Catasauqua Area School District
Planned Course of Study

Course Title: English I

Grade Level(s): 9

Text: Novels, short stories, nonfiction articles, plays, and poems

Course Description

The ninth grade English I course at Catasauqua Area School District has been structured to refine the achievement of literary analysis with an emphasis on the refining of skills in the four major areas of language: **listening, speaking, reading, and writing**. Students enrolled in the ninth grade English I course will be exposed to a variety of literary texts including fiction and non-fiction short stories, poems, a novel, and a research project.

Essential Questions

How do strategic readers create meaning from informational and literary text?
What is this text really about?
How do readers know what to believe?
How does what readers read influence how they should read it?
How does a reader's purpose influence how text should be read?

How do readers know what to believe in what they read, hear, and view?
How does interaction with text provoke thinking and response?

What do good listeners do?
How do active listeners make sense?
How do active listeners know what to believe in what they hear?

How do tasks, purpose, and audience influence how speakers craft and deliver a message?
How do speakers employ language and utilize resources to effectively communicate a message?

What does a reader look for and how can s/he find it?
How does a reader know a source can be trusted?
How does one organize and synthesize information from various sources?
How does one best present findings?

What makes clear and effective writing?
Why do writers write? What is the purpose?
Who is the audience? What will work best for the audience?

How do learners make decisions concerning formal and informal language in social and academic settings?
How do grammar and the conventions of language influence spoken and written communication?

Why learn new words?
What strategies and resources does the learner use to figure out unknown vocabulary?
How does one develop and refine vocabulary?

Reading Informational Text Competencies

-Determine an author's point of view and analyze how rhetoric advances the point of view.
-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 words and phrases shape meaning and tone in texts.
-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.
-Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
-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.
-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.
-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.
-Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently
-Acquire and accurately use 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.
-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.

Reading Literature Competencies

-Determine an author's particular 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 words and phrases shape meaning and tone in texts.
-Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
-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 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 certain details; provide an objective summary of the text.
-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on the authors explicit assumptions and beliefs on the subject.
-Analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot to develop a theme.
-Read and comprehend literary fiction on grade level, reading independently and proficiently.
-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.
- Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.

Writing Competencies

Focus

-Informational: Write with a sharp distinct focus identifying topic, task, and audience.
-Argumentative: Write with a sharp distinct focus identifying topic, task, and audience.
-Narrative: 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.

Content

-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 aid comprehension.
-Argumentative: 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.
-Narrative: Use narrative techniques such as dialogue, description, reflection, multiple plot lines, 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.

Organization

-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 aid comprehension; provide a concluding statement or section.
-Argumentative: 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.
-Narrative: 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.

Writing Style & Conventions

-Write with an awareness of the stylistic aspects of composition.
-Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Response to Literature

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

Production and Distribution, Technology and Publication of Writing

-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.
-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.

Conducting Research

-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.

Credibility, Reliability and Validity of Sources

-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.

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.

Speaking and Listening Competencies

-Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
-Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
-Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
-Demonstrate command of the conventions of standard when speaking based on grade 9- 10 level and content.
-Make strategic use of digital media I presentations to add interest and enhance understanding of findings, reasoning, and evidence.
-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.
-Adapt speech to a variety of contexts and tasks.

Catasauqua Area School District
Course Title: English I
Grade Level: 9

Course Syllabus

Course Content	TentativeTimeframe
1. **Elements of Literature** ● Voice ● RACERS ○ Constructed Response Practice ● Writing a Proper Email ● USA Test Prep Benchmark	1 Week
2. **Historical Unit** ● "I, Too" by Langston Hughes ● FDR Infamy Speech ● George Bush 9/11 Speech ● "The Sniper" by Liam O'Flaherty ● *Animal Farm* by George Orwell (Novel)	3 Weeks
3. **Research Project** ● Historical Hero Speech	3 Weeks
4. **Coming of Age** ● "We Real Cool" by Gwendolyn Brooks ● *Monster* by Walter Dean Myers (Novel) ● "The Curious Case of Benjamin Button" by F. Scott Fitzgerald	3.5 Weeks
5. **Satirical Literature** ● "The Lottery" by Shirley Jackson ● "A Ghost Story" by Mark Twain	1 Week
6. **Shakespeare Unit** ● *Romeo and Juliet* ● Sonnet 18	3 Weeks
7. **Adventure Unit** ● "The Most Dangerous Game" by Richard Connell ● "The Lady or the Tiger" by Frank R. Stockton	1 Week

Teaching Strategies Utilized	
● Classroom Discussion ● Read Aloud ● Essays ● Canvas Writing Assignments ● Large/small group activities	● Graphic Organizers ● Class Presentations ● Canvas Discussion Boards ● Modeling ● Review Games

