Section 1: CORE UNITS

Grade, Subject: English 9	**Strand (Unit):** Short Stories

Big Idea: Short story components, literary devices, plot devices, and reading strategies enhance a reader's understanding of a text.

PA Core 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.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text. 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.F Analyze how words and phrases shape meaning and tone in texts. Analyze how words and phrases shape meaning and tone in texts.
- CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently. Read and comprehend literary fiction on grade level, reading independently and proficiently.

PA Career Standards:
- 13.3.11.B Evaluate team member roles to describe and illustrate active listening techniques: (Clarifying, Encouraging, Reflecting, Restating, Summarizing).

Essential Questions:
1. What elements are important in a short story?
2. What can we do to understand and interpret the meaning of a text?
3. How is analysis of a story essential to comprehension?
4. How does literature contribute to an understanding of ourselves and others?
5. How can we learn more about the world through multiple perspectives?

Concepts/Understandings (SWKT…):
Students will know that:
1. The elements necessary for short stories include plot, which consists of exposition, conflict, rising action, climax, falling action, and resolution, and characterization.
2. Studying elements of story and literature allows for a thematic understanding of a text.
3. Understanding literary devices such as mood, tone, foreshadowing, and irony is essential in analyzing a story.
4. Making connections between a story and the reader creates relevancy and deepens understanding.
5. Multiple perspectives are essential for a deeper understanding of one's self and society.

Vocabulary:

- Plot Diagram (exposition, rising action, climax, falling action, resolution)
- Conflict
- Theme
- Setting
- Symbolism
- Irony
- Tone and mood
- Characterization

- Foreshadowing
- Imagery
- Simile
- Metaphor
- Flashback
- Hyperbole
- Personification
- Genre
- Protagonist
- Antagonist

Competencies/Skills (SWBAT…):

Students will be able to:
1. Identify and analyze elements of fiction, literary devices, and text-based vocabulary.
2. Connect the themes of various texts to develop a deeper meaning of themselves and their society.
3. Construct written analysis of texts in a variety of formats, including meaningful and relevant evidence from the text when applicable.
4. Create projects that synthesize learning from various texts.
5. Make connections between themselves, their lives, the world, and other texts.

Assessments:
- Quizzes
- Projects
- Well-Developed Paragraphs
- Persuasive Essay

Exemplar Texts:
- "The Most Dangerous Game" by Richard Connell
- "The Cask of Amontillado" by Edgar Allan Poe
- "The Scarlet Ibis" by James Hurst
- "The Lady or the Tiger?" by Frank Stockton

Grade, Subject: English 9	**Strand (Unit):** Novel

Big Idea: Society shapes and influences individuals and the literature they create.

PA Core 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. 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. 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. 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.K Read and comprehend literary fiction on grade level, reading independently and proficiently. Read and comprehend literary fiction on grade level, reading independently and proficiently.
- 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.1.5.9-10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

PA Career Standards:
- 13.3.11.A Evaluate personal attitudes and work habits that support career retention and advancement.
- 13.3.11.C Evaluate conflict resolution skills as they relate to the workplace: (Constructive criticism, Group dynamics, Managing/leadership, Mediation, Negotiation, Problem solving).

Essential Questions:	**Concepts/Understandings (SWKT…):**
1. What influences how we look at and understand the world? 2. Does an individual's response to injustice reveal their true character? 3. Why is it important to understand the setting of a story, including the year, location, and social customs? 4. How does symbolism/motif convey a larger theme in an extended work? 5. Should we prioritize empathy? 6. When injustice occurs, is empathy enough? 7. How can we make meaningful connections between history, literature, and modern society?	1. One's culture and background has an impact on their understanding of society and the world. 2. Strength of character is created through facing obstacles and overcoming them. 3. Knowledge of time periods and social customs strengthens understanding of analysis of theme, morals, ethics, and values. 4. Understanding symbolism/motif leads to stronger connections of text to society and the world.

5. Empathy is a vital element of society and creating a better world.
6. Literature allows readers to consider the role of empathy in social problems, such as injustice.
7. Evaluating and discussing the connections between history, literature, and modern society allows for exploration of key themes.

Vocabulary:

Content:
● The Great Depression
● The Scottsboro Boys
● Jim Crows Laws
● Stereotyping
● Empathy
● Socratic Seminar

Skills:
● Flashback
● Symbolism/Motif
● Theme
● Dialect
● Point of View
● Dialogue
● Characterization
● Diction

Competencies/Skills (SWBAT…):
1. Understand and interpret one's own identity in connection to those in literature.
2. Analyze how characters behave amid conflict and determine what this says about them.
3. Analyze the setting of a work (time, location, and social customs) through close reading and annotation, and draw connections to the theme, morals, ethics, and values.
4. Identify and analyze symbols and motifs as they apply to the larger theme of a work.
5. Identify the importance of empathy in society.
6. Participate in synthesizing essential ideas through the use of modified Socratic Seminars.
7. Connect historical events to the novel and connect themes from the novel to modern society.

Assessments:
● Historical Context Mini Project
● Quizzes/Unit Test
● Well-Developed Paragraphs
● Project-Based Assessment
● Thematic Development throughout the text
  ○ Theme Essay
● Socratic Seminar

<u>**Exemplar Text**</u>
- *To Kill a Mockingbird* by Harper Lee

<u>**Film:**</u>
- *To Kill a Mockingbird* (1962) - NR

Grade, Subject: English 9	**Strand (Unit):** Drama

Big Idea: Shakespeare's works are timeless and relevant, showcasing themes about the individual vs. society and relationship dynamics.

PA Core 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.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. 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.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.1.4.9-10.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.1.5.9-10.E Adapt speech to a variety of contexts and tasks.

PA Career Standards:
- 13.3.11.G - Evaluate the impact of lifelong learning on career retention and advancement.

Essential Questions:	**Concepts/Understandings (SWKT…):**

1. What are the elements of drama?
 2. How was Shakespeare influential in his time period?
 3. How can we engage in and appreciate the language of Shakespeare?
 4. How does Shakespeare explore the human experience through thematic elements?
      a. What is the role of fate as compared to free will?
      b. How do family and society impact the individual?
      c. To what extent are our lives pre-scripted from birth?
 5. How can the meaning of words change depending on their usage and context, and how does the meaning affect a play?
 6. How does Shakespeare follow and reshape the definition of tragedy?
 7. How do different productions of plays showcase varying perspectives on genre, character, etc.?
	1. Drama is made up of key elements—plot, character, setting, theme, and conflict—that work together to create meaning and engage the audience.
	 2. Shakespeare revolutionized the English language and many of his words and themes are used in modern society.
	 3. Shakespeare's language can be understood and appreciated through practice, performance, and exploration of its rhythm, imagery, and wordplay.
	 4. Literary archetypal and/or thematic elements often reflect life and can be found across cultures and times.
	 5. Denotation and connotation affect the tone and mood of a play.
	 6. Shakespeare includes and redefines elements of dramatic tragedy.

	7. Different productions of the same play highlight unique interpretations of genre, characters, etc.
Vocabulary: Content: ● The Globe Theater ● Elizabethan Era Skill: ● Drama ● Soliloquy ● Monologue ● Aside ● Allusion ● Irony ● Iambic pentameter ● Meter ● Sonnet ● Rhyme scheme ● Tragedy ● Pun / Double entendre	**Competencies/Skills (SWBAT…):** 1. Read and perform a play utilizing a growing knowledge of drama and apply drama and literary terms and analyzing Shakespearean play conventions. 2. Explain how Shakespeare influences the language and themes of literature in the Elizabethan Era. 3. Engage with and discuss Shakespearean language through close reading. 4. Analyze character motives and actions as they contribute to the theme and evaluate the significance of the theme, particularly in relation to modern society. 5. Differentiate between denotation and connotation and analyze word choice in a Shakespeare play. 6. Identify the play as a tragedy and explain how Shakespeare adapts the genre. 7. Compare and evaluate different stagings of the play to discuss genre, characterization, and directorial choices in drama.

Assessments:
- Quizzes/Unit Test
- Well-Developed Paragraphs
- Final Unit Project or Persuasive Essay

Exemplar Texts:
- "Sonnet 18" by William Shakespeare
- *Romeo and Juliet* by Shakespeare

Supplemental Films
- *Romeo and Juliet* (1968, Franco Zeffirelli) - PG-13

Grade, Subject: English 9	**Strand (Unit):** Poetry

Big Idea: Poetry plays an important role in society and artfully communicates the human condition.

PA Core 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.F Analyze how word choice influences mood.
- 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.1.4.9-10.M Write narratives to develop real or imagined experiences or events.

PA Career Standards:
- 13.2.11.A: Apply effective speaking and listening skills used in a job interview.

Essential Questions:	**Concepts/Understandings (SWKT…):**
1. What purpose does poetry serve in a society? 2. How do authors use literal and figurative language to express complex ideas? 3. How does poetry contribute to our understanding of self, others, and the world? 4. How are poetic devices used within poetry? 5. How does poetry communicate emotion in unique ways that prose cannot?	1. Poetry communicates emotion and human experience while reflecting the values, struggles, and identity of a society. 2. Authors use literal and figurative language to express complex ideas by layering meaning and deepening the reader's understanding. 3. Poetry reveals universal truths that help readers connect to themselves, others, and the world. 4. Poetic devices such as imagery, rhythm, and sound create meaning and enhance a poem's impact. 5. Poetry communicates emotion in concentrated, rhythmic, and/or symbolic ways that create an impact different from prose.
Vocabulary: ● Allusion ● Alliteration ● Diction ● Free Verse ● Hyperbole ● Imagery ● Metaphor	**Competencies/Skills (SWBAT…):** 1. Construct meaning through literal and figurative language. 2. Analyze how poetic devices such as imagery, rhythm, and sound create meaning and enhance a poem's impact. 3. Communicate through words and word choice to effectively convey messages. 4. Make connections to the world, people, and oneself through poetry as well as connect to other texts.

● Mood ● Simile ● Rhyme Scheme ● Symbolism ● Theme ● Tone ● Motif	5. Read and analyze both classic and contemporary pieces. 6. Compare poetry and prose to explain how poetic language communicates emotion in unique ways.

Assessments:
Common Assessments:
- Poetry Analysis
- Close Reading

Exemplar Texts:
- "Sonnet 18" by William Shakespeare

Supplemental Texts:
- Aristotle's Elements of Tragedy

Section 2: Floating Units

Grade, Subject: English 9	**Strand (Unit):** Writing / Research

| **Big Idea**: Organizational tools and skills help produce effective writing for a variety of purposes. | |

PA Core Standards:

- CC.1.4.9-10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- 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 aid 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.G Write arguments to support claims in an analysis of substantive topics.
- 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.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.

PA Career Standards:
- 13.3.11.E: Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.

Essential Questions:	**Concepts/Understandings (SWKT…):**
1. What are the elements that make up a well-developed paragraph?	1. Well-developed paragraphs consist of a claim, evidence, analysis, and a concluding sentence.
2. How does one determine the most effective evidence to support a claim?	2. Effective evidence is found through research and thorough exploration of a thesis or topic statement.
3. What is the proper amount of analysis required to explain evidence?	3. For every piece of evidence, two pieces of analysis should be present: one to explain the significance of the evidence and another to explain its relevance to the claim and/or thesis.
4. How does a mastery of grammar improve the effect of writing?	
5. What is the purpose and importance of persuasive writing?	
6. How does one consider audience and purpose when organizing one's writing?	4. Grammar improves the quality of writing, facilitating the coherent communication with an audience.
7. Why is vivid and precise use of language so important?	
8. What differentiates persuasive writing from other forms of writing (i.e., informational, narrative)?	5. The purpose of persuasive writing is to argue a point with the expectation of moving the audience to action.
9. How does the use and organization of evidence strengthen an argumentative thesis?	

6. Predicting the audience's knowledge and level of concern is essential and must be addressed when presenting claims and counterclaims.
7. Vivid and precise language improves the quality of writing.
8. Persuasive writing is different from other forms of writing because it is focused on convincing an audience through claims, evidence, and reasoning, rather than informing or entertaining.
9. The facts, statistics, quotes, research and anecdotes presented in an argumentative piece must be well-organized and extremely detailed, resulting in an evenly-developed, clearly articulated thesis.

Vocabulary:	Competencies/Skills (SWBAT…):
Grammar / **Persuasion** / **General** **Grammar** ● Parts of speech ● Punctuation ● Types of sentences ● Run-on/ fragments ● Subject/verb agreement ● Pronoun/ antecedent agreement ● Direct/indirect objects ● Homophones ● Verbals **Persuasion** ● Persuasion ● Argument/ position ● Bias ● Defense of a claim ● Counterclaim ● Fact ● Headings, graphics and charts **General** ● Thesis ● Claim ● Well-Developed Paragraph (WDP) ● Conclusion ● Evidence ● Analysis ● Quote blending	1. Write well-developed paragraphs over the course of the semester 2. Find evidence that effectively and clearly supports a claim 3. Explain how evidence supports claims and why it is significant 4. Use proper grammar to communicate ideas in writing. 5. Write persuasively to achieve a purpose. 6. Consider audience and adjust writing accordingly. 7. Use language precisely to convey meaning clearly. 8. Identify and apply the elements of persuasive writing—such as claims, evidence, reasoning, and audience awareness—to create arguments that are distinct from informational or narrative writing. 9. Write a clear, focused, and persuasive thesis statement.

Assessments:
- Well-Developed Paragraphs
- Narrative Writing
- Persuasive Essay

Section 3: Extension Units

Grade, Subject: English 9	Strand (Unit): Literacy Strategies

Big Idea: Literacy strategies enhance students' comprehension and analysis of a text.

PA Core Standards:

- CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
- 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.

Essential Questions:	Concepts/Understandings (SWKT…):
1. How are literacy strategies tied to learning? 2. What do good readers do? 3. How does finding the main idea help identify the theme of a text? 4. How do the types of questions I ask affect the outcome of information? 5. How can connecting to what I read deepen my analysis of the text? 6. How do I combine my understanding and skills with reading strategies to demonstrate a deeper understanding of a text?	1. Literacy strategies deepen their understanding of the text. 2. Good readers use strategies such as predicting, questioning, connecting, visualizing, and summarizing to make meaning, monitor comprehension, and deepen their understanding of a text. 3. Identifying the main idea helps readers recognize the author's central message, which builds the foundation for understanding the larger theme of a text. 4. Thick and thin questions are constructed differently and utilizing them will strengthen text analysis. 5. Making connections to the text will deepen understanding and create relevancy. 6. Inferences are used to identify deeper understandings of the text and analyze literary devices.
Vocabulary: • Visualizing • Thick and thin questioning • Connections • Inferences • Synthesizing • Schema	**Competencies/Skills (SWBAT…):** 1. Apply literacy strategies such as annotation, questioning, summarizing, and making inferences to deepen their understanding of a text. 2. Read with intention and comprehend what is being communicated. 3. Determine the main idea of a text and explain how it connects to the development of the theme. 4. Construct thick and thin questions to deepen their understanding of a text.

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5. Make connections from the text to their lives, other texts, and the society around them.
6. Make inferences about the text to deepen their critical reading skills.
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Assessments:
- Annotation practices on assorted stories

Exemplar Texts:
- Various as related to class interest and current events
- Unit stories as supplement to skills

Grade, Subject: English 9	**Strand (Unit):** Novel

Big Idea: Justice, compassion, and forgiveness shape human lives and societies; through stories, we explore how individuals and communities struggle to balance morality, law, and love.

PA Core 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.1.4.9-10.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.1.5.9-10.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.

PA Career Standards:
- 13.3.11.A - Evaluate personal attitudes and work habits that support career retention and advancement.

Essential Questions:	Concepts/Understandings (SWKT…):

1. Are people either entirely good or bad, or can they change?
2. What can we learn by studying the history of a text?
3. How does an author make social commentary through thematic and literary elements within a story?
    a. What parts of a person's character are due to human nature and what are due to the society one lives in?
    b. Can one ever become free of the constraints of society?
    c. Is redemption possible?
4. How can a different interpretation of a story (such as a film adaptation) influence understanding of a story?
	1. A dynamic character is one who develops throughout a text.
	2. Historical setting influences the meaning of a text.
	3. An author's style can be analyzed to showcase deeper meaning.
	    a. One's circumstances affect their opportunities in life and their view of society.
	4. Multi-media interpretations of a text can enhance the reader's understanding of literary elements like symbolism, theme, and characterization.

Vocabulary: ● Paradox ● Allegory ● Motif ● Juxtaposition	**Competencies/Skills (SWBAT…):** 1. Evaluate characterization in order to discuss growth, and analyze elements of a story/literary devices in order to discuss themes. 2. Identify the setting and discuss its influence on the text. 3. Analyze how an author's tone and word choice impact meaning. 4. Compare/contrast the style between novel and film adaptation.

Assessments:
- Well-Developed Paragraph
- Projects
- Quizzes
- Student Discussion/Socratic Seminar

Exemplar Texts:
- *Les Misérables* by Victor Hugo

Supplemental Films and Texts:

- Musical - *Les Misérables* - Tom Hooper (2012)

Grade, Subject: English 9	Strand (Unit): Hero's Journey

| **Big Idea:** Heroes are complex individuals whose strengths, flaws, and choices not only shape their own quests for home and identity but also reflect the values and ideals of the cultures that create them. ||

PA Core Standards:

- 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.1.3.9-10.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.1.4.9-10.M Write narratives to develop real or imagined experiences or events.
- CC1.4.9-10.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.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.

PA Career Standards:

- 13.3.11 Evaluate conflict resolution skills as they relate to the workplace: Constructive criticism, group dynamics, managing/leadership, mediation, negotiation, problem solving.

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Essential Questions:	**Concepts/Understandings (SWKT…):**
1. How does perspective influence our understanding of the world? 2. How are we affected by our belief systems in our culture and society? 3. How do certain elements enhance story-telling? 4. What are we missing when we read a text that is in translation?	1. Perspective influences our understanding of the world. 2. Classic stories and oral tradition influence our literature, which then reflects values. 3. Literary devices and story-telling structure can add layers to a text, increasing its complexity and highlighting its theme(s). 4. Translators take the original language and interpret it, which can influence the story being told.
Vocabulary: ● Hero's Journey ● Epic Poem ● Epithet ● Allusion ● Connotation and Denotation	**Competencies/Skills (SWBAT…):** 1. Understand diverse human perspectives across time and with differing experiences. 2. Explore genre and works by authors who represent diverse world cultures. 3. Analyze literary and poetic devices within a text to develop a theme over the course of a text.

	4. Compare various translations of the text to determine how perspective influences worldview.

Assessments:
- Well-Developed Paragraphs
- Character Project

Exemplar Texts:

- *The Odyssey* by Homer
- Introduction to *The Odyssey* translation, written by Emily Wilson

Supplemental Texts:
- Overview of Campbell's "Monomyth"