**Lehighton Area School District**
**Curriculum Framework**

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| **Course Title:** | English 9 |
| **Content Area:** | English Language Arts |
| **Grade Level(s):** | 9 |
| **Course Overview:** | This class blends the rigorous study of literature with the development of the rudiments of written communications. It is the fundamental course on which all higher level Language Arts courses expand upon. Much time is spent on literature responses, and analysis development, and compositions. The Literature unit consists of reading novels, short stories, poetry, and Romeo and Juliet by William Shakespeare. Students are taught to analyze all types of literature and apply the work to life. By the completion of the courses, students will be able to write informative pieces; with focus, effective developmental strategies, and precise stylistic techniques. Students will review the grammatical and mechanical qualities of formal writing. Some literacy concepts will be studied in written analysis. Students will produce the following types of essays: narrative, descriptive, persuasive, compare/contrast, cause/effect, and problem/solution. Students are expected to write and present speeches, complete daily journals and study vocabulary. This course will include at least one independent reading and critical literary research project. |
| **PA Core Standards:** | PA Core ELA 6-12 |
| **Key Course Text and Materials:** | SAVVAS MyPerspectives, Various Novels |
| **Key Assessments/Projects:** | Constructed Responses, Formative Assessment, Summative Assessment, Presentations, Vocabulary Study |

| **Big Idea/Unit** | Reading Informational Text | | | |
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| **Pacing:** | 2-3 Weeks | | | |
| **Standards** | **Objective/Skill** | **Key Vocabulary** | **Additional Resources** | **Assessments** |
| C.1.2.9-10 | Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. | Mentors<br>Personification<br>Propaganda<br>Motif | SHORT NONFICTION: from "Caged Bird" by Maya Angelou<br>SHORT NONFICTION: "Streets of Memphis" by Richard Wright<br>LITERARY NONFICTION: Night by Elie Wiesel | Formative Assessment<br>Vocabulary Study<br>Constructed Response |

| **Big Idea/Unit** | Reading Literature | | | |
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| **Pacing:** | 16-23 Weeks | | | |
| **Standards** | **Objective/Skill** | **Key Vocabulary** | **Additional Resources** | **Assessments** |

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| C.1.3.9-10 | Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. | Plot<br>Characterization Plot<br>Characterization<br>Style<br>Imagery<br>Irony<br>Tone<br>Mood<br>Gothic Romanticism<br>Symbol<br>Motif<br>Three Act Structure<br>Allusion<br>First Person POV<br>Empowerment<br>Symbolism<br>Four Types of Love<br>Impulsivity<br>Iambic Pentameter<br>Ambiguity<br>Imagery<br>Simile & Metaphor<br>Environment<br>Perseverence<br>Enjambment<br>Free Verse<br>Sound Devices<br>Extended Metaphor<br>Extended Metaphor<br>Historical Context<br>Greed<br>Internal Conflict<br>Archetypes<br>Types of Conflict<br>Leadership<br>Hero's Journey<br>Satire | SHORT FICTION: "A Sound of Thunder" by Ray Bradbury<br>SHORT FICTION: "The Pedestrian" by Ray Bradbury<br>SHORT FICTION: "The Gift of the Magi" by O. Henry (Honors Only)<br>SHORT FICTION: "The Cask of Amontillado" by Edgar Allan Poe<br>LONG FICTION: The Outsiders by S. E. Hinton<br>FILM: The Outsiders by Francis Ford Coppola<br>POEM: "Nothing Gold Can Stay" by Robert Frost<br>LONG FICTION: Speak by Laurie Halse Anderson<br>FILM: Speak by Jessica Sharzer<br>POEM: "Caged Bird" by Maya Angelou<br>DRAMA: Romeo & Juliet by William Shakespeare<br>MYTH: 'Pyramus and Thisbe' by Ovid (Honors Only)<br>POEM: 'Sonnet 29' by William Shakespeare<br>LYRIC POEM: 'My Papa's Waltz' by Theodore Roethke<br>LYRIC POEM: 'I Ask My Mother to Sing' by Li-Young Lee<br>LYRIC POEM: 'Grape Sherbet' by Rita Dove<br>ELEGY: 'Elegy for the Giant Tortoises' by Margaret Atwood<br>CONCRETE POEM: '400 Meter Freestyle' by Maxine Cumin<br>ODE: 'Ode to My Socks' by Pablo Neruda<br>FREE VERSE POEM: 'Egg Horror Poem' by Laurel Winter<br>NARRATIVE POEM: 'O What is That Sound' by WH Auden<br>DRAMATIC MONOLOGUE: 'Seven Ages' by William Shakespeare<br>NARRATIVE POEM: 'The Road Not Taken' by Robert Frost<br>NOVELLA: Of Mice and Men by John Steinbeck<br>NOVELLA: The Pearl by John Steinbeck (Honors Only)<br>FILM: Of Mice and Men by Gary Sinise<br>NOVEL: The Hobbit by JRR Tolkien<br>FILM: An Unexpected Journey by Peter Jackson<br>EPIC POEM: The Odyssey by Homer (Honors Only)<br>FILM: The Secret Life of Walter Mitty by Ben Stiller<br>SHORT STORY: "The Secret Life of Walter Mitty" by James Thurber | Constructed Response<br>Summative Assessments<br>Formative Assessment<br>Presentation<br>Vocabulary Study |

| **Big Idea/Unit** Writing<br>**Pacing:** 8-12 Weeks | | | | |
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| **Standards** | **Objective/Skill** | **Key Vocabulary** | **Additional Resources** | **Assessments** |

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| C.1.4.9-10 | Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. | Dialogue Plot<br>MLA, Dialogue<br>C. E. C. E.<br>Focus<br>Persuasive Techniques<br>Elaboration<br>Pronoun Case<br>Phrase<br>Dependent Clauses<br>Five Sentence Types<br>Mood<br>May I vs. Can I<br>Cohesion<br>Authentic Emotions<br>Contextualize<br>Form<br>Tone | COMPOSITION: Narrative Essay<br>GRAMMAR: Punctuating Dialogue & Cited Evidence<br>COMPOSITION: Literary Constructed Response Essay<br>COMPOSITION: Literary Constructed Response Essay<br>COMPOSITION: Persuasive Essay<br>COMPOSITION: Literary Constructed Response Essay<br>GRAMMAR: Subject vs. Object Case Pronouns<br>GRAMMAR: Adjective vs. Adverb Prepositional Phrases<br>GRAMMAR: Adjective vs. Adverb Clauses<br>GRAMMAR: Verbals and Verbal Phrases<br>GRAMMAR: Five Moods of Verbs<br>GRAMMAR: Modal Verbs<br>COMPOSITION: Literary Constructed Response Essay<br>COMPOSITION & PRESENTATION: Dramatic Scene (Honors Only)<br>COMPOSITION: Literary Constructed Response Essay<br>COMPOSITION: Original Poem<br>COMPOSITION: Literary Constructed Response Essay<br>GRAMMAR: Various topics based on need | Original Writing<br>Vocabulary Study<br>Constructed Response<br>Summative Assessments<br>Formative Assessment<br>Presentation |

**Big Idea/Unit** Speaking and LIstening
**Pacing:** 3-5 Weeks

| Standards | Objective/Skill | Key Vocabulary | Additional Resources | Assessments |
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| C.1.5.9-10 | Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. | Voice Inflection<br>Speaker<br>Ethos<br>Logos<br>Pathos<br>Emotional Appeals<br>Research<br>Voice Inflection<br>Fluency<br>Articulation | PRESENTATION: Ordering A Meal<br>PRESENTATION: Poetry Oral Interpretation (Honors Only)<br>PERSUASIVE SPEECH: "I Have A Dream" by MLK, Jr.<br>PERSUASIVE SPEECH: "Testimony...Senate" by MJ Fox<br>PRESENTATION: Persuasive Speech (Honors Only)<br>PRESENTATION: Reciting Shakespeare (Honors Only)<br>PRESENTATION: Poetry Oral Interpretation | Vocabulary Study<br>Summative Assessments<br>Formative Assessment<br>Presentation |