Catasauqua Area School District
Unit Title: Elements of Literature
Grade Level: 9

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	Assess. Anchor	PA Stand.
The student will be able to: 1. Determine the difference between tone, syntax, imagery, mood, and diction. 2. Apply writer's voice skills to student selected projects. 3. Formulate an appropriate email. 4. Respond effectively to constructed response questions that would appear on a Keystone Exam.	M AP M AP	1. Worksheets 2. Graphic Organizers 3. Project 4. Benchmark Assessment	1. Projects 2. Benchmark Test 3. Questions based on comprehension of story	L.N. 1.3.1 L.N. 2.3.5 L.N. 2.3.6 C.IE.1.1.1 C.IE.1.1.3 C.IE.1.1.4 C.IE.1.1.5	C.C.1.2.9-10.D C.C.1.2.9-10.F C.C.1.2.9-10.K C.C.1.2.9-10.L C.C.1.4.9-10.B C.C.1.4.9-10.D C.C.1.4.9-10.E C.C.1.4.9-10.F C.C.1.4.9-10.H

Resources/Materials

1. Voice
    - Writer's Voice Introduction Worksheet
    - Writer's Voice Guided Notes Worksheet
    - Pizza Descriptions Graphic Organizer
    - My Writer's Voice Project
2. RACERS
    - RACERS Writing Strategy Worksheet
3. Writing a Proper Email
    - Google Slides Presentation
    - Practice Email Worksheet
4. USA Test Prep
    - Teacher-Generated Benchmark Assessments-Beginning and Mid year (40 Questions)

Interdisciplinary Relationships

- Students will use technology, iPads, to research, write, and formulate comprehension answers to questions.
- English will have a cross curriculum with Social studies using short stories, novels, poems and the research project.

Catasauqua Area School District
Unit Title: Historical Unit
Grade Level: 9

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	Assess. Anchor	PA Stand.
The student will be able to: 1. Analyze "I, Too" to determine writer's voice and overall theme. 2. Distinguish the difference between the speaker's writer's voice in "The Infamy Speech" and the "9/11 Speech." 3. Identify the plot sequence of "The Sniper." 4. Develop an original constructed response for "The Sniper" by examining plot, character development, and theme in the story. 5. Define and apply critical literary terms such as "allegory," "anthropomorphism," "satire," and "fable." 6. Understand the significance of "Rebellion" both within the context of the story and historically. 7. Analyze and discuss the dynamic between the characters in the novella and real-life figures during the Russian Revolution. 8. Draw comparisons between the Russian Revolution and important scenes within the novella.	AP AP M AP AP AP AP M	1. Worksheets 2. Graphic Organizers 3. Class Discussions 4. Guided reading 5. Bell Ringers	1. Projects 2. Test: Objective and Subjective 3. Questions based on comprehension of story	L.N.2.3.1 L.N.2.3.2 L.N.2.3.4 L.N.2.3.5 L.N.1.3.1	C.C.1.2.9-10.B CC.1.2.9-10.A CC.1.2.9-10.C CC.1.2.9-10.D CC.1.2.9-10.E CC.1.2.9-10.F CC.1.2.9-10.H CC.1.2.9-10.I

Resources/Materials

1. "I, Too"
   - Copies of "I, Too" by Langston Hughes
   - "I,Too" Worksheet
2. Infamy Speech & 9/11 Speech
   - Copies of F.D.R. Infamy Speech & George Bush 9/11 Speech
   - Speeches Guided Notes Worksheet
   - Speeches Writer's Voice Chart
3. "The Sniper"
   - Copies of the short story "The Sniper"
   - Guided Notes Worksheet
   - Active Reading Questions
   - Writing Assignment
4. *Animal Farm*
   - Copies of George Orwell's *Animal Farm*
   - *Animal Farm* Supplemental Materials

Interdisciplinary Relationships

- English will have a cross curriculum with Social studies using short stories, novels, poems and the research project.
  - The following resources are used: Shakespeare's *Romeo & Juliet,* "I, Too" by Langston Hughes, F.D.R. Infamy Speech & George Bush 9/11 Speech, "The Sniper" by Liam O'Flaherty, George Orwell's *Animal Farm, and* Google Doc list of 20 Historical Heroes and 20 Modern Day Heroes.
- Students will use technology, iPads, to research, write, and formulate comprehension answers to questions.

