>Comprehension and Collaboration: Collaborative Discussion</b> 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><b>C.C.1.5.9.B</b> <b>Speaking and Listening</b> <b>Comprehension and Collaboration: Critical Listening</b> Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p><b>C.C.1.5.9.C</b> <b>Speaking and Listening</b> <b>Comprehension and Collaboration: Evaluating Information</b></p>	

**Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.**

**C.C.1.5.9.D**

**Speaking and Listening**

**Presentation of Knowledge and Ideas: Purpose, Audience, and Task**

**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.**

**C.C.1.5.9.E**

**Speaking and Listening**

**Presentation of Knowledge and Ideas: Context**

**Adapt speech to a variety of contexts and tasks.**

**C.C.1.5.9.F**

**Speaking and Listening**

**Integration of Knowledge and Ideas: Multimedia**

**Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.**

**C.C.1.5.9.G**

**Speaking and Listening**

**Conventions of standard English**

**Demonstrate command of the conventions of standard English when speaking based on Grade 9 level and content.**

**Understanding(s):**

***Students will understand...***

- 1. Research requires self-discipline, organization, and attention to detail; three authentic skills which need to be mastered in life. (C.C.1.4.9.V)*
- 2. Research allows us to create connections with prior knowledge and to compound/complement our knowledge with new areas of focus. (C.C.1.4.9.V)*
- 3. Research requires flexibility and willingness to repeat steps if necessary to answer the question being researched. (C.C.1.4.9.V)*
- 4. The researcher must follow course MLA style guides regarding parenthetical citations, bibliographies, and overall style. (C.C.1.4.9.W)*
- 5. The researcher must attribute ideas and information to each source through parenthetical citation and a bibliography. (C.C.1.4.9.W)*
- 6. Proper Grammar allows for clarity and continuity when reading, writing, and presenting materials orally. (C.C.1.5.9.E) (C.C.1.5.9.G)*
- 7. Writing an effective essay requires the use of a clear thesis, transitions, support, and examples. (C.C.1.1.5.9.E) (C.C.1.5.9.G)*

**Essential Question(s):**

- How can a person expand his/her research knowledge about a topic? (C.C.1.4.9.V)*
- How can researching new information expand our knowledge on the topic, course, and life? (C.C.1.4.9.V)*
- How does one conduct research? (C.C.1.4.9.V)*
- How does one write a research paper in MLA style format? (C.C.1.4.9.W)*
- When should a writer use attribution when writing about their research content? (C.C.1.4.9.W)*
- Why do we need to understand and use grammar correctly? (C.C.1.5.9.F)*
- How do I organize an essay to effectively communicate my ideas in writing? (C.C.1.4.9.W)*
- How can I create and present a persuasive speech in a professional manner? (C.C.1.5.9.E) (C.C.1.5.9.G)*
- How can evaluating the presentations of our peers help us further develop critical, higher-level questioning skills? (C.C.1.5.9.E) (C.C.1.5.9.G)*

**Learning Objectives:**

***Students will know...***

***Students will be able to:***



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| <ul style="list-style-type: none"> <li>▪ The importance of using research to establish new knowledge and establish stronger connections with previous knowledge.</li> <li>▪ The importance of using a variety of resources when conducting research.</li> <li>▪ The importance of properly documenting and citing information when conducting research.</li> <li>▪ The importance of having a clear thesis, strong transitions, and supporting details when writing.</li> <li>▪ The importance of organization and pre-writing.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Successfully conduct research and document the sources gathered during the research process.</li> <li>▪ Produce a formal research paper using grade appropriate content, diction, and grammar.</li> <li>▪ Write with a strong focus and a strong sense of continuity within their writing.</li> <li>▪ Document research using MLA format.</li> <li>▪ Create a formal research outline.</li> </ul> |
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**Dates: January-February**

