

# Pequea Valley School District

## English

### Unit 1: Industrial Revolution and Progressive Era Vocabulary - Word Study

Course: ELA

Grade: 9th Grade

#### Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

#### Unit Essential Question(s)

How do the voices of the Progressive Era represent the shift in American society?  
What strategies and resources does the learner use to figure out unknown vocabulary?

#### Keystone Eligible Content/Common Core Standard

**CC.1.2.9-10.I** Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

**CC.1.2.9-10.J** 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.1.4.9-10.H** Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise claim.

**CC.1.4.9-10.I** 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.1.4.9-10.J** 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.1.2.9-10.C** Apply appropriate strategies to compare, 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.

**CC.1.2.9-10.E** 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.1.2.9-10.H** Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.

**L.N.1.1.4** Explain how an author's use of keywords or phrases in text informs and influences the reader.

**L.N.1.2.4** Draw conclusions about connotations of words.

**L.N.2.1.1** Make inferences and/or draw conclusions based on analysis of a text.

**L.N.2.5.1** Differentiate between fact and opinion.

**L.N.1.2.1** Identify and/or apply a synonym or antonym of a word used in a text.

**L.N.1.2.2** Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.

**L.N.1.2.3** Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.

**Pacing:** Approximate number of class sessions per unit

6 weeks - 30 class periods

**Tier 3 Vocabulary** (Content specific vocabulary)

- Interpret
- Evaluate
- Author analysis
- Author
- Ideas / claims
- Evaluate
- Assess
- Reasoning
- US documents of historical and literary significance
- College and career readiness
- Demonstrate
- Independence
- Task
- Audience
- Fairly
- Claims
- Counterclaims
- Connotation/Denotation
- Prefix/Suffix/Root Words
- Context Clues

**Know** - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Text Analysis
- Evaluating Arguments
- Text Structure
- Connotation/Denotation
- Analyzing Perspective/Point of View

- Author's Purpose
- Imagery
- Tone and Mood
- Persuasive Techniques

**Understand** - What do students need to **understand**? What is the **big idea**? *List broad concepts or "big ideas" in a statement of enduring understanding.*

- 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.
- Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

**Learning Outcome** - What do students need to be able to **do** by the unit's end? *List skills and competencies, NOT learning activities.*

- Identify the strategies an author uses to develop an argument
- Analyze how the author unfolds an argument
- Evaluate the validity of an author's claim, reasoning, and relevance of evidence
- Construct an argument in which students use evidence to defend, challenge or qualify a claim
- Construct a letter tightly crafted to the appropriate audience based on information in the text
  - Exemplaries

### **Unit Assessments:**

- Modern Day Muckraker letter
- Written Response to Literature
- Oral response (Discussion) to various historical pieces.

### **Collins-**

Collins writing/formal writing Non-Negotiables

Type 1 - Rules & Explanation

Type 1 - What is a Robber Baron and a Captain of Industry?

Type 1 - Even though we have not read or discussed it yet, what does the term Child Labor mean to you? Fill at least 4 lines on your paper.

Type 1 - "William Blake's Chimney Sweeper" What do you know about the words: Innocence and Experience? What images come to mind when you think of these words?

Modern Day Muckraker letter - What problem in American society are you most concerned about? What do you think should be done to help fix it?

## **Literature:**

- The Men who Built America (Andrew Carnegie, Cornelius Vanderbilt, John D. Rockefeller, J. Pierpont Morgan)
- ”Child Labor During the Industrial Revolution”
- Triangle Shirtwaist - New York Times Article
- William Blake - Chimney Sweeper
- Susan B. Anthony - Women’s Right to Vote

## **Software/Resources:**

# Pequea Valley School District

## English

**Unit 2: Imperialism and World War I**

**Course: ELA**

**Grade: 9th**

### Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

#### Unit Essential Question(s)

How do people's experiences of war influence the way they communicate about it?

#### Keystone Eligible Content/Common Core Standard

- L.N.1.3.3** Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.
- L.N.1.3.3** Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.
- L.F.2.2.4** Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.
- CC.1.3.9-10.D** Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
- CC.1.3.9-10.E** Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.
- CC.1.3.9-10.H** 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.1.3.9-10.C** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- CC.1.3.9-10.G** 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.1.2.9-10.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.

**Pacing:** Approximate number of class sessions per unit

5 weeks - 25 class periods

#### Tier 3 Vocabulary (Content specific vocabulary)

- Interpret
- Evaluate
- Author analysis
- Author

- Ideas / claims
- Evaluate
- Assess
- Reasoning
- US documents of historical and literary significance
- College and career readiness
- Demonstrate
- Independence
- Figurative Language

**Know** - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Text Analysis
- Evaluating Arguments
- Text Structure
- Connotation/Denotation
- Analyzing Perspective/Point of View
- Author’s Purpose
- Imagery
- Tone and Mood
- Persuasive Techniques
- Conflict - Internal and External
- Emotional Appeal - Pathos, Logos, Ethos
- Figurative Language - personification, metaphor

**Understand** - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- 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.
- Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
- Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

**Learning Outcome** - What do students need to be able to **do** by the unit’s end? *List skills and competencies, NOT learning activities.*

- Identify the strategies an author uses to develop an argument
- Analyze how the author unfolds an argument
- Evaluate the validity of an author’s claim, reasoning, and relevance of evidence
- Construct an argument in which students use evidence to defend, challenge or qualify a claim
- Identify the point of view and how it impacts the reader’s understanding of the plot

- Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work
- Evaluate the author's use of imagery, figurative language, and other literary devices

### **Unit Assessments:**

- Written response to literature
- Compare and Contrast response to literature.

### **Collins -**

Type 2 - Rules & explanation

Type 2 - "Attack" by Siegfried Sassoon. List three examples of figurative language that appears in the poem.

Type 3 - Rules & explanation

Type 3 - Referring back to the Glyn and Owen letters, please write a one paragraph response where you compare and contrast their attitudes about war, death, etc. In this letter please include 5-7 sentences, include at least three quotes/specific references to letters, and the use of at least three transitions to connect your points.

Type 2 - Please access the poem "Attack" by Siegfried Sassoon with the following link and read it keeping in mind figurative language. Then, in a post, list THREE examples of figurative language that appear in the poem.

Type 3- Please read the document "Soldier's Declaration" by Siegfried Sassoon. After reading, please write a 1 paragraph response (5-7 sentences) that includes the key point that Sassoon is making about the war and whether or not he is justified in feeling this way. To help with your justification, be sure to include specifics from Sassoon's "Soldier's Declaration" and any evidence from earlier readings (Owen letter, Glynn letter, soldier's journals, All Quiet on the Western Front, etc).

Type 3 - If you were summarizing our World War I unit to a friend who missed our readings, how would you characterize the World War I experience using at least three pieces of evidence to back up your claim? Please use textual evidence from what we've read in class and what you've talked about in history.

### **Literature:**

- "Yellow Journalism." *Crucible of Empire*. PBS, Sept. 1999. Web. 22 Sept. 2015.
- Teddy Roosevelt and the Spanish War (Chapter 15)
- World War I poetry & letters home (Glyn Letter and Owen's Letter)
- Battle of Somme in 1916. (Soldier's Journals)
- *All Quiet on the Western Front* by Erich Maria Remarque(excerpts)
- "A Soldier's Declaration" - Sassoon
- "Dreamers" - Poem by Sassoon

**Software/Resources:**



# Pequea Valley School District

## English

### Unit 3: The 1920's and the Great Depression Vocabulary - Word Study

Course: ELA

Grade: 9th Grade

#### Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

#### Unit Essential Question(s)

How does fiction convey the issues and living conditions of the Great Depression?

How do people deal with reality and what are the consequences when they avoid facing their reality?

