

Wallenpaupack Area School District

Planned Course Curriculum Guide

Department
High School English

Name of Course
English 9 CCR

Course Description:

The English 9 College and Career Ready course focuses on equipping students with the skills to engage directly with a variety of literary and nonfiction texts. The curriculum is designed to include an assortment of texts that will engage and challenge students with their range of complexity and use of compelling language. The English 9 College and Career Ready course will inspire and prepare all students for close, critical reading and analytical writing. As readers, students will be observing the small details in a text to gain a deeper understanding of the whole. As writers, students will be focusing on developing complex sentences, building on producing well-organized paragraphs, and progressing towards well-developed essays. The English 9 College and Career Ready course will prepare students for the rigorous course work of college as well as equipping them with the skills necessary to enter today's competitive workforce.

Students will progress through the following units:

Unit 1: Telling Details

- Genre Focus: Short Stories and Visual Texts

Unit 2: Pivotal Words and Phrases

- Genre Focus: Poetry

Unit 3: Compelling Evidence

- Genre Focus: Essays and Arguments

Unit 4: Drama

- Genre Focus: Tragedy or Comedy

Initial Creation Date (if applicable) and Revision Dates: December 2023, February 2024, October 2024

Wallenpaupack Area School District Curriculum	
COURSE: English 9 CCR	GRADE/S: 9
UNIT 1: Telling Details	TIMEFRAME: 3-5 weeks

PA COMMON CORE/NATIONAL STANDARDS:

CC.1.3.9–10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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

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.I 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.1.3.9–10.J 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.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

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

CC.1.4.9–10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

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.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.

CC.1.4.9–10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.9–10.G Write arguments to support claims in an analysis of substantive topics.

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

CC.1.4.9–10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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.1.4.9–10.X 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.

CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

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

CC.1.5.9–10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.

UNIT OBJECTIVES (SWBATS):

- Observe and analyze details in visual texts.
- Conduct brief, on-the-spot research.
- Read and analyze complex literary text.
- Read closely and analyze a short story.
- Explain what specific details reveal about a character.
- Explain how tension builds in a short story.
- Identify textual details that reveal character changes.
- Identify implicit meanings based on textual details.
- Analyze the effects of literary and stylistic elements
- Create an outline for a literary analysis paragraph.
- Revise a paragraph by adding direct quotes and smooth transitions.
- Collaborate with peers through academic conversations.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Previewing
- Skimming/Scanning
- Making Inferencing
- Note-Taking
- Marking the Text
- Close Reading

- Rereading
- Summarizing
- Think-Pair-Share
- Paraphrasing
- Visualizing
- Adding
- Outlining
- Predicting
- Drafting
- Outlining

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- **Formative:**
 - *Learning Checkpoints:* Students apply their learning by independently reading a few short passages not studied in class and answering multiple-choice questions that assess reading, writing, and language (including both vocabulary in context and grammar).
- **Summative:**
 - *Performance Task:* (Analyzing Telling Details) After reading a short story, students develop a well written paragraph in which they analyze how the author uses telling details to provide the reader with insight into a character's thoughts.

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- Write a series of sentences that connect telling details to their own personality traits.
- Respond to higher-order questions that compare a literary text to film version.

RESOURCES (Technology Based Resources, Text Resources, etc.):

- Vocabulary.com
- Quill.org
- Fiction selections including:
 - "The Most Dangerous Game"
 - "The Necklace"
 - "The Lady of the Tiger"
 - "The Gift of the Magi"
 - "A Sound of Thunder"
 - "The Interlopers"
 - "The Birds"
 - "The Wretched and the Beautiful"
 - "The Cask of Amontillado"
 - "Mask of the Red Death"
 - "Tell Tale Heart"
 - "Bread"
 - "The First Day"
 - "What Happened During the Ice Storm"
 - "The Red Fox Fur Coat"
 - "Lamb to the Slaughter"
 - "An Occurrence at Owl Creek Bridge"

- Photo Essay "Quiet Places"