**Unit Plan: Poetry**

**Stage 1 – Desired Results**

**PA Core State Assessments/Standards:**

**C.C.1.3.9.B**

**Reading Literature**

**Key Ideas and Details: Text Analysis**

**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.**

**CC.1.3.9.E**

**Reading Literature**

**Craft and Structure: Text Structure**

**Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect.**

**CC.1.3.9.F**

**Reading Literature**

**Craft and Structure: Vocabulary**

**Analyze how words and phrases shape meaning and tone in texts.**

**CC.1.3.9.I**

**Reading Literature**

**Vocabulary Acquisition and Use**

**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.**

**CC.1.3.9.J**

**Reading Literature**

**Vocabulary Acquisition and Use**

**Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

**Understanding(s):**

***Students will understand...***

1. *The study of poetry allows for the study of language and tone, which are common obstacles in the understanding of difficult texts of any form. (CC.1.3.9-10.F, CC.1.3.9-10.J)*
2. *How the terms of alliteration, analogy, assonance, ballad, blank verse, consonance, diction, dramatic poetry, enjambment, figurative language, free verse, haiku, heroic couplet, imagery, lyric poetry, meter, narrative poetry, octet, ode, rhyme, rhyme scheme, rhythm, sestet, and sonnet (Petrarchan and*

**Essential Question(s):**

- *How can knowledge and use of literary devices and terms improve written and oral communication? (CC.1.3.9-10.F, CC.1.3.9-10.J)*
- *How does poetry reveal what we might not otherwise recognize? (CC.1.3.9-10.J)*
- *How can the structure of a poem provide insight into the meaning of the work? (CC.1.3.9-10.E)*
- *How can we know what an author means? (CC.1.3.9-10.B)*

<p><i>Shakespearean) are utilized within forms of poetry. (CC.1.3.9-10.J)</i></p> <ol style="list-style-type: none"> <li>3. <i>Recognizing literary terms within poetry helps us to uncover the hidden meanings and themes of poetic works. (CC.1.3.9-10.J)</i></li> <li>4. <i>Poetic structure and form influence the overall meaning and interpretation of a work (CC.1.3.9-10.E)</i></li> <li>5. <i>Citing textual evidence allows a reader to justify inferences and conclusions that have been drawn from the explicit wording of the author (CC.1.3.9-10.B)</i></li> <li>6. <i>The spellings and definitions of vocabulary words from each selected text, and the value of having a well-developed, diverse vocabulary in both written and oral contexts. (CC.1.3.9-10.J, CC.1.3.9-10.I)</i></li> <li>7. <i>Knowledge of words and devices will improve oral and written communication. (CC.1.3.9-10.J, CC.1.3.9-10.I)</i></li> </ol>	<ul style="list-style-type: none"> <li>▪ <i>How can understanding vocabulary improve daily communication? (CC.1.3.9-10.J, CC.1.3.9-10.I)</i></li> <li>▪ <i>How does correct spelling affect accuracy of communication? (CC.1.3.9-10.J, CC.1.3.9-10.I)</i></li> </ul>
<p><b>Learning Objectives:</b> <b>Students will know...</b></p> <ul style="list-style-type: none"> <li>▪ The importance of analyzing diction and tone within poetic works.</li> <li>▪ The importance of using specific poetic terminology to analyze poetry.</li> <li>▪ The importance of analyzing the structure and form of a poem.</li> <li>▪ The importance of citing textual evidence to bolster claims and arguments about texts.</li> <li>▪ The importance of having a strong command of vocabulary within both oral and written communications.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Independently analyze a poem using appropriate literary terminology.</li> <li>▪ Write an essay that analyzes how a particular literary element influences the essence and workings of a poem.</li> <li>▪ Write with grade appropriate vocabulary and grammar.</li> </ul>
<p><b>Dates: March to beginning of April</b></p>	<p><b>Unit Plan: Nonfiction Literature</b></p>
<p><b>Stage 1 – Desired Results</b></p>	
<p><b>PA Core State Assessments/Standards:</b></p> <p><b>CC.1.2.9.A</b> <b>Reading Informational Text</b> <b>Key Ideas and Details: Main Idea</b> <b>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.</b></p> <p><b>CC.1.2.9.B</b> <b>Reading Informational Text</b> <b>Key Ideas and Details: Text Analysis</b> <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.</b></p> <p><b>CC.1.2.9.C</b> <b>Reading Informational Text</b> <b>Key Ideas and Details: Text Analysis</b> <b>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.</b></p>	

**CC.1.2.9.D**

**Reading Informational Text**

**Craft and Structure: Point of View**

Determine an author's particular point of view and analyze how rhetoric advances the point of view.

**CC.1.2.9.E**

**Reading Informational Text**

**Craft and Structure: Text Structure**

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

**CC.1.2.9.F**

**Reading Informational Text**

**Craft and Structure: Vocabulary**

Analyze how words and phrases shape meaning and tone in texts.

**CC.1.2.9.G**

**Reading Informational Text**

**Integration of Knowledge and Ideas: Diverse Media**

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.

**CC.1.2.9.H**

**Reading Informational Text**

**Integration of Knowledge and Ideas: Evaluating Arguments**

Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.

**CC.1.2.9.I**

**Reading Informational Text**

**Integration of Knowledge and Ideas: Analysis Across Texts**

Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

**CC.1.2.9.J**

**Reading Informational Text**

**Vocabulary Acquisition and Use**

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college-and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**CC.1.2.9.K**

**Reading Informational Text**

**Vocabulary Acquisition and Use**

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.

**CC.1.2.9.L**

**Reading Informational Text**

**Range of Reading**

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

**C.C.1.3.9.A**

**Reading Literature**

**Key Ideas and Details: Theme**

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.

**C.C.1.3.9. B**

**Reading Literature**

**Key Ideas and Details: Text Analysis**

**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.**

**CC.1.4.9.M**

**Writing**

**Narrative**

**Write narratives to develop real or imagined experiences or events.**

**C.C.1.4.9.N**

**Writing**

**Narrative: Focus**

**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.**

**C.C.1.4.9.O**

**Writing**

**Narrative: Content**

**Use narrative techniques such as dialogue, description, reflection, multiple plotlines, 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.**

**C.C.1.4.9.P**

**Writing**

**Narrative: Organization**

**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 a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.**

**C.C.1.4.9.Q**

**Writing**

**Narrative: Style**

**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.**

**C.C.1.4.9.R**

**Writing**

**Narrative: Conventions of Language**

**Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.**

**CC.1.4.9.X**

**Writing**

**Range of Writing**

**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.**

**C.C.1.5.9.A**

**Speaking and Listening**

**Comprehension and Collaboration: Collaborative Discussion**

**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.**

**C.C.1.5.9.B**

**Speaking and Listening**

**Comprehension and Collaboration: Critical Listening**

**Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.**

**C.C.1.5.9.C**

**Speaking and Listening**

**Comprehension and Collaboration: Evaluating Information**

**Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.**

**C.C.1.5.9.D**

**Speaking and Listening****Presentation of Knowledge and Ideas: Purpose, Audience, and Task**

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.

**C.C.1.5.9.E****Speaking and Listening****Presentation of Knowledge and Ideas: Context**

Adapt speech to a variety of contexts and tasks.

**C.C.1.5.9.F****Speaking and Listening****Integration of Knowledge and Ideas: Multimedia**

Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

**C.C.1.5.9.G****Speaking and Listening****Conventions of standard English**

Demonstrate command of the conventions of standard English when speaking based on Grade 9 level and content.

**Understanding(s):****Students will understand...**

1. *Nonfiction literature, such as memoirs, speeches, and autobiographies, contains life lessons and conflicts readers can relate to and learn from in order to apply knowledge to their daily lives.* (C.C.1.3.9.A-B) (C.C.1.2.9.A) (CC.1.2.9.G-I) (C.C.1.2.9.L) (C.C.1.4.9.M)
2. *By understanding stylistic devices and rhetorical strategies in nonfiction literature, we will be able to apply these techniques in our own writing.* (C.C.1.5.9.D) (CC.1.2.9.B-E)
3. *Vocabulary expansion impacts the effectiveness of our writing and speech.* (C.C.1.5.9.E) (CC.1.2.9.F) (CC.1.2.9.J-K)
4. *Proper grammar allows for clarity and continuity when reading and writing.* (C.C.1.5.9.F-G)
5. *Writing an effective essay requires the use of a clear thesis, transitions, support, and examples.* (C.C.1.5.9.A-C) (C.C.1.5.9.G) (C.C.1.2.9.B) (CC.1.2.9.E)
6. *Writing memoirs provides an effective means of recording meaningful life experiences.* (C.C.1.4.9.M-R) (C.C.1.4.9.X)

**Essential Question(s):**

- *To what extent does literature help us understand our world, past and present?* (C.C.1.3.9.A-B) (C.C.1.2.9.A) (CC.1.2.9.G-I) (C.C.1.2.9.L)
- *How will being able to understand and identify characteristics of various types of nonfiction help advance our own writing?* (C.C.1.5.9.A-D) (CC.1.2.9.B-E)
- *How can understanding vocabulary improve daily communication?* (C.C.1.5.9.E) (CC.1.2.9.J-K)
- *How does correct spelling affect accuracy of communication?* (C.C.1.5.9.E-F) (CC.1.2.9.J-K)
- *Why do we need to understand and use grammar correctly?* (C.C.1.5.9.F-G)
- *How do I organize an essay to effectively communicate my ideas in writing?* (C.C.1.5.9.A-C) (C.C.1.5.9.G) (C.C.1.2.9.B) (CC.1.2.9.E)
- *How can I effectively record my life experiences in my own writings?* (C.C.1.4.9.M-R) (C.C.1.4.9.X)

**Learning Objectives:****Students will know...**

- The importance of using nonfiction to help establish stronger connections with the world around us.
- The importance of understanding the use of stylistic devices and rhetorical strategies within nonfiction literature.
- The importance of identifying the purpose, tone, and audience of a nonfiction work.

**Students will be able to:**

- Concisely summarize the purpose, tone, and audience of nonfiction texts.
- Utilize stylistic devices and rhetorical strategies within their own writings.
- Create a written memoir of a personal event that uses grade appropriate diction and grammar.

Dates: Mid April - May

Unit Plan: The Novel

**Stage 1 – Desired Results**

**PA Core State Assessments/Standards:**

**C.C.1.3.9.A**

**Reading Literature**

**Key Ideas and Details: Theme**

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.

**C.C.1.3.9.B**

**Reading Literature**

**Key Ideas and Details: Text Analysis**

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.

**C.C.1.3.9.C**

**Reading Literature**

**Key Ideas and Details: Literary Elements**

Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**C.C.1.3.9.D**

**Reading Literature**

**Craft and Structure: Point of View**

Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.

**C.C.1.4.9.A**

**Writing**

**Informative/Exploratory**

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

**C.C.1.5.9.E**

**Speaking and Listening**

**Presentation of Knowledge and Ideas: Context**

Adapt speech to a variety of contexts and tasks.

**C.C.1.5.9.F**

**Speaking and Listening**

**Integration of Knowledge and Ideas: Multimedia**

Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

**Understanding(s):**

*Students will understand...*

1. Literary terms such as: antagonist, characterization, characters: major and minor, conflict, extended metaphor, motif, parallel plots, protagonist, setting, and theme will be taught so that students can better understand and interpret literature. (C.C.1.3.9.C-D)
2. Written dialogue does not necessarily follow the rules of written English. (C.C.1.4.9.A)
3. Grammatical elements such as: fragments, run-on sentences, pronouns, personal pronouns, cases (nominative, objective, and possessive), indefinite pronouns, agreement, antecedents, and vague references will be

**Essential Question(s):**

- How can knowledge and use of literary devices and terms improve written and oral communication? (C.C.1.3.9.C-D)
- How do the conventions of language make a difference in our writing? (C.C.1.5.9.E-F)
- How can understanding vocabulary improve daily communication?
- How does correct spelling affect accuracy of communication?
- Is honor inherent or bestowed? (C.C.1.3.9.C)
- How can literature help us to understand our world, past and present? (C.C.1.3.9.A)

<p>taught so that students can write with clarity and continuity. (C.C.1.5.9.E-F)</p> <ol style="list-style-type: none"> <li>4. The spellings and definitions of vocabulary words from the text, and the value of having a well-developed, diverse vocabulary in both written and oral contexts.</li> <li>5. Knowledge of words and devices will improve oral and written communication.</li> <li>6. The timelessness of themes found within written works. (C.C.1.3.9.C)</li> <li>7. Novels, both fiction and nonfiction, contain life lessons and conflicts readers can relate to and learn from in order to apply knowledge to their daily lives. (C.C.1.3.9.A-B)</li> </ol>	<ul style="list-style-type: none"> <li>▪ How can an author use literary devices to communicate his ideas in a specific genre? (C.C.1.3.9.A-B)</li> </ul>
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<p><b>Learning Objectives:</b> <b>Students will know...</b></p> <ul style="list-style-type: none"> <li>▪ The importance of reading and analyzing longer pieces of fiction in order to relate to and learn from the lessons within the text.</li> <li>▪ The importance of using literary terms to accurately analyze the plot and craft of a text.</li> <li>▪ The importance of analyzing literature for enduring and timeless themes.</li> <li>▪ The importance of using appropriate grammatical structures within formal and creative writing.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Summarize and interpret longer texts by methodically analyzing the texts for craft, structure, and theme.</li> <li>▪ Write a detailed analysis of a longer work using grade appropriate diction and grammar, as well as subject appropriate literary terminology.</li> <li>▪ Infer the meanings of words by using context clues.</li> </ul>
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<p><b>Dates:</b> Mid April - May</p>	<p><b>Unit Plan:</b> Drama (If Time Permits)</p>
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**Stage 1 – Desired Results**

<p><b>PA Core State Assessments/Standards:</b></p> <p><b>C.C.1.3.9.B</b> <b>Reading Literature</b> <b>Key Ideas and Details: Text Analysis</b> <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.</b></p> <p><b>C.C.1.3.9.C</b> <b>Reading Literature</b> <b>Key Ideas and Details: Literary Elements</b> <b>Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</b></p> <p><b>C.C.1.3.9.D</b> <b>Reading Literature</b> <b>Craft and Structure: Point of View</b> <b>Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</b></p> <p><b>C.C.1.5.9.D</b> <b>Speaking and Listening</b> <b>Presentation of Knowledge and Ideas: Purpose, Audience, and Task</b> <b>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.</b></p>
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**Understanding(s):*****Students will understand...***

1. Literary terms such as: aside, blank verse, classical allusions, comedy, dialogue, dramatic irony, foil, Greek chorus, heroic couplet, iambic pentameter, irony (dramatic, verbal, and situational), monologue, protagonist, soliloquy, stasimon, tragedy, tragic flaw, tragic hero, and tragic illumination will be taught so that students can better understand and interpret drama. (C.C.1.3.9.B-D)
2. The spellings and definitions of vocabulary words from each selected text, and the value of having a well-developed, diverse vocabulary in both written and oral contexts. (C.C.1.1.9.C)
3. Knowledge of words and devices will improve oral and written communication. (C.C.1.5.9.D)
4. Drama does not exist solely to entertain us; rather, it contains life lessons, conflicts, and themes that viewers can relate to and learn from in order to apply knowledge to their daily lives. (C.C.1.3.9.B-C)

**Essential Question(s):**

- How can knowledge and use of literary devices and terms improve written and oral communication? (C.C.1.3.9. B-D)
- How can understanding vocabulary improve daily communication?
- How does correct spelling affect accuracy of communication?
- Are we governed by fate or free will? (C.C.1.3.9.B-C)

**Learning Objectives:*****Students will know...***

- The importance of understanding drama specific literary terminology.
- The importance of drama as more than a means of entertainment, but as a means of showcasing universal life lessons, conflicts, and themes.
- The importance of stage directions within dramatic works.
- The importance of using proper vocabulary within oral and written works.

***Students will be able to:***

- Write an essay that compares the characters and events of the text to modern times.
- Craft an additional scene to a dramatic work utilizing appropriate literary devices and stage directions.
- Infer the meanings of vocabulary words by using context clues.