

Course Title: CP English 9

Topic/Concept: Family and Friends

Time Allotment: 5 weeks

Unit Sequence: 1

Major Concepts to be learned:

1. Identify and define elements of characterization
2. Identify and define elements of setting
3. Identify and define different types of conflict
4. Identify and define several literary devices including diction and foreshadowing correctly
5. Apply the text to his or her own life
6. Analyze other cultures

Expected Skills to be demonstrated:

1. Write effective analyses of a text
2. Define components of the story line including theme, characterization, setting, and conflict correctly
3. Create a soundtrack of their life using the songs in *The Pearl* as their model
4. Analyze non-fiction and make relevant connections to his or her life

PA Standards/Anchors:

Eligible Content:

| | | | |
|--------|--------|------------------|--------------|
| 1.1.11 | 1.5.11 | • 1.1.11.D | • 1.5.11.A-D |
| 1.3.11 | 1.6.11 | | |
| | | • 1.6.11.A, C, F | |

Instructional Strategies:

Assessments:

| | | | |
|--------------------|--------------------|------------------|--|
| Cooperative groups | Lecture | Specific Reading | • Several written assignments • Journals • Character Map • Oral Presentation of Soundtrack of a student's life • Quiz and Test (Multiple Choice, Matching, Fill In, Essay) |
| Group discussion | Student Journals | Evaluating | |
| Written work | Hands-on activity | Summarizing | |
| Role Play | Oral presentation | Charting | |
| Note Taking | Graphic organizers | | |

Course Title: CP English 9

Topic/Concept: Grammar and Literary Devices

Time Allotment: 2 Weeks

Unit Sequence: 2

Major Concepts to be learned:

1. Students will be able to identify parts of speech correctly
2. Students will be able to use parts of speech correctly
3. Students will be able to identify literary devices correctly
4. Students will be able to apply literary devices correctly
5. Students will be able to write a children's story utilizing grammatical and literary devices

Expected Skills to be demonstrated:

1. Students will be able to identify parts of speech correctly
2. Students will be able to use proper grammar in his or her writing
3. Students will be able to identify literary devices in literature correctly
4. Students will be able to write a children's story utilizing parts of speech and literary devices

PA Standards/Anchors:

Eligible Content:

1.1.11
1.4.11
1.5.11

- 1.1.11.F
- 1.4.11.A-B
- 1.5.11.F.4-5
- 1.5.11.A-D

Instructional Strategies:

Assessments:

Lecture
Performance task
Role Play
Summarizing

Group discussion
Written work
Note Taking
Evaluating

- Quizzes (2-Multiple Choice, Fill In, Matching)
- Performances including adverb charades
- Identification of parts of speech in "Jabberwocky" by Lewis Carroll
- Short story utilizing literary devices and parts of speech
- Oral discussion and Written practice

Course Title: CP English 9

Topic/Concept: Faith and Courage

Time Allotment: 7 Weeks

Unit Sequence: 3

Major Concepts to be learned:

1. Analyze the themes of faith and courage in several works
2. Research historical background information for the novel *Night*
3. Illustrate the connections between a major theme from the novel *Night* and a historical topic
4. Evaluate a film depicting a German perspective of the Holocaust
5. Compare and contrast heroes in different cultures effectively

Expected Skills to be demonstrated:

1. Evaluate character and motivation
2. Analyze several themes in *Night* effectively
3. Make cross-curricular connections between the historical context of *Night* and the novel itself
4. Evaluate different perspectives on faith and courage

PA Standards/Anchors:

Eligible Content:

1.1.11
1.3.11
1.5.11
1.6.11

- 1.1.11.A, B, D, F
- 1.3.11A-C, F
- 1.5.11.A-D
- 1.6.11.A, C, F

Instructional Strategies:

Assessments:

| | |
|--------------------|----------------------------|
| Cooperative groups | Problem solving activities |
| Lecture | Group discussion |
| Performance task | Research |
| Student Journals | Written work |
| Hands-on activity | Oral presentation |
| Note Taking | Graphic organizers |
| Charting | Summarizing |
| Evaluating | Film |

- *Night* research posters (both pre-project and final project)
- Power point presentation on Greek mythology
- Written analyses
- Perseus Climax Map
- Group discussion
- Unit test and quizzes (Multiple Choice, Matching, Fill In, Essay)

Course Title: CP English 9

Topic/Concept: 5 Paragraph Essay

Time Allotment: 2 Weeks

Unit Sequence: 4

Major Concepts to be learned:

1. Identify the steps of the writing process
2. Identify and apply components of the five paragraph essay
3. Write a five paragraph essay utilizing the correct format
4. Apply the steps of the writing process

Expected Skills to be demonstrated:

1. Brainstorm
2. Create an outline
3. Write a five paragraph essay
4. Edit an essay
5. Self-critique his or her paper

PA Standards/Anchors:

Eligible Content:

1.1.11
1.4.11
1.5.11

- 1.1.11.D-F
- 1.4.11.C
- 1.5.11.A-F

Instructional Strategies:

Assessments:

Lecture Group discussion
Performance task Written work
Note Taking Summarizing
Outlining Evaluating
Word Processing

- Rough Draft (2-3 pages)
- Final Draft (2-3 pages)
- Self-Critique
- Peer Evaluation
- Quiz

Course Title: CP English 9

Topic/Concept: Love and Beauty

Time Allotment: 7 Weeks

Unit Sequence: 5

Major Concepts to be learned:

1. Identify and apply vocabulary
2. Evaluate different kinds of love (including family love, friendship love, and romantic love) in his or her own life
3. Identify the parts of a Shakespearean sonnet
4. Evaluate the themes and conflicts of *Romeo and Juliet*
5. Identify elements of Shakespearean tragedy in *Romeo and Juliet*
6. Write poetry

Expected Skills to be demonstrated:

1. Write poetry (narrative poetry and haiku)
2. Utilize vocabulary in several works
3. Comprehend Shakespeare
4. Connect conflicts and themes of *Romeo and Juliet* to their lives
5. Utilize technology for research

PA Standards/Anchors:

Eligible Content:

1.1.11
1.3.11
1.5.11
1.6.11

- 1.1.11.C-F
- 1.3.11.A, B, E, F
- 1.5.11.A-D
- 1.6.11.A

Instructional Strategies:

Assessments:

| | |
|--------------------|----------------------------|
| Cooperative groups | Problem solving activities |
| Lecture | Group discussion |
| Performance task | Research |
| Student Journals | Written work |
| Role Play | Oral presentation |
| Note Taking | Graphic organizers |
| Summarizing | Evaluating |
| Film | |

- Written Poems
- Performance of a scene from *Romeo and Juliet*
- Film Journal
- Quizzes
- Unit Test (Multiple Choice, Matching, Fill In, Essay)
- Discussion

Course Title: CP English 9

Topic/Concept: Research Paper

Time Allotment: 3 Weeks

Unit Sequence: 6

Major Concepts to be learned:

1. To identify a primary source and a secondary source correctly
2. Apply MLA citation correctly
3. Write a literary analysis of a work of literature
4. Create a works cited page correctly

Expected Skills to be demonstrated:

1. Research a topic effectively
2. Apply MLA citation correctly
3. Write a literary analysis of a work effectively

PA Standards/Anchors:

Eligible Content:

1.1.11
1.2.11
1.4.11
1.5.11
1.8.11

- 1.1.11.B, G
- 1.2.11.A.1
- 1.4.11.B, C
- 1.5.11.A-F
- 1.8.11.A-C

Instructional Strategies:

Assessments:

Problem solving activities Lecture
Performance task Research
Written work Note Taking
Graphic organizers Charting
Summarizing Outlining
Evaluating

- Written outline
- Written notes
- Final draft of paper (3-4 pages)
- Peer Reviews
- Self-Critique

Course Title: CP English 9

Topic/Concept: Power, Tyranny, and the Future

Time Allotment: 6 Weeks

Unit Sequence: 7

Major Concepts to be learned:

1. Analyze the use of literary devices in poetry
2. Draw parallels between the world of *Fahrenheit 451* and our own society
3. Identify and evaluate problems and solutions in our society
4. Debate the use of censorship
5. Reflect on dreams and future goals

Expected Skills to be demonstrated:

1. Evaluate parallels in our society with the society depicted in *Fahrenheit 451*
2. Debate the use of censorship effectively
3. Analyze the use of literary devices in poetry
4. Reflect on his or her future

PA Standards/Anchors:

Eligible Content:

1.1.11
1.3.11
1.5.11
1.6.11

- 1.1.11.D, G
- 1.3.11.A-F
- 1.5.11.A-D
- 1.6.11.A, C

Instructional Strategies:

Assessments:

| | |
|--------------------|----------------------------|
| Cooperative groups | Problem solving activities |
| Lecture | Group discussion |
| Performance task | Student Journals |
| Written work | Hands-on activity |
| Oral presentation | Note Taking |
| Summarizing | Evaluating |

- Written analyses
- Group Discussion
- Debate
- Written reflection on future goals
- Quizzes
- Unit Test (Multiple Choice, Matching, Fill In, Essay)

Course Title: CP English 9

Topic/Concept: Personal Memoir

Time Allotment: 1 and a half weeks

Unit Sequence: 8

Major Concepts to be learned:

1. Students will be able to define a memoir
2. Students will be able to write a memoir
3. Students will be able to reflect on life experiences
4. Students will be able to set goals for his or her future

Expected Skills to be demonstrated:

1. Students will be able to write a memoir
2. Students will be able to demonstrate his or her ability to reflect on his or her life
3. Students will be able to follow the conventions of the memoir genre

PA Standards/Anchors:

Eligible Content:

| | | | |
|--------|--------|------------|--------------|
| 1.1.11 | 1.4.11 | • 1.1.11.F | • 1.4.11.A-B |
| 1.2.11 | 1.5.11 | • 1.2.11.C | • 1.5.11.A-F |
| 1.3.11 | 1.6.11 | • 1.3.11.F | • 1.6.11.F |

Instructional Strategies:

Assessments:

| | | |
|------------------|------------------|------------------|
| Lecture | Group discussion | • Written Memoir |
| Performance task | Student Journals | |
| Written work | Note Taking | |
| Summarizing | Outlining | |
| Evaluating | | |