KEY VOCABULARY: commentary, revise, allusion, character foil, diction, dramatic, verbal, situational irony, stereotype, archetype, tone, allusion, mood, setting, point of view, plot, characterization, static character, dynamic character, flat character, round character, internal and external conflict, protagonist, antagonist, antihero, theme, flashback, foreshadowing, inference, and syntax

Wallenpaupack Area School District Curriculum	
COURSE: English 9 CCR	GRADE/S: 9
UNIT 2: Pivotal Words and Phrases	TIMEFRAME: 3-5 weeks
PA COMMON CORE/NATIONAL STANDARDS: CC.1.3.9–10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 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.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.F Analyze how words and phrases shape meaning and tone in texts. 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.I 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.1.3.9–10.J 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.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.9–10.B Write with a sharp, distinct focus identifying topic, task, and audience. 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.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. 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.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.9–10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 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.X 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.	

CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

UNIT OBJECTIVES (SWBATS):

- Identify what distinguishes poetry from prose.
- Analyze the poet's choices in a found poem.
- Reflect on their own writing processes and choices.
- Analyze how stylistic choices contribute to the meaning and effects of a work.
- Explain how word choice reveals tone.
- Read poetry to analyze its meaning and the author's craft.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Previewing
- Skimming/Scanning
- Marking the Text
- Close Reading
- Outlining
- Rereading
- Visualizing

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- **Formative:**
 - *Learning Checkpoints:* Students apply their learning by independently reading a few short passages not studied in class and answering multiple-choice questions that assess reading, writing, and language (including both vocabulary in context and grammar).
- **Summative:**
 - *Performance Task:* (Analyzing Pivotal Words and Phrases) After reading a poem, students will write an analysis of how the poet uses pivotal words and phrases.

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- Leveled texts
- Thematic choice
- Guided annotations
- Collaborative work
- Tiered assignments
- Choice boards
- Graphic organizers
- Flexible grouping

RESOURCES (Technology Based Resources, Text Resources, etc.):

- Vocabulary.com
- Quill.org
- Poetry selections including:
- Rasma Haidri
"Lottery"

- John Montague
"The Fight"
- Joshua Bennett
"Tamara's Opus"
- Poe
"The Bells"
"Annabelle Lee"
- Shakespeare
"The Seven Ages of Man"
Various Shakespearean Sonnets
- Longfellow
"The Wreck of the Hesperus"
- Langston Hughes
"Dream Deferred"
"Let America Be America Again"
- Walt Whitman
"I Hear America Singing"
- Robert Frost
"The Road Not Taken"
"After Apple Picking"
"Stopping By Woods on a Snowy Evening"
- Rossetti
"Uphill"
- Walter Dean Myers
"Summer"

KEY VOCABULARY: motive, strategize, ode, poetic structure, rhyming couplet, setting, point of view, characterization, conflict, theme, symbolism, tone, mood, allusion, figurative language, idiom, imagery, alliteration, hyperbole, simile, metaphor, onomatopoeia, personification, denotation, connotation, colloquialism, paradox, oxymoron, motif, portmanteau, apostrophe, poetic license, and found poem

Wallenpaupack Area School District Curriculum	
COURSE: English 9 CCR	GRADE/S: 9
UNIT 3: Compelling Evidence	TIMEFRAME: 3-5 weeks
PA COMMON CORE/NATIONAL STANDARDS: CC.1.2.9–10.A 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. 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.C 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. CC.1.2.9–10.D Determine an author’s particular point of view and analyze how rhetoric advances the point of view. 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.F Analyze how words and phrases shape meaning and tone in texts 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.1.2.9–10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. CC.1.2.9–10.K 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.1.2.9–10.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.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. CC.1.4.9–10.G Write arguments to support claims in an analysis of substantive topics. 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.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.9–10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 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.X 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. CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	

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.
CC.1.5.9–10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.

UNIT OBJECTIVES (SWBATS):

- Analyze an argument's stated and implied claims, logical reasoning, supporting evidence, and stylistic elements.
- Analyze the characteristics of texts in order to interpret and synthesize graphical data.
- Write an argument, using reasoning and evidence, that supports a claim in an analysis of a topic.
- Conduct research to gain and synthesize information and present the findings and evidence.
- Give a presentation that is effectively designed according to the purpose, audience, and task.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Previewing
- Skimming/Scanning
- Close Reading
- Marking the Text
- Visualizing
- Graphic Organizer
- Predicting
- Drafting
- Outlining
- Chunking the Text
- Brainstorming
- Quickwrite
- Discussion groups
- Summarizing
- Sharing/Responding
- Collaborative Discussions
- Generating Questions
- KWL Chart
- Think-Pair-Share
- Paraphrasing

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- **Formative:**
 - *Learning Checkpoints:* Students apply their learning by independently reading a few short passages not studied in class and answering multiple-choice questions that assess reading, writing, and language (including both vocabulary in context and grammar).
 - Writing and revising a one paragraph argument using a set number of resources
- **Summative:**

- *Performance Task: (Analyzing an Argument)* After reading a non-fiction piece, students will write a response explaining how the author builds an argument to persuade his audience.

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- Socratic seminars to facilitate in-depth discussions
- Diverse reading material of varying lexile levels
- Diverse reading materials to expose students to different perspectives and writing styles

RESOURCES (Technology Based Resources, Text Resources, etc.):

- Vocabulary.com
- Quill.org
- Nonfiction selections including:
 - “Games People Probably Shouldn’t Play”
 - “The Perfect Storm”
 - “Into Thin Air”
 - “A Christmas Memory”
 - *Night* by Elie Wiesel
 - Essays: “The Work you Do, the Person You Are”
“Drowning in Dishes, but Finding a Home”
 - Arguments: “What to Do with the Kids This Summer? Put ‘Em to Work”
“The Decline of the American Teenager’s Summer Job”
“Teenagers Have Stopped Getting Summer Jobs – Why?”
- Varied magazine, newspaper, and scholarly articles

KEY VOCABULARY: bias, concession, credibility, fallacy, objective, plagiarism, synthesize, ethos, pathos, logos, rhetorical appeals, memoir, autobiographical non-fiction

Wallenpaupack Area School District Curriculum	
COURSE: English 9 CCR	GRADE/S: 9
UNIT 4: Drama	TIMEFRAME: 3-5 weeks
PA COMMON CORE/NATIONAL STANDARDS: PA COMMON CORE/NATIONAL STANDARDS: CC.1.3.9–10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 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.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.F Analyze how words and phrases shape meaning and tone in texts. 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.I 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.1.3.9–10.J 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.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.9–10.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.9–10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. CC.1.4.9–10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.9–10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 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.X 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. CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	

UNIT OBJECTIVES (SWBATS): • Analyze characterization in a dramatic scene. • View a scene and analyze actors' performance choices. • Analyze a dramatic scene. • Work collaboratively to analyze a play and prepare a thoughtful response to a scene. • Read drama to analyze its meaning and the author's craft.
INSTRUCTIONAL STRATEGIES/ACTIVITIES: • Close Reading • Diffusing • Marking the Text • Skimming/Scanning • Visualizing • Discussion Groups • Graphic Organizer • Chunking the Text • Brainstorming • Rereading • Choral Reading • Oral Reading
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): • Formative: ○ Journals ○ Reflection Prompts ○ Exit Tickets • Summative: ○ Small group scene performance ○ Scene direction/director's notebook ○ Character diaries ○ Analytical essay ○ Scene modernization
DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): • Leveled texts • Storyboards • Graphic Organizers • Video and Audio versions • Collaborative work • Performance based projects • Flexible grouping • Choice boards

RESOURCES (Technology Based Resources, Text Resources, etc.): • <i>Romeo and Juliet</i>
KEY VOCABULARY: act, scene, script, dialogue, aside, monologue, soliloquy, sonnet, tragedy, comedy, prologue, foreshadowing, dramatic irony, conflict, and stage directions