#### Keystone Eligible Content/Common Core Standard

**CC.1.2.9-10.I** Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

**CC.1.2.9-10.J** 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.1.2.9-10.C** Apply appropriate strategies to compare, 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.

**CC.1.2.9-10.E** 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.1.2.9-10.H** Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.

**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.

**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.

**CC.1.3.9-10.G** 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.1.3.9-10.H** 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.1.3.9-10.D** Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.

**CC.1.3.9-10.E** Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.

**L.N.1.1.4** Explain how an author's use of keywords or phrases in text informs and influences the reader.

**L.N.1.2.4** Draw conclusions about connotations of words.

- L.N.2.1.1** Make inferences and/or draw conclusions based on analysis of a text.
- L.N.2.5.1** Differentiate between fact and opinion.
- L.F.2.2.4** Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.
- L.N.1.2.1** Identify and/or apply a synonym or antonym of a word used in a text.
- L.N.1.2.2** Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.
- L.N.1.2.3** Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.

### **Harlem Renaissance Project:**

- L.N.1.3.3** Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.
- L.F.2.2.4** Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.
- 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.
- 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.
- CC.1.4.9-10.H** Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise claim.
- CC.1.4.9-10.I** 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.1.4.9-10.J** 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.1.2.9-10.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.
- CC.1.4.9-10.U** 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.1.4.9-10.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.
- 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.
- CC.1.5.9-10.C** Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- 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.
- 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.

**Pacing:** Approximate number of class sessions per unit  
6 weeks - 30 class periods

**Tier 3 Vocabulary** (Content specific vocabulary)

- Interpret
- Evaluate
- Author analysis
- Conflict
- Drama
- Actor/Actress
- Stage Direction
- Cast of Characters
- Act/Scene
- Monologue
- Dialogue
- Evaluate
- Assess
- Reasoning
- US documents of historical and literary significance
- College and career readiness
- Audience
- Complex characters
- Point of view of text
- Author's choice
- Analyze
- Artistic medium
- Source material
- Connotation/Denotation
- Prefix/Suffix/Root Words
- Context Clues

**Know** - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Text Analysis - Close Reading
- Evaluating Arguments
- Text Structure
- Connotation/Denotation
- Analyzing Perspective/Point of View

- Author's Purpose
- Imagery
- Tone and Mood
- Text Analysis
- Focus for Writing
- Content for Writing
- Organization for Writing

**Understand** - What do students need to **understand**? What is the **big idea**? *List broad concepts or "big ideas" in a statement of enduring understanding.*

- Determine an author's point of view and analyze how rhetoric advances the point of view.
- Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.
- Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- Informational: Write with a sharp distinct focus identifying topic, task, and audience. establishing one or multiple points of view, and introducing a narrator and/or characters.
- Informational: 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.
- Informational: 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.
- 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.
- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

**Learning Outcome** - What do students need to be able to **do** by the unit's end? *List skills and competencies, NOT learning activities.*

- Identify the point of view and how it impacts the reader's understanding of the plot.
- Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work
- Evaluate the author's use of imagery, figurative language, and other literary devices.
- Identify audience and purpose influence a writer's choice of organizational pattern
- Analyze the elements of drama and how it impacts a reader's perception of the plot
- Evaluate the author's use of language, style and poetic devices

**Unit Assessments:**

- FDR's 2nd Inaugural Address Close Reading
- Glass Menagerie test
- Glass Menagerie text-dependent analysis writing

- Harlem Renaissance digital presentation
- Harlem Ren. informational essay (accompanying digital presentation)
- Text Dependent Analysis - Constructed Response Writing

### **Collins-**

Langston Hughes - Theme for English B - Using the original poem as a guide, you will write your very own “Theme for English B”.

Write the first 5 lines of the original poem as your first 5 lines. Create your own poem by adding 30 to 35 lines.

Type 2 - “Mood” Identify the mood of the piece based on the setting and atmosphere. List three direct quotes from stage directions.

Type 3 - “Glass Menagerie” Prepare a constructed response that cites two direct quotes, provide an appropriate introductory statement that restates-rewords the prompt, provide a conclusion statement that brings your essay to an appropriate close, and follows the rules in our “Essential Conventions CheckMate” for each convention required.

Type 3 - Based on the scene from *The Glass Menagerie*, analyze the significance of the lines. Explain how the lines relate to the other characters as well as how they relate to Amanda’s life. Cite specific evidence from the play to support your analysis.

### **Literature:**

*The Glass Menagerie*

Harlem Renaissance poetry - Langston Hughes “Theme for English B”, “America”

Harlem Renaissance Media Project with Social Studies

FDR Second Inaugural Address

Fireside Snapchat

### **Software/Resources:**

# Pequea Valley School District

## English

**Unit 4: World War II and PostWar/ColdWar**

**Course: ELA**

**Grade: 9th Grade**

### Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

#### Unit Essential Question(s)

What does tragedy do to familial relationships, beliefs, values, and morality?

What causes people to harm or do injustice to others?

How does literature function in a historical timeline and what role does it play in the formation or reduction of history?

#### Keystone Eligible Content/Common Core Standard

**L.N.1.3.3** Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.

**CC.1.3.9-10.D** Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.

**CC.1.3.9-10.E** Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.

**CC.1.3.9-10.H** 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.1.3.9-10.C** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**CC.1.3.9-10.G** 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.1.2.9-10.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.

**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 sections of the text; include formatting when useful to aid comprehension; provide a concluding statement or section.

**CC.1.4.9-10.B** Write with a sharp distinct focus identifying topic, task, and audience.

**Pacing:** Approximate number of class sessions per unit

5 weeks - 25 class periods

#### Tier 3 Vocabulary (Content specific vocabulary)

- Allegory
- Fable
- Euphemism

- Foreshadowing
- Memoir
- Narrator
- Elements of Fiction - Setting, Point of View, Characters, Conflict, Theme, Plot
- Plot Line - Exposition, Rising Action, Climax, Falling Action, Resolution
- Compare/Contrast
- Interpret
- Evaluate
- Author analysis
- Author
- Ideas / claims
- Evaluate
- Assess
- Reasoning
- US documents of historical and literary significance
- Historical/Cultural Context
- Figurative Language

**Know** - What do students need to know in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Text Analysis
- Text Structure
- Connotation/Denotation
- Analyzing Perspective/Point of View
- Author’s Purpose
- Imagery
- Tone and Mood
- Persuasive Techniques
- Conflict - Internal and External
- Figurative Language - personification, metaphor
- Elements of Fiction - Setting, Point of View, Characters, Conflict, Theme, Plot
- Plot Line - Exposition, Rising Action, Climax, Falling Action, Resolution
- Point of View
- Organization for Writing - Compare/Contrast

**Understand** - What do students need to understand? What is the big idea? *List broad concepts or “big ideas” in a statement of enduring understanding.*

- 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.
- Analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot to develop a theme.
- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- Determine an author's point of view and analyze how rhetoric advances the point of view.
- Informational: Write with a sharp distinct focus identifying topic, task, and audience.

**Learning Outcome** - What do students need to be able to do by the unit's end? *List skills and competencies, NOT learning activities.*

- Identify the point of view and how it impacts the reader's understanding of the plot
- Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work
- Evaluate the author's use of imagery, figurative language, and other literary devices
- Identify how the writer creates complex characters to develop realistic plot situations and conflicts
- Analyze the elements of drama and how it impacts a reader's perception of the plot
- Evaluate the author's use of language, style and poetic devices

### **Unit Assessments:**

- Short Story Elements, Plot Line Quiz
- Discussion/ Reading Questions, Written response to literature
- Night Test
- Close Reading - Truman Diaries
- Japanese Internment Camp/Auschwitz Compare and Contrast Assignment
- October Sky Movie Analysis - Cold War Discussion

### **Collins:**

#### Night:

Type 3 - In a well thought out and descriptive paragraph explain the similarity this poem "First They Came for the Jews" has to the allegory Terrible Things. Make sure to use details/examples from each piece to prove your points.

Type 3 - On page 39, Elie watches as his father gets hit by a gypsy and says "my father had just been struck, in front of me, and I had not even blinked. I had watched and kept silent." He goes on to ask "Had I changed that much? So fast?" In a paragraph (7-9 sentences), please analyze what has happened to Elie while he's been at Auschwitz. What change has he undergone? Why does he respond this way to his father's beating? What type of conflict is he experiencing?

#### October Sky:

Type 2 - In this writing, please identify what the mood of the piece is based on the setting and atmosphere. Write a statement describing mood, then list three direct quotes from the stage directions to support your conclusion.



Type 2 - After reading pages 76 - 103, please list FOUR obstacles that Elie has had to overcome to continue surviving in the camps. Next to each, write down the type of conflict that it represents (character versus self, character, society, nature).

Type 3 -In at least five sentences (circle your periods), describe what kind of a character Elie was during his experience in *Night* using at least two character traits (underlined). Be sure to provide supporting evidence for each trait and identify whether you came to this conclusion through direct or indirect characterization (put in parentheses).

In a paragraph of five to seven sentences, please describe Homer Hickam with ONE character trait, using three examples to support your idea.

Type 3- How does the movie October Sky relate to and incorporate the time period of the Cold War? How might this relate to issues today?

In Social Studies class, you learned about the Cold War -

- Communism vs Capitalism
- Rivalry between Russia and USA
- Buildup of nuclear weapons/Arms Race
- Sputnik/Space Race
- Curricula in school/Fallout shelters

Truman Diaries:

Type 3 -July 25, 1945. In this entry, he discusses the discovery and impending use of the atomic bomb. In a paragraph, please respond to: how you think Truman feels about the bomb and how he feels about using the bomb. In your response, cite specific textual evidence!

### **Literature:**

- “The Lottery”
- “The Sniper”
- “No News from Auschwitz”
- “The Terrible Things”
- *Night*
- *New York Times* article(s): “Extinction Feared”
- Truman Diary Excerpts
- Internment Camp research / Compare Contrast
- *October Sky* excerpts / video

### **Software/Resources:**

# Pequea Valley School District

## English

Unit 5: Civil Rights

Course: ELA

Grade: 9th Grade

### Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

#### Unit Essential Question(s)

How does perspective and historical significance affect one's interpretation of a piece of literature?

#### Keystone Eligible Content/Common Core Standard

**CC.1.3.9-10.D** Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.

**CC.1.3.9-10.E** Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.

**CC.1.3.9-10.H** 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.1.4.9-10.H** Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise claim.

**CC.1.4.9-10.I** 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.1.4.9-10.J** 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.1.3.9-10.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.

**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.

**CC.1.3.9-10.G** 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.1.2.9-10.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.

**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 sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

**CC.1.4.9-10.B** Write with a sharp distinct focus identifying topic, task, and audience.

**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.

**Pacing:** Approximate number of class sessions per unit  
6 weeks - 30 class periods

**Tier 3 Vocabulary** (Content specific vocabulary)

- Foreshadowing
- Memoir
- Narrator
- Compare/Contrast
- Interpret
- Evaluate
- Author analysis
- Author
- Ideas / claims
- Evaluate
- Assess
- Reasoning
- Historical/Cultural Context
- Figurative Language
- Mood
- Setting
- Symbol
- Point of view
- Perspective

**Know** - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Text Analysis
- Point of View
- Text Structure
- Focus for Writing
- Content for Writing
- Organization for Writing - Compare/Contrast

**Understand** - What do students need to **understand**? What is the **big idea**? *List broad concepts or “big ideas” in a statement of enduring understanding.*

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

- Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- Determine an author’s point of view and analyze how rhetoric advances the point of view.
- Informational: Write with a sharp distinct focus identifying topic, task, and audience.

**Learning Outcome** - What do learners need to be able to **do** by the unit’s end? *List skills and competencies, NOT learning activities.*

- Identify the point of view and how it impacts the reader’s understanding of the plot
- Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work
- Evaluate the author’s use of imagery, figurative language, and other literary devices
- Construct an argument with developed claim(s), supplying evidence while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns
- Informational: Write with a sharp distinct focus identifying topic, task, and audience.
- Informational: 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.

### **Unit Assessments:**

- Written Response to literature
- Reading Questions
- Discussion
- To Kill A Mockingbird Test/Quizzes
- MLK/Malcolm X Compare/Contrast Essay

### **Collins:**

- To Kill a Mockingbird Chapter 9 Type III “Are we going to win it” Please explain what Scout is referring to when she asks Atticus the question, “Are we going to win it?” Use at least three pieces of textual evidence to explain your answer?
- To Kill a Mockingbird Chapter 11-14 Type I. Please list in sentence form four examples or phrases that you would use to define the word “courage”.
- To Kill a Mockingbird Chapter 26-27 Type III Based on what you know of the time period and what you have read in the novel thus far, choose a main character (Jem, Scout, Atticus, Calpurnia, Tom Robinson, etc) and explain (using specific examples from the book) how society has influenced and shaped this character throughout the book?
- Type 3 - MLK and Malcolm X Civil Rights Compare and Contrast Essay -
  - 1) How did their backgrounds impact their thoughts on the Civil Rights movement and the question of equality in America?
  - 2) How were their goals for civil rights/black rights similar and how were they different?
  - 3) How would they have viewed the topic of lynching in the south and how both citizens and the court/jury system should handle it?

**Literature:**

- *To Kill a Mockingbird*
- Cross-curricular - MLK and Malcom X Comparison

**Software/Resources:**

# Pequea Valley School District

## English

Unit 6: Vietnam Era/Research Paper

Course: ELA

Grade: 9th Grade

### Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

#### Unit Essential Question(s)

How does your knowledge of a particular historical period translate to proving a claim and analyzing it through a written piece?

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- Interpret
- Author analysis
- Author
- Ideas / claims
- Evaluate
- Assess
- Reasoning
- Historical/Cultural Context
- Figurative Language
- Symbol
- Point of view
- Perspective
- Thesis
- Point of view

**Know** - What do students need to **know** in order to be able to do and understand? *List concepts, such as facts, formulas, key vocabulary and knowledge “nuggets”.*

- Text Analysis
- Creating a Thesis
- Point of View
- Text Structure
- Focus for Writing
- Content for Writing
- Organization for Writing

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**Learning Outcome** - What do learners need to be able to **do** by the unit's end? *List skills and competencies, NOT learning activities.*

- Identify the point of view and how it impacts the reader's understanding of the plot
- Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work
- Evaluate the author's use of imagery, figurative language, and other literary devices
- Identify how audience and purpose influence a writer's choice of organizational pattern
- Informational: Write with a sharp distinct focus identifying topic, task, and audience.
- Informational: 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.
- Construct a solid research paper using information from various reliable sources (primary text)

### **Unit Assessments:**

- Written Response to literature
- Reading Questions
- Discussion

**Research Paper** - As a part of the requirements of both your English and your History classes, you will be completing a research paper that is tied to the Vietnam War Era.

- Preliminary thesis statement that meets rubric expectations
- 30 note cards that meet rubric expectations
- Minimum of five (5) sources (see below for information on sources)
- Typed outline (MLA format)
- Works cited page (MLA format)
- Rough draft (MLA format)
- 5-6 page final draft (MLA format) with completed work cited page (works cited page is not included in the page count)

### **Literature:**

The Things They Carried - James McBride

### **Software/Resources:**