Catasauqua Area School District
Unit Title: Research Project
Grade Level: 9

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	Assess. Anchor	PA Stand.
The student will be able to:		1. Worksheets	1. Speech Project	L.F.2.1.2	CC.1.3.9-10.A
1. Synthesize information from a variety of sources.	AP	2. Graphic Organizers	2. Oral Speech project	L.N.2.3.1	CC.1.3.9-10.B
2. Analyze and evaluate text to determine validity and accuracy.	AP	3. Class Discussions		L.N.2.3.2	CC1.5.9-10.E
3. Analyze web-based and other and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.	AP	4. Guided reading		L.N.2.3.4	CC.1.4.9-10.A
4. Compile necessary facts and information about a given hero to compose an effective speech.	M	5. Bell Ringers		C.IE.1	CC.1.4.9-10.B
5. Effectively categorize research to fill three main points:				L.F.1	CC.1.3.9-10.J
● What classifies your hero as a hero?	AP			C.IE.1	CC.1.4.11-12.A
● What were the motivations for your hero's actions?					CC.1.4.9-10.G
● Facts that relate to the <u>main point</u> of the speech.					CC.1.4.11-12.G
6. Recite completed speech either through recording OR in class in front of teacher and peers.	M				CC.1.4.9-10.T
7. Understand and apply rules for MLA formatting throughout the speech.	AP				CC.1.4.11-12.T

Resources/Materials

1. Historical Hero Project
    - Teacher-Generated Speech Template
        - Students will be able to access the Google Doc that contains the step by step layout of how the project is meant to be carried out.
    - Google Doc list of 20 Historical Heroes and 20 Modern Day Heroes

Interdisciplinary Relationships

- English will have a cross curriculum with Social studies using short stories, novels, poems and the research project.
- Students will use technology, iPads, to research and write a research project.

Catasauqua Area School District
Unit Title: Coming-of-Age
Grade Level: 9

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	Assess. Anchor	PA Stand.
The student will be able to:		1. Worksheets	1. Projects	L.F.1.1.1 I	CC.1.3.9-10.C
1. Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect. (In *Monster,* looking at the font and structure of journal entries and the movement on the text).	M	2. Graphic Organizers 3. Class Discussions 4. Guided reading 5. Bell Ringers	2. Test: Objective and Subjective 3. Questions based on comprehension of story	L.F.2.3.1 L.F.2.1.1 L.F.2.1.2 L.F.1.1.2	CC.1.2.9-10.C CC.1.2.9-10.D CC.1.2.9-10.F CC.1.2.9-10.K
2. Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	M				
3. Understand the roles of professionals inside a courtroom.	AP				
4. Distinguish between fact and bias as it applies to people's beliefs.	AP				
5. Examine the juxtaposition of guilt vs. innocence within the justice system.	AP				
6. Examine how the poetic structure of "We Real Cool" affects the central message of the poem.	AP				
7. Determine the coming-of-age elements in "The Curious Case of Benjamin Button."	AP				
8. Analyze "The Curious Case of Benjamin Button" in order to determine essential plot elements and character development.	M				

Resources/Materials

1. "We Real Cool"
    - Copies of "We Real Cool" Poem by Gwendolyn Brooks
    - Poem Questions Packet
2. *Monster*
    - Copies of Walter Dean Myers *Monster*
    - Roles Within A Courtroom Graphic Organizer
    - Character Quotes Introductory Assignment
        - Students will be asked to compose preliminary profiles for major characters in the novel
    - Canvas Discussion Boards and Writing Activities
    - Lawyer's Closing Arguments Graphic Organizer
    - Copies of Seth Mullins Article
    - Center Spread Project
3. "The Curious Case of Benjamin Button"
    - Copies of "The Curious Case of Benjamin Button"
    - Author Bio Worksheet
    - Questions Packet
    - Vocabulary Worksheet

Interdisciplinary Relationships

- Students will use technology, iPads, to research, write, and formulate comprehension answers to questions.

Catasauqua Area School District
Unit Title: Satirical Literature
Grade Level: 9

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	Assess. Anchor	PA Stand.
The student will be able to:		1. Worksheets	1. Projects	L.N.1.3.1	C.C.1.2.9-10.B
1. Categorize research to participate in a classroom debate on the topic of tradition.	AP	2. Graphic Organizers 3. Class Discussions 4. Guided reading	2. Test: Objective and Subjective 3. Questions based on comprehension of story	L.N.1.3.3 L.F.1.1.3 L.F.1.3.2 L.F.2.3.2	C.C.1.2.9-10.H C.C.1.2.9-10.L C.C.1.3.9-10.A C.C.1.3.9-10.C
2. Defend arguments made on the importance of traditions during in-class debate.	AP	5. Bell Ringers 6. Guided reading		L.F.2.3.3 L.F.2.3.5	C.C.1.3.9-10.D C.C.1.3.9-10.F C.C.1.3.9-10.I
3. Compose and participate in ongoing discussion boards through Canvas.	AP				C.C.1.3.9-10.K
4. Discuss the impact of Shirley Jackson's "The Lottery" during the time period, which it was written.	AP				
5. Identify and define using context clues unfamiliar vocabulary within Mark Twain's "A Ghost Story."	AP				

Resources/Materials

1. "The Lottery"
    - Copies of Shirley Jackson's "The Lottery"
    - Canvas Discussion Boards
    - "The Lottery Letters" Article
        - Explores the impact of the short story on society of the time
    - Debate Activity
        - Students will be asked to consider the importance of traditions and whether or not they are a positive or negative force in today's society.
2. "A Ghost Story"
    - Copies of Mark Twain's "A Ghost Story"
    - Guided Notes for "A Ghost Story"

Interdisciplinary Relationships

- Students will use technology, iPads, to research, write, and formulate comprehension answers to questions.

Catasauqua Area School District
Unit Title: Shakespeare
Grade Level: 9

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	Assess. Anchor	PA Stand.
The student will be able to: 1. Trace themes that develop throughout the play, including those related to fate/free will, love, revenge, familial loyalty, and youthful naivety. 2. Develop and practice strategies for interpreting Shakespearean language. 3. Compare modern adaptations of *Romeo and Juliet* to the original. 4. Determine the role fate plays in the drama. 5. Recognize and understand the use and purpose of various literary devices used within the play. 6. Identify the characters and plot of *Romeo and Juliet* and analyze the actions, themes, and social issues of the play and relate them to those that are relevant today. 7. Cite effective evidence from nonfiction as well as the play to compare *Romeo and Juliet* to modern studies of teenage behavior. 8. Associate and analyze lyrics from music to relate to *Romeo and Juliet* for a culminating research project. 9. Analyze informational/expository text and literary/narrative text to draw conclusions and develop insights.	AP AP AP AP K AP AP AP AP	1. Worksheets 2. Graphic Organizers 3. Class Discussions 4. Guided reading 5. Bell Ringers	1. Projects 2. Test: Objective and Subjective 3. Questions based on comprehension of story	L.N.1.3.1 L.N.2.3.1 L.N.1.3.3 L.F.1.1.2 L.F.2.3.4	C.C.1.3.9-10.A C.C.1.3.9-10.C C.C.1.3.9-10.D C.C.1.3.9-10.F C.C.1.3.9-10.G C.C.1.3.9-10.K

Resources/Materials

1. Romeo and Juliet
    - Copies of Shakespeare's *Romeo & Juliet*
    - Supplemental Packet
        - Contains comprehension questions that go along with the reading of the play
    - "Inside the Teenager's Brain" Article by Marty Wolner
2. "Sonnet 18"
    - Copies of "Sonnet 18"
    - Questions Worksheet

Interdisciplinary Relationships

- Students will use technology, iPads, to research, write, and formulate comprehension answers to questions.

Catasauqua Area School District
Unit Title: Adventure
Grade Level: 9

Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	Assess. Anchor	PA Stand.
The student will be able to: 1. Determine the central idea of "The Most Dangerous Game" and "The Lady or the Tiger." 2. Apply appropriate strategies to analyze, interpret, and evaluate the three traps in "The Most Dangerous Game." 3. Analyze how rhetoric advances the point of view of Richard Connell and Frank R. Stockton 4. Analyze the ending of "The Lady or the Tiger" and then formulate your own conclusion 5. Formulate an advertising campaign that will entice people to travel to an exotic island, similar to the one described in "The Most Dangerous Game."	K AP K M M	1. Worksheet 2. Graphic Organizers 3. Class Discussions 4. Guided reading 5. Bell Ringers	1. Projects 2. Test: Objective and Subjective 3. Questions based on comprehension of story	L.F.1.1 L.F.1.3 L.F.1.3.2 L.F.2.1.1 L.F.2.1.2	C.C.1.3.9-10.D C.C.1.3.9-10.E C.C.1.3.9-10.F C.C.1.3.9-10.H C.C.1.3.9-10.I C.C.1.3.9-10.K

Resources/Materials

1. "The Most Dangerous Game"
    - Copies of Richard Connell's "The Most Dangerous Game"
    - Guided Notes Worksheet & PowerPoint
    - Discussion Questions Packet
    - Canvas Discussion Boards
    - Advertisement Project
2. "The Lady, Or the Tiger"
    - Copies of Frank R. Stockton's "The Lady, Or the Tiger"
    - "The Lady, Or the Tiger" Discussion Board
    - Discussion Questions Packet
    - Guided Notes Worksheet

Interdisciplinary Relationships

- Students will use technology, iPads, to research, write, and formulate comprehension answers to questions.