



East Stroudsburg Area School District

English 9



Description: Ninth grade English emphasizes the fullest possible development of students' reading, writing, speaking, thinking, study and listening skills which are necessary for effective communication in our society. The writing strand develops the students' skills in writing following a sequential development from paragraph to essay culminating in a multi-paragraph essay. In addition, the literature strand strives to develop in students a critical awareness of quality literature as well as awareness of constructing identity, overcoming adversity and adapting to change, and understanding that every choice results in a consequence. The vocabulary and grammar units support the development of the writing and literature strands by increasing the depth of vocabulary knowledge as well as by encouraging use of proper grammatical conventions. The Keystone preparation component initially begins with the ninth grade curriculum, providing students with Keystone-like multiple choice questions as well as open-ended response questions. Students will utilize a literature anthology, curriculum approved novels, grammar/writing textbook, vocabulary book, and Keystone prep materials. The English department also has supplementary units and materials to help students work to their potential by appealing to a variety of interests. The materials listed within the units in the scope and sequence and curriculum documents offer teachers opportunities to choose, design and implement instruction, remediation, and/or enrichment as deemed necessary and appropriate to achieve the desired skills in that unit.

Scope & Sequence

- **Unit 1: Literature**
 - Examine how identities are formed.
 - Determine self-identity versus social/cultural identity.
 - Examine consequences of individual choices.
 - Analyze the relationship between choice and consequences.
 - Explore society's influence on individual choices.
 - Detail the necessary preparation to overcome adversity.
 - Explore how conflict leads to change.
- *Prentice Hall Literature: Grade 9*
- Poetry
- *To Kill a Mockingbird* by Harper Lee
- *The Tragedy of Romeo and Juliet* by William Shakespeare
- *Of Mice and Men* by John Steinbeck
- *Tears of a Tiger* by Sharon Draper



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- *I Am the Cheese* by Robert Cormier

- **Unit 2: Writing**

- Promote a process to convey thoughts, ideas, and feelings
- Support response to literature with textual evidence with proper citation
- Execute five domains of writing
 - Focus
 - Content
 - Organization
 - Style
 - Conventions
- Apply MLA formatting guidelines
 - *Prentice Hall Writing and Grammar: Gold Level*
 - SAS Portal → <http://www.pdesas.org>
 - MLA → <https://owl.english.purdue.edu>, <http://www.mla.org/homepage>
 - Text-based, teacher generated prompts

- **Unit 3: Vocabulary**

- Increase depth of students' vocabulary to contribute to students' ability to read, write, listen and speak more effectively
- Practice and extend word knowledge
 - *Building Vocabulary*- Townsend Press
 - *Vocabulary Workshop Level D*- Sadlier-Oxford
 - Vocabulary in context from studied texts
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- **Unit 4: Grammar**

- Understand that knowledge and application of grammatical concepts improves speaking and writing
- Emphasize that grammar knowledge is essential for effective communication
 - *Prentice Hall Writing and Grammar: Gold Level*
 - *English Essentials*-Townsend Press



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- **Unit 5: Keystone Preparation**

- Enhance critical thinking as applicable to the Keystone Literature test
- Promote reading comprehension through interaction between reader and text
- Practice and extend word/term identification
 - SAS Portal→<http://www.pdesas.org>
 - USA TestPrep→ <http://www.usatestprep.com/Home>
 - Study Island→ <http://www.studyisland.com>
 - Pearson/Prentice Hall test prep materials
 - PA DOE released items→ <http://www.pdesas.org/module/assessment/Keystone.aspx>
 - *Prentice Hall Literature: Grade 9*
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- **Unit 6: Library Resources, Policies, Procedures**

- Familiarize students with library online and print resources, policies, and procedures
 - District rules and regulations
 - Physical layout and print resources
 - Online Catalog
 - ebooks and audiobooks
 - Databases

East Stroudsburg Area School District
English 9
Grammar

Unit: Grammar
PA Common Core Standard(s): CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.
Keystone Eligible Content: N/A
Keystone Content Module Standards / Anchors: N/A
Course Time/Pacing (number of days): Intermittently throughout the duration of the course
Essential Questions: How does using standardized English grammar prepare you to be an educated citizen of society? How can you appropriately use the conventions of standard English grammar, usage, capitalization, punctuation, and spelling?

Unit Concepts	Unit Competencies	Key Vocabulary	Resources	Assessments
<p><i>English Essentials</i> copyright 2005 Townsend Press</p> <p>**Note: Book is to be used during freshmen, sophomore, and junior years.</p> <p>Part 4: Related Matters Chapter 35: Spelling Improvement Chapter 36: Parts of speech Chapter 37: Dictionary Use</p> <p>Subject-Verb Agreement Chapter 3: Subject-Verb Agreement Chapter 24: More about Subject-Verb Agreement Chapter 25: More about Verbs</p>	<ul style="list-style-type: none"> Students will improve spelling. Students will identify the parts of speech within a sentence. Students will be able to understand dictionary entries. <p>Part 4</p> <ul style="list-style-type: none"> Students will construct subject-verb agreement in their writing. <p>Subject-Verb Agreement</p> <ul style="list-style-type: none"> Students will be able to apply commas to a variety of sentences. <p>Commas</p> <ul style="list-style-type: none"> Students will be able to differentiate between a fragment and run-ons. 	<ul style="list-style-type: none"> Recognize—identify/distinguish Categorize—label/sort Classify--organize Construct—create/form Differentiate--discern Apply concepts—relate/utilize 	<p><i>English Essentials</i> copyright 2005 Townsend Press</p>	<ul style="list-style-type: none"> Writing applications <i>English Essentials</i> book activities Supplemental worksheets Teacher generated activities Tests and quizzes Hands-on activities

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English 9

Grammar

<p>Commas Chapter 9: The Comma Chapter 28: More about the Comma</p> <p>Fragments and Run-ons Chapter 5: Fragments I Chapter 6: Fragments II Chapter 7: Run-ons and the Comma Splices I Chapter 8: Run-ons and the Comma Splices II Chapter 27: More about Run-ons and Comma Splices Chapter 22: Numbers and Abbreviations</p>	<ul style="list-style-type: none"> • Students will be able to self-correct fragments and run-ons. • Students will recognize different punctuation marks. • Students will be able to differentiate when to and when not to write out numbers. • Students will be able to determine when to use abbreviations. <p>Fragments and Run-ons</p>			
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ELL Remediation: Building ELL teacher, teacher adapted/alternative assignments and assessments, graphic organizer
Enrichment: Additional writing applications
Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group differentiated instruction
IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

East Stroudsburg Area School District
English 9 College Prep
Grammar

Unit: Grammar
PA Common Core Standard(s): CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.
Keystone Eligible Content: N/A
Keystone Content Module Standards / Anchors: N/A
Course Time/Pacing (number of days): Intermittently throughout the duration of the course
Essential Questions: How does using standardized English grammar prepare you to be an educated citizen of society? How can you appropriately use the conventions of standard English grammar, usage, capitalization, punctuation, and spelling?

Unit Concepts	Unit Competencies	Key Vocabulary	Resources	Assessments
<i>Prentice Hall Writing and Grammar Gold Level</i> copyright 2004 Chapter 16: Nouns and Pronouns Chapter 17: Verbs Chapter 18: Adjectives and Adverbs Chapter 19: Prepositions, Conjunctions, and Interjections Subject Verb Agreement Chapter 22: Effective Sentences Chapter 25: Agreement Chapter 29: Punctuation	<ul style="list-style-type: none"> Students will identify the parts of speech within a sentence. Chapter 16: nouns, compound nouns, common and proper nouns, pronouns, antecedents, personal pronouns, reflexive and intensive pronouns, demonstrative, relative, and interrogative pronouns, indefinite pronouns. Chapter 17: verbs, action verbs, transitive and intransitive verbs, linking verbs, helping verbs. Chapter 18: adjectives, articles, nouns used as adjectives, proper and compound adjectives, pronouns used as adjectives, adverbs. 	<ul style="list-style-type: none"> Recognize—identify/distinguish Categorize—label/sort Classify--organize Construct—create/form Differentiate--discern Apply concepts—relate/utilize 	<i>Prentice Hall Writing and Grammar Gold Level</i> copyright 2004	<ul style="list-style-type: none"> Writing applications Supplemental worksheets Teacher generated activities Tests and quizzes Section and chapter reviews Standardized Test Preparation Workshop Hands-on activities

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English 9 College Prep
Grammar

	<p>Chapter 19: prepositions, conjunctions, and interjections, prepositional phrases, preposition or adverb, conjunctive adverbs.</p> <ul style="list-style-type: none"> • Students will be able to construct grammatically correct sentences. • Students will be able to differentiate between a fragment and run-ons. • Students will be able to self-correct fragments and run-ons. <p>Chapter 22: declarative, interrogative, imperative, exclamatory, sentence combining, vary sentence length, fragments, subordinate clause, run-ons, end marks, misplaced modifiers.</p> <ul style="list-style-type: none"> • Students will construct subject-verb agreement in their writing. <p>Chapter 25: subject-verb agreement, compound subjects, confusing subjects.</p> <ul style="list-style-type: none"> • Students will construct a well-organized sentence. • Students will recognize different punctuation marks. <p>Chapter 29: end marks, commas, semicolons and colons, quotation marks with direct quotations, dashes, parentheses, and hyphens, and apostrophes.</p> <ul style="list-style-type: none"> • Students will apply appropriate spelling rules. 			
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English 9 College Prep
Grammar

ELL Remediation: Building ELL teacher, teacher adapted/alternative assignments and assessments, Reading Support Practice Book, Daily Language Practice Book
Enrichment: Vocabulary and Spelling Practice Book, additional writing applications
Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group differentiated instruction
IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

East Stroudsburg Area School District
English 9 Honors
Grammar

Unit: Grammar
PA Common Core Standard(s): CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.
Keystone Eligible Content: N/A
Keystone Content Module Standards / Anchors: N/A
Course Time/Pacing (number of days): Intermittently throughout the duration of the course
Essential Questions: How does using standardized English grammar prepare you to be an educated citizen of society? How can you appropriately use the conventions of standard English grammar, usage, capitalization, punctuation, and spelling?

Unit Concepts	Unit Competencies	Key Vocabulary	Resources	Assessments
<i>Prentice Hall Writing and Grammar Gold Level</i> copyright 2004 Chapter 16: Nouns and Pronouns Chapter 17: Verbs Chapter 18: Adjectives and Adverbs Chapter 19: Prepositions, Conjunctions, and Interjections Subject Verb Agreement Chapter 22: Effective Sentences Chapter 25: Agreement Chapter 29: Punctuation	<ul style="list-style-type: none"> Students will identify the parts of speech within a sentence. Chapter 16: nouns, compound nouns, common and proper nouns, pronouns, antecedents, personal pronouns, reflexive and intensive pronouns, demonstrative, relative, and interrogative pronouns, indefinite pronouns. Chapter 17: verbs, action verbs, transitive and intransitive verbs, linking verbs, helping verbs. Chapter 18: adjectives, articles, nouns used as adjectives, proper and compound adjectives, pronouns used as adjectives, adverbs. 	<ul style="list-style-type: none"> Recognize—identify/distinguish Categorize—label/sort Classify--organize Construct—create/form Differentiate--discern Apply concepts—relate/utilize 	<i>Prentice Hall Writing and Grammar Gold Level</i> copyright 2004	<ul style="list-style-type: none"> Writing applications Supplemental worksheets Teacher generated activities Tests and quizzes Section and chapter reviews Standardized Test Preparation Workshop Hands-on activities

East Stroudsburg Area School District
English 9 Honors
Grammar

	<p>Chapter 19: prepositions, conjunctions, and interjections, prepositional phrases, preposition or adverb, conjunctive adverbs.</p> <ul style="list-style-type: none"> • Students will be able to construct grammatically correct sentences. • Students will be able to differentiate between a fragment and run-ons. • Students will be able to self-correct fragments and run-ons. <p>Chapter 22: declarative, interrogative, imperative, exclamatory, sentence combining, vary sentence length, fragments, subordinate clause, run-ons, end marks, misplaced modifiers.</p> <ul style="list-style-type: none"> • Students will construct subject-verb agreement in their writing. <p>Chapter 25: subject-verb agreement, compound subjects, confusing subjects.</p> <ul style="list-style-type: none"> • Students will construct a well-organized sentence. • Students will recognize different punctuation marks. <p>Chapter 29: end marks, commas, semicolons and colons, quotation marks with direct quotations, dashes, parentheses, and hyphens, and apostrophes.</p> <ul style="list-style-type: none"> • Students will apply appropriate spelling rules. 			
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Grammar

ELL Remediation: Building ELL teacher, teacher adapted/alternative assignments and assessments, Reading Support Practice Book, Daily Language Practice Book
Enrichment: Vocabulary and Spelling Practice Book, additional writing applications
Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group differentiated instruction
IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

East Stroudsburg Area School District
9th Grade
Keystone Preparation

Unit: KEYSTONE PREPARATION

Pennsylvania Common Core Standard(s):

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.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.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.L

Read and comprehend literary non-fiction and informational text 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.

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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 an author's particular point of view and analyze how rhetoric advances the point of view.

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

Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.

CC.1.3.9-10.K

Read and comprehend literary fiction on grade level, reading independently and proficiently.

Keystone Eligible Content:

L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.

L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.

L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.

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

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

L.F.1.2.4 Draw conclusions about connotations of words.

L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.

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

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.

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Keystone Preparation

- L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.
- L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
- L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.
- L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction.
- L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: •• the relationship between setting and other components of a text (character, plot, and other key literary elements)
- L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. •• elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) •• the relationship between elements of the plot and other components of a text •• how the author structures plot to advance the action
- L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction.
- L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: •• the relationship between the tone, style, and/or mood and other components of a text •• how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text •• how diction, syntax, figurative language, sentence variety, etc., determine the author's style
- L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: •• the point of view of the narrator as first person or third person point of view •• the impact of point of view on the meaning of a text as a whole
- L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.
- L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.
- L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.
- L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.
- L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.
- L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
- L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.
- L.N.1.1.44 Explain how an author's use of key words or phrases in text informs and influences the reader.
- L.N.1.2.1 Identify and/or apply a synonym or antonym of a word.
- 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.
- L.N.1.2.4 Draw conclusions about connotations of words.
- L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.
- L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.
- L.N.1.3.3 Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another.
- L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
- L.N.2.1.2 Cite evidence from a text to support generalizations.
- L.N.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.
- L.N.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.
- L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
- L.N.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction.

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- L.N.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction.
- L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action. •• elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) •• the relationship between elements of the plot and other components of a text •• how the author structures plot to advance the action
- L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction: •• the relationship between the theme and other components of a text •• comparing and contrasting how major themes are developed across genres •• the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres •• the way in which a work of literature is related to the themes and issues of its historical period
- L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction: •• the relationship between the tone, style, and/or mood and other components of a text •• how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text •• how diction, syntax, figurative language, sentence variety, etc., determine the author's style
- L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction: •• the point of view of the narrator as first person or third person point of view •• the impact of point of view on the meaning of a text as a whole
- L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts.
- L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.
- L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.
- L.N.2.4.4 Make connections between a text and the content of graphics and charts.
- L.N.2.4.5 Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.
- L.N.2.5.1 Differentiate between fact and opinion.
- L.N.2.5.2 Explain, interpret, describe, and/or analyze the use of facts and opinions in the text.
- L.N.2.5.3 Distinguish essential from nonessential information.
- L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.
- L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.
- L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.

Keystone Content Module Standards / Anchors:

- L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
- L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
- L.F.1.3 Use appropriate strategies to comprehend literature during the reading process
- L.F.2.1 Use appropriate strategies to make and support interpretations of literature.
- L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.
- L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
- L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.
- L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.
- L.N.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
- L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.

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Keystone Preparation

L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.
L.N.2.1 Use appropriate strategies to make and support interpretations of literature.
L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.
L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.
L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.

Course Time/Pacing: intermittently throughout the duration of course

Essential Questions:

How does interaction with text provoke thinking and response?
How does comprehension require and enhance critical thinking?
How does comprehension create interaction between reader and text?

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Keystone Content Vocabulary	Materials, Resources, & Instructional Activities	Assessments
<p>Essential content, literary elements and devices inform meaning.</p> <p>Textual structure features and organization inform meaning.</p> <p>Acquiring and applying a robust vocabulary assists in constructing meaning.</p>	<p>Identify and evaluate essential content between and among various text types.</p> <p>Evaluate the effects of inclusion and exclusion of information in persuasive text.</p> <p>Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions.</p> <p>Identify the use of bias, stereotype, and propaganda where present.</p> <p>Evaluate the effectiveness of the author's use of literary devices in various genres.</p>	<p>Identify – find/locate</p> <p>Analyze – break into parts/explore/examine</p> <p>Interpret – make meaning</p> <p>Evaluate – weigh the evidence in comparison to the author's conclusions</p> <p>Explicit – facts and examples</p> <p>Synthesize – make new meaning from the parts</p>	<ul style="list-style-type: none"> Study Island USA Test Prep CDT Prentice Hall Standardized Test Prep Workbook PSSA Reading and Writing Grade 11 PA Dept. of Education Online Resources <i>Prentice Hall Literature</i> Grade 9 Copyright 2012 <i>Grammar and Writing Communication in Action Gold Level</i> Copyright 2004 	<ul style="list-style-type: none"> Timed Writing Open-Ended Response Writing Multiple Choice Questions Formative Assessments Summative Assessments Work Book Exercises CDT Study Island Teacher Generated Assessments

East Stroudsburg Area School District
9th Grade

Keystone Preparation

	<p>Analyze and evaluate author's/authors' use of literary elements within and among genres.</p> <p>Analyze and evaluate author's/authors' use of conflict, theme and /or point of view within and among texts.</p> <p>Summarize, draw conclusions, and make generalizations from a variety of mediums.</p> <p>Develop new and unique insights based on extended understanding derived from critical examinations of text(s).</p> <p>Evaluate the relevance and reliability of information, citing supportive evidence in texts.</p> <p>Analyze the impact of societal and cultural influences in texts.</p> <p>Analyze the use of facts and opinions across texts.</p> <p>Evaluate the presentation of essential and nonessential information in texts, identifying the author's implicit or explicit bias and assumptions.</p>	<p>Inference – draw a conclusion based on what did you find in the text to support your assumption(s)</p> <p>Making Connections– connecting one idea from the text to another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author's use of words to communicate</p> <p>Point of View – Perspective</p> <p>Non-Fiction – author's perspective or reader's perspective</p> <p>Fiction – narrator or speaker's perspective</p> <p>Tone – the author's attitude</p> <p>Account(s) of Subject character/person/topic</p> <p>Delineate – outline</p>	<ul style="list-style-type: none"> Teacher Generated Materials 	
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East Stroudsburg Area School District
9th Grade

Keystone Preparation

	<p>Evaluate the characteristics of various genre (e.g. fiction and nonfiction forms of narrative, poetry, drama and essay) to determine how the form relates to purpose.</p> <p>Evaluate organizational features of text (e.g. sequence, question/answer, comparison/contrast, cause/effect, problem/solution) as related to content to clarify and enhance meaning.</p> <p>Evaluate the use of graphics in text as they clarify and enhance meaning.</p> <p>Articulate connections between and among words based on meaning, content, and context to distinguish nuances or connotations.</p> <p>Analyze the context of literal, figurative, and idiomatic vocabulary to clarify meaning.</p> <p>Generalize the use of academic vocabulary across disciplines.</p> <p>Use grade appropriate resources to confirm and extend meaning of vocabulary.</p>	<p>Argument – author’s main position</p> <p>Specific Claims – specific support /evidence author uses</p> <p>Assess the Validity of reasoning - weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>		
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East Stroudsburg Area School District
9th Grade

Keystone Preparation

ELL Differentiation:	SAS Portal ELL Overlay found at www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx Prentice Hall Audio CD Pack, available United Streaming Videos/internet downloads, translated e-text, building level ELL teacher, teacher adapted/alternative assignments and assessments. Study Island www.studyisland.com Teacher Toolkit
Enrichment:	Teacher and student driven research/materials
Remediation:	Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction, SAS Portal Assessments and Resources
IEP/GIEP:	Refer to individual students' education plan under specially designed instruction, teacher adapted/alternative assignments, classroom instructional aide, and collaboration with student's case manager.

East Stroudsburg Area School District
English 9
Vocabulary

Unit: Vocabulary
PA Common Core Standard(s): 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.
Keystone Eligible Content: N/A
Keystone Content Module Standards / Anchors: N/A
Course Time/Pacing (number of days): Intermittently throughout the duration of the course
Essential Questions: Why is vocabulary development important? How does the depth of a student's vocabulary contribute to the student's ability to read, write, listen, and speak more effectively?

Unit Concepts	Unit Competencies	Key Vocabulary	Resources	Assessments
<i>Building Vocabulary Skills; Third Edition.</i> Townsend Press (2002) Chapters 1-12 Vocabulary in literary texts that align with curriculum	<ul style="list-style-type: none"> Students will construct a reading vocabulary by identifying and correctly using new words acquired. Students will be able to use these words accurately in speaking and writing. Students will understand meaning. Students will be able to understand that vocabulary units are cumulative. Students will be able to identify synonyms and antonyms for unit words. 	<ul style="list-style-type: none"> Categorize-- label/sort Construct-- create/form Differentiate-- discern Apply concepts— relate/utilize 	<i>Building Vocabulary Skills; Third Edition.</i> Townsend Press (2002) Texts listed in thematic literature units	<ul style="list-style-type: none"> Writing applications Supplemental worksheets Teacher generated activities Hands-on activities Book exercises: Words in Context Matching Words with Definitions Sentence Check 1 Sentence Check 2 Final Check Unit Reviews Unit Tests

East Stroudsburg Area School District

English 9

Vocabulary

	<ul style="list-style-type: none">• Students will demonstrate fluency in reading with new vocabulary.• Students will be able to pronounce words correctly.• Students will be able to spell words correctly.			
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ELL Remediation: Building ELL teacher, teacher adapted/alternative assignments and assessments, graphic organizers, native language dictionaries,

Enrichment: Additional writing applications, additional assessments

Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group differentiated instruction

IEP/GIEP: Teacher adapted/alternative assignments and assessments, collaboration with students' gifted instructor, support from students' case managers and instructional aides.

East Stroudsburg Area School District
English 9 CP
Vocabulary

Unit: Vocabulary
PA Common Core Standard(s): 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.
Keystone Eligible Content: N/A
Keystone Content Module Standards / Anchors: N/A
Course Time/Pacing (number of days): Intermittently throughout the duration of the course
Essential Questions: Why is vocabulary development important? How does the depth of a student's vocabulary contribute to the student's ability to read, write, listen, and speak more effectively?

Unit Concepts	Unit Competencies	Key Vocabulary	Resources	Assessments
<i>Sadlier-Oxford Vocabulary Workshop, New Edition</i> (Shostak) 2005 Units 1-6, Level D Vocabulary in literary texts that align with curriculum	<ul style="list-style-type: none"> Students will construct a reading vocabulary by identifying and correctly using new words acquired. Students will be able to use these words accurately in speaking and writing. Students will understand meaning. Students will be able to understand that vocabulary units are cumulative. Students will be able to identify synonyms and antonyms for unit words. 	<ul style="list-style-type: none"> Categorize-- label/sort Construct-- create/form Differentiate-- discern Apply concepts— relate/utilize 	<i>Sadlier-Oxford Vocabulary Workshop, New Edition</i> (Shostak)2005 Texts listed in thematic literature units	<ul style="list-style-type: none"> Writing applications Supplemental worksheets Teacher generated activities Shostak test booklet Hands-on activities Shostak book exercises: Completing the Sentence Synonyms & Antonyms Choosing the Right Word Vocabulary in

East Stroudsburg Area School District
English 9 CP
Vocabulary

	<ul style="list-style-type: none"> • Students will demonstrate fluency in reading with new vocabulary. • Students will be able to pronounce words correctly. • Students will be able to spell words correctly. 			Context Grammar in Context Two-Word Completions Choosing the Right Meaning Word Families Word Associations Analogies Enriching Your Vocabulary
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ELL Remediation: Building ELL teacher, teacher adapted/alternative assignments and assessments, graphic organizer

Enrichment: Additional writing applications, additional assessments

Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group differentiated instruction

IEP/GIEP: Teacher adapted/alternative assignments and assessments, collaboration with students' gifted instructor, support from students' case managers and instructional aides.

East Stroudsburg Area School District
English 9 Honors
Vocabulary

Unit: Vocabulary
PA Common Core Standard(s): 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.
Keystone Eligible Content: N/A
Keystone Content Module Standards / Anchors: N/A
Course Time/Pacing (number of days): Intermittently throughout the duration of the course
Essential Questions: Why is vocabulary development important? How does the depth of a student's vocabulary contribute to the student's ability to read, write, listen, and speak more effectively?

Unit Concepts	Unit Competencies	Key Vocabulary	Resources	Assessments
<i>Sadlier-Oxford Vocabulary Workshop, New Edition</i> (Shostak) 2005 Units 1-9, Level D Vocabulary in literary texts that align with curriculum	<ul style="list-style-type: none"> Students will construct a reading vocabulary by identifying and correctly using new words acquired. Students will be able to use these words accurately in speaking and writing. Students will understand meaning. Students will be able to understand that vocabulary units are cumulative. Students will demonstrate fluency in reading with new vocabulary. Students will be able to pronounce words correctly. 	<ul style="list-style-type: none"> Categorize-- label/sort Construct-- create/form Differentiate-- discern Apply concepts— relate/utilize 	<i>Sadlier-Oxford Vocabulary Workshop, New Edition</i> (Shostak)2005 Texts listed in thematic literature units	<ul style="list-style-type: none"> Writing applications Supplemental worksheets Teacher generated activities Shostak test booklet Hands-on activities Shostak book exercises: Completing the Sentence Synonyms & Antonyms Choosing the Right Word Vocabulary in

East Stroudsburg Area School District
English 9 Honors
Vocabulary

	<ul style="list-style-type: none"> Students will be able to spell words correctly. 			Context Grammar in Context Two-Word Completions Choosing the Right Meaning Word Families Word Associations Analogies Enriching Your Vocabulary
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ELL Remediation: Building ELL teacher, teacher adapted/alternative assignments and assessments, graphic organizer

Enrichment: Additional writing applications, additional assessments

Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group differentiated instruction

IEP/GIEP: Teacher adapted/alternative assignments and assessments, collaboration with students' gifted instructor

East Stroudsburg Area School District
9 Basic English
Adversity and Change: Nonfiction

Unit: Adversity and Change: Nonfiction

PA Common Core Standard(s):

CC.1.2.9-10.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.
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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.
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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.
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CC.1.2.9-10.F

Analyze how words and phrases shape meaning and tone in texts.
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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.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.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.
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CC.1.2.9-10.L

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Keystone Eligible Content:

East Stroudsburg Area School District

9 Basic English

Adversity and Change: Nonfiction

- L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.
- L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
- L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.
- L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.
- L.N.1.2.1 Identify and/or apply a synonym or antonym of a word
- 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.
- L.N.1.2.4 Draw conclusions about connotations of words.
- L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.
- L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.
- L.N.1.3.3 Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another.
- L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
- L.N.2.1.2 Cite evidence from a text to support generalizations.
- L.N.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.
- L.N.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.
- L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
- L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action.
- elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
 - the relationship between elements of the plot and other components of a text
 - how the author structures plot to advance the action
- L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction: • the relationship between the theme and other components of a text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period
- L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style
- L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction: • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole
- L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts.
- L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.
- L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.
- L.N.2.4.4 Make connections between a text and the content of graphics and charts.
- L.N.2.4.5 Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.
- L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.
- L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.

Keystone Content Module Standards / Anchors:

- L.N.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.

East Stroudsburg Area School District

9 Basic English

Adversity and Change: Nonfiction

L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.
L.N.2.1 Use appropriate strategies to make and support interpretations of literature.
L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.
L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.
L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.

Course Time/Pacing (number of days): ¼ of the class duration

<p>Essential Questions:</p> <p>What preparation is needed in order to prevail over adversity?</p> <p>How do we use literature to understand ourselves?</p> <p>How does communication or lack of communication change us?</p> <p>In what ways do the various genres of fiction reveal truth?</p> <p>How does literature help us think about the world in new ways?</p> <p>How does conflict lead to change?</p>

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<p>At Least Two Selections:</p> <ul style="list-style-type: none"> 1. “Arthur Ashe Remembered” 2. “FDR First Inaugural Address” 3. “Nothing to Fear” 4. “Glory and Hope” 5. “I Have a Dream” 6. “From a White House Diary” 7. “New Directions” <p>Concepts:</p> <ul style="list-style-type: none"> Author purpose Autobiography Biography Connotation 	<ul style="list-style-type: none"> Students will find the central idea in the text Students will break the writing structure into its parts Students will find specific ideas that reflect or changes the central idea from the structure of the text Students will write an objective summary based on facts and examples from the text 	<p>Identify – find/locate</p> <p>Analyze – break into parts/explore/examine</p> <p>Interpret – make meaning</p> <p>Evaluate – weigh the evidence in comparison to the author’s conclusions</p> <p>Explicit – facts and examples</p> <p>Synthesize – make new meaning from the parts</p> <p>Inference – draw a</p>	<ul style="list-style-type: none"> <i>Prentice Hall Literature grade 9 Copyright 2007</i> Additional supplemental resources may be used at teacher discretion. Additional supplemental nonfiction resources will be used in conjunction with each thematic unit to address all the 	<ul style="list-style-type: none"> tests and quizzes classroom discussions shared inquiry teacher generated activities cooperative learning activities oral presentations written responses: reader response journals writing logs readers notebooks essays

East Stroudsburg Area School District

9 Basic English

Adversity and Change: Nonfiction

<ul style="list-style-type: none"> • Diction • Diary • Expository • Persuasive • Point of view • Repetition • Style • Syntax • Tone • Speech • Voice 	<ul style="list-style-type: none"> • Students will cite evidence from the text • Students will find clearly stated facts and examples from the text • Students will find and list the statement or words the author uses to lead the reader to the central idea (stated or implied) • Students will cite clearly stated facts and examples from the text • Students will chose a strategy that helps them break down the meaning and weigh how the author develops and connects the points within the text • Students will make connections to the sequence of events • Decide what the author's perspective (point of view) is based on the words the author uses (rhetoric) • Students will use sentence structure and paragraphs to determine the author's idea, how it is developed and how it 	<p>conclusion based on what did you find in the text to support your assumption(s)</p> <p>Making Connections – connecting one idea from the text to another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author's use of words to communicate</p> <p>Point of View – Perspective:</p> <p><i>Nonfiction</i> – author's perspective or reader's perspective</p> <p><i>Fiction</i> – narrator or speaker's perspective</p> <p>Tone – the author's attitude</p> <p>Account(s) of Subject – character/person/ topic</p> <p>Delineate – outline</p> <p>Argument – author's main position</p> <p>Specific Claims – exact support /evidence author uses</p> <p>Assess the Validity of reasoning - weighing the accuracy of the support and evidence</p> <p>Seminal – important</p>	<p>nonfiction keystone anchors by the end of the course. Suggestions may be found in department resource binder\ electronic storage.</p>	<ul style="list-style-type: none"> • listening logs • talk to the text
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East Stroudsburg Area School District

9 Basic English

Adversity and Change: Nonfiction

	<p>affects the meaning of the text</p> <ul style="list-style-type: none">• Students will break down the words and phrases by their connotative and denotative meaning to determine the author's attitude (tone) toward the text• Students will compare and contrast which details are emphasized in a variety of texts, images and multimedia• Students will outline and weigh the position of the text• Students will assess the validity of the argument by using evidence from the text• Students will examine important primary source documents from history and literature• Students will apply unit themes and concepts• Students will find and use appropriate strategies to demonstrate the meaning of words to comprehend the text for career and college readiness	<p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>		
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East Stroudsburg Area School District

9 Basic English

Adversity and Change: Nonfiction

	<ul style="list-style-type: none"> • Students will transfer the use of these strategies when reading independently in all subject areas • Students will find and use appropriate strategies to demonstrate the meaning of the words and phrases to comprehend grade level text • Students will be able to read non-fiction independently with understanding 			
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ELL Remediation: Prentice Hall Audio CD Pack, available United Streaming Videos/Internet Downloads, translated Etext, building level ELL teacher, teacher adapted/alternative assignments and assessments
Enrichment: Teacher and student driven research/materials
Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group differentiated instruction,
IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

East Stroudsburg Area School District
9 College Prep English
Adversity and Change: Nonfiction

Unit: Adversity and Change: Nonfiction

PA Common Core Standard(s):

CC.1.2.9-10.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.
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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.
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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.
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CC.1.2.9-10.F

Analyze how words and phrases shape meaning and tone in texts.
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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.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.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.
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CC.1.2.9-10.L

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Keystone Eligible Content:

East Stroudsburg Area School District

9 College Prep English

Adversity and Change: Nonfiction

- L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.
- L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
- L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.
- L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.
- L.N.1.2.1 Identify and/or apply a synonym or antonym of a word
- 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.
- L.N.1.2.4 Draw conclusions about connotations of words.
- L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.
- L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.
- L.N.1.3.3 Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another.
- L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
- L.N.2.1.2 Cite evidence from a text to support generalizations.
- L.N.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.
- L.N.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.
- L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
- L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action.
- elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
 - the relationship between elements of the plot and other components of a text
 - how the author structures plot to advance the action
- L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction: • the relationship between the theme and other components of a text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period
- L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style
- L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction: • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole
- L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts.
- L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.
- L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.
- L.N.2.4.4 Make connections between a text and the content of graphics and charts.
- L.N.2.4.5 Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.
- L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.
- L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.

Keystone Content Module Standards / Anchors:

- L.N.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.

East Stroudsburg Area School District

9 College Prep English

Adversity and Change: Nonfiction

L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.
L.N.2.1 Use appropriate strategies to make and support interpretations of literature.
L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.
L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.
L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.

Course Time/Pacing (number of days): ¼ of the class duration

<p>Essential Questions:</p> <p>What preparation is needed in order to prevail over adversity?</p> <p>How do we use literature to understand ourselves?</p> <p>How does communication or lack of communication change us?</p> <p>In what ways do the various genres of fiction reveal truth?</p> <p>How does literature help us think about the world in new ways?</p> <p>How does conflict lead to change?</p>

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<p>At Least 1+ Selections:</p> <ul style="list-style-type: none"> 1. “Arthur Ashe Remembered” 2. “FDR First Inaugural Address” 3. “Nothing to Fear” 4. “Glory and Hope” 5. “I Have a Dream” 6. “From a White House Diary” 7. “New Directions” <p>Concepts:</p> <ul style="list-style-type: none"> Author purpose Autobiography Biography Connotation 	<ul style="list-style-type: none"> Students will find the central idea in the text Students will break the writing structure into its parts Students will find specific ideas that reflect or changes the central idea from the structure of the text Students will write an objective summary based on facts and examples from the text 	<p>Identify – find/locate</p> <p>Analyze – break into parts/explore/examine</p> <p>Interpret – make meaning</p> <p>Evaluate – weigh the evidence in comparison to the author’s conclusions</p> <p>Explicit – facts and examples</p> <p>Synthesize – make new meaning from the parts</p> <p>Inference – draw a</p>	<ul style="list-style-type: none"> <i>Prentice Hall Literature grade 9 Copyright 2007</i> Additional supplemental resources may be used at teacher discretion. Additional supplemental nonfiction resources will be used in conjunction with each thematic unit to address all the 	<ul style="list-style-type: none"> tests and quizzes classroom discussions shared inquiry teacher generated activities cooperative learning activities oral presentations written responses: reader response journals writing logs readers notebooks essays

East Stroudsburg Area School District
9 College Prep English
Adversity and Change: Nonfiction

<ul style="list-style-type: none"> • Diction • Diary • Expository • Persuasive • Point of view • Repetition • Style • Syntax • Tone • Speech • Voice 	<ul style="list-style-type: none"> • Students will cite evidence from the text • Students will find clearly stated facts and examples from the text • Students will find and list the statement or words the author uses to lead the reader to the central idea (stated or implied) • Students will cite clearly stated facts and examples from the text • Students will chose a strategy that helps them break down the meaning and weigh how the author develops and connects the points within the text • Students will make connections to the sequence of events • Decide what the author's perspective (point of view) is based on the words the author uses (rhetoric) • Students will use sentence structure and paragraphs to determine the author's idea, how it is developed and how it 	<p>conclusion based on what did you find in the text to support your assumption(s)</p> <p>Making Connections – connecting one idea from the text to another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author's use of words to communicate</p> <p>Point of View – Perspective:</p> <p style="padding-left: 40px;"><i>Nonfiction</i> – author's perspective or reader's perspective</p> <p style="padding-left: 40px;"><i>Fiction</i> – narrator or speaker's perspective</p> <p>Tone – the author's attitude</p> <p>Account(s) of Subject – character/person/ topic</p> <p>Delineate – outline</p> <p>Argument – author's main position</p> <p>Specific Claims – exact support /evidence author uses</p> <p>Assess the Validity of reasoning - weighing the accuracy of the support and evidence</p> <p>Seminal – important</p>	<p>nonfiction keystone anchors by the end of the course. Suggestions may be found in department resource binder\ electronic storage.</p>	<ul style="list-style-type: none"> • listening logs • talk to the text
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East Stroudsburg Area School District
9 College Prep English
Adversity and Change: Nonfiction

	<p>affects the meaning of the text</p> <ul style="list-style-type: none"> • Students will break down the words and phrases by their connotative and denotative meaning to determine the author's attitude (tone) toward the text • Students will compare and contrast which details are emphasized in a variety of texts, images and multimedia • Students will outline and weigh the position of the text • Students will assess the validity of the argument by using evidence from the text • Students will examine important primary source documents from history and literature • Students will apply unit themes and concepts • Students will find and use appropriate strategies to demonstrate the meaning of words to comprehend the text for career and college readiness 	<p>Themes/Concepts – main idea Domain Specific Language –content area language</p>		
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East Stroudsburg Area School District
9 College Prep English
Adversity and Change: Nonfiction

	<ul style="list-style-type: none"> • Students will transfer the use of these strategies when reading independently in all subject areas • Students will find and use appropriate strategies to demonstrate the meaning of the words and phrases to comprehend grade level text • Students will be able to read non-fiction independently with understanding 			
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ELL Remediation: Prentice Hall Audio CD Pack, available United Streaming Videos/Internet Downloads, translated Etext, building level ELL teacher, teacher adapted/alternative assignments and assessments
Enrichment: Teacher and student driven research/materials
Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group differentiated instruction,
IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

East Stroudsburg Area School District
9 Honors English
Adversity and Change: Nonfiction

Unit: Adversity and Change: Nonfiction

PA Common Core Standard(s):

CC.1.2.9-10.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.
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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.
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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.
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CC.1.2.9-10.F

Analyze how words and phrases shape meaning and tone in texts.
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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.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.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.
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CC.1.2.9-10.L

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Keystone Eligible Content:

East Stroudsburg Area School District

9 Honors English

Adversity and Change: Nonfiction

- L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.
- L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
- L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.
- L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.
- L.N.1.2.1 Identify and/or apply a synonym or antonym of a word
- 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.
- L.N.1.2.4 Draw conclusions about connotations of words.
- L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.
- L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.
- L.N.1.3.3 Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another.
- L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
- L.N.2.1.2 Cite evidence from a text to support generalizations.
- L.N.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.
- L.N.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.
- L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
- L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action.
- elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
 - the relationship between elements of the plot and other components of a text
 - how the author structures plot to advance the action
- L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction: • the relationship between the theme and other components of a text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period
- L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style
- L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction: • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole
- L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts.
- L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.
- L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.
- L.N.2.4.4 Make connections between a text and the content of graphics and charts.
- L.N.2.4.5 Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.
- L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.
- L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.

Keystone Content Module Standards / Anchors:

- L.N.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.

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9 Honors English

Adversity and Change: Nonfiction

L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.
L.N.2.1 Use appropriate strategies to make and support interpretations of literature.
L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.
L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.
L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.

Course Time/Pacing (number of days): ¼ of the class duration

<p>Essential Questions:</p> <p>What preparation is needed in order to prevail over adversity?</p> <p>How do we use literature to understand ourselves?</p> <p>How does communication or lack of communication change us?</p> <p>In what ways do the various genres of fiction reveal truth?</p> <p>How does literature help us think about the world in new ways?</p> <p>How does conflict lead to change?</p>

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<p>At Least Two Selections:</p> <ul style="list-style-type: none"> 1. “Arthur Ashe Remembered” 2. “FDR First Inaugural Address” 3. “Nothing to Fear” 4. “Glory and Hope” 5. “I Have a Dream” 6. “From a White House Diary” 7. “New Directions” <p>Concepts:</p> <ul style="list-style-type: none"> Author purpose Autobiography Biography 	<ul style="list-style-type: none"> Students will find the central idea in the text Students will break the writing structure into its parts Students will find specific ideas that reflect or changes the central idea from the structure of the text Students will write an objective summary based on facts and examples from the text 	<p>Identify – find/locate</p> <p>Analyze – break into parts/explore/examine</p> <p>Interpret – make meaning</p> <p>Evaluate – weigh the evidence in comparison to the author’s conclusions</p> <p>Explicit – facts and examples</p> <p>Synthesize – make new meaning from the parts</p> <p>Inference – draw a</p>	<ul style="list-style-type: none"> <i>Prentice Hall Literature grade 9 Copyright 2012/2007</i> Additional supplemental resources may be used at teacher discretion. Additional supplemental nonfiction resources will be used in conjunction with each thematic unit 	<ul style="list-style-type: none"> tests and quizzes classroom discussions shared inquiry teacher generated activities cooperative learning activities oral presentations written responses: reader response journals writing logs readers notebooks essays

East Stroudsburg Area School District

9 Honors English

Adversity and Change: Nonfiction

<ul style="list-style-type: none"> • Connotation • Diction • Diary • Expository • Persuasive • Point of view • Repetition • Style • Syntax • Tone • Speech • Voice 	<ul style="list-style-type: none"> • Students will cite evidence from the text • Students will find clearly stated facts and examples from the text • Students will find and list the statement or words the author uses to lead the reader to the central idea (stated or implied) • Students will cite clearly stated facts and examples from the text • Students will chose a strategy that helps them break down the meaning and weigh how the author develops and connects the points within the text • Students will make connections to the sequence of events • Decide what the author's perspective (point of view) is based on the words the author uses (rhetoric) • Students will use sentence structure and paragraphs to determine the author's idea, how it is developed and how it 	<p>conclusion based on what did you find in the text to support your assumption(s)</p> <p>Making Connections – connecting one idea from the text to another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author's use of words to communicate</p> <p>Point of View – Perspective: <i>Nonfiction</i> – author's perspective or reader's perspective <i>Fiction</i> – narrator or speaker's perspective</p> <p>Tone – the author's attitude</p> <p>Account(s) of Subject – character/person/ topic</p> <p>Delineate – outline</p> <p>Argument – author's main position</p> <p>Specific Claims – exact support /evidence author uses</p> <p>Assess the Validity of reasoning - weighing the accuracy of the support and evidence</p> <p>Seminal – important</p>	<p>to address all the nonfiction keystone anchors by the end of the course.</p> <p>Suggestions may be found in department resource binder\ electronic storage.</p>	<ul style="list-style-type: none"> • listening logs • talk to the text
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East Stroudsburg Area School District

9 Honors English

Adversity and Change: Nonfiction

	<p>affects the meaning of the text</p> <ul style="list-style-type: none">• Students will break down the words and phrases by their connotative and denotative meaning to determine the author's attitude (tone) toward the text• Students will compare and contrast which details are emphasized in a variety of texts, images and multimedia• Students will outline and weigh the position of the text• Students will assess the validity of the argument by using evidence from the text• Students will examine important primary source documents from history and literature• Students will apply unit themes and concepts• Students will find and use appropriate strategies to demonstrate the meaning of words to comprehend the text for career and college readiness	<p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>		
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East Stroudsburg Area School District
9 Honors English
Adversity and Change: Nonfiction

	<ul style="list-style-type: none"> • Students will transfer the use of these strategies when reading independently in all subject areas • Students will find and use appropriate strategies to demonstrate the meaning of the words and phrases to comprehend grade level text • Students will be able to read non-fiction independently with understanding 			
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ELL Remediation: Prentice Hall Audio CD Pack, available United Streaming Videos/Internet Downloads, translated Etext, building level ELL teacher, teacher adapted/alternative assignments and assessments
Enrichment: Teacher and student driven research/materials
Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group differentiated instruction,
IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

East Stroudsburg Area School District
9 English
Adversity and Change: Novel

Unit: Adversity and Change: Novel
PA Common Core Standard(s): 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. 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 an author's particular point of view and analyze how rhetoric advances the point of view. 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 Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words. 1.3.9-10 K Read and comprehend literary fiction on grade level, reading independently and proficiently. .
Keystone Eligible Content: L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept. L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.

East Stroudsburg Area School District

9 English

Adversity and Change: Novel

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

L.F.1.2.4 Draw conclusions about connotations of words.

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.

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

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.

L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.

L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.

L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)

L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action

L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style

L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole

L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.

L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.

L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.

Keystone Content Module Standards / Anchors:

L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.

L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.

L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.

L.F.2.1 Use appropriate strategies to make and support interpretations of literature.

L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.

L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.

L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.

L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.

East Stroudsburg Area School District
9 English
Adversity and Change: Novel

Course Time/Pacing (number of days): ½ of the class duration
Essential Questions: What preparation is needed in order to prevail over adversity? How do we use literature to understand ourselves? How does communication or lack of communication change us? In what ways do the various genres of fiction reveal truth? How does literature help us think about the world in new ways? How does conflict lead to change?

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<ul style="list-style-type: none"> 1. <u>To Kill a Mockingbird</u> Concepts: Characterization Climax Conflict Connotation Dialogue Exposition Falling action Fiction Novel Flashback Foreshadowing Genre Irony Paraphrase Plot Point of view Resolution Setting 	<ul style="list-style-type: none"> Find the central idea/theme in text Break the writing structure into its parts Find specific ideas that reflect or changes in the central idea/theme from the structure of the text Write an objective summary based on facts and examples from text Cite details from text Students will find clearly stated facts and examples from the text Students will find and list the statement or words the author uses to lead the reader to the 	<p>Identify – find/locate Analyze – break into parts/explore/examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author’s conclusions Explicit – facts and examples Synthesize – make new meaning from the parts Inference – draw a conclusion based on what did you find in the text to support your assumption(s) Making Connections – connecting one idea from the text to</p>	<ul style="list-style-type: none"> <i>To Kill a Mockingbird</i> <i>Additional supplemental resources may be used at teacher discretion.</i> 	<ul style="list-style-type: none"> tests and quizzes classroom discussions shared inquiry teacher generated activities cooperative learning activities oral presentations written responses: reader response journals writing logs readers notebooks essays listening logs talk to the text

East Stroudsburg Area School District

9 English

Adversity and Change: Novel

<ul style="list-style-type: none"> Summarize Symbolism Theme 	<p>central idea</p> <ul style="list-style-type: none"> Students will cite clearly stated facts and examples from the text Students will analyze the explicit and implicit assumptions the author has made about the text Students will examine how characters develop Students will examine how characters respond to each other Students will examine how the characters move the story along or develop the theme Students will decide what the author's perspective (point of view) is based on the words the author uses (rhetoric) Students will use sentence structure and paragraphs to determine the author's idea, how it is developed and how it effects the meaning of the text Students will explore the author's process in creating linear and non-linear plots Students will break down the words and phrases by their 	<p>another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author's use of words to communicate</p> <p>Point of View –</p> <p>Perspective:</p> <p><i>Nonfiction</i> – author's perspective or reader's perspective</p> <p><i>Fiction</i> – narrator or speaker's perspective</p> <p>Tone – the author's attitude</p> <p>Account(s) of Subject – character/person/ topic</p> <p>Delineate – outline</p> <p>Argument – author's main position</p> <p>Specific Claims – exact support /evidence author uses</p> <p>Assess the Validity of reasoning - weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>		
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East Stroudsburg Area School District

9 English

Adversity and Change: Novel

	<p>connotative and denotative meaning to determine the author's attitude (tone) toward the text</p> <ul style="list-style-type: none">• Students will compare and contrast a key scene from two different perspectives / mediums stating what appears and what is absent• Students will analyze the authorial changes in themes, topics and character types made to a primary source• Students will find and use appropriate strategies to demonstrate the meaning of the words to comprehend grade level literary text• Students will transfer their knowledge of figurative, connotative and denotative language across content areas• Students will be able to read and comprehend literary fiction independently with understanding			
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East Stroudsburg Area School District
9 English
Adversity and Change: Novel

ELL Remediation: Audio, Video, translated Ebook, building level ELL teacher, teacher adapted/alternative assignments and assessments
Enrichment: Teacher and student driven research/materials
Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group differentiated instruction,
IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

East Stroudsburg Area School District
9 College Prep English
Adversity and Change: Novel

Unit: Adversity and Change: Novel
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PA Common Core Standard(s):

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.
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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.

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.
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CC.1.3.9-10.D

Determine an author's particular point of view and analyze how rhetoric advances the point of view.

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.
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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.
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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.
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CC.1.3.9-10.J

Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.
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1.3.9-10 K

Read and comprehend literary fiction on grade level, reading independently and proficiently.
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Keystone Eligible Content:

L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.
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L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
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L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
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L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.
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East Stroudsburg Area School District

9 College Prep English

Adversity and Change: Novel

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

L.F.1.2.4 Draw conclusions about connotations of words.

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.

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

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.

L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.

L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.

L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)

L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action

L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style

L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole

L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.

L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.

L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.

Keystone Content Module Standards / Anchors:

L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.

L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.

L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.

L.F.2.1 Use appropriate strategies to make and support interpretations of literature.

L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.

L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.

L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.

L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.

East Stroudsburg Area School District
9 College Prep English
Adversity and Change: Novel

Course Time/Pacing (number of days): ¼ of the class duration

Essential Questions:

What preparation is needed in order to prevail over adversity?
 How do we use literature to understand ourselves?
 How does communication or lack of communication change us?
 In what ways do the various genres of fiction reveal truth?
 How does literature help us think about the world in new ways?
 How does conflict lead to change?

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<ul style="list-style-type: none"> 1. <u>To Kill a Mockingbird</u> Concepts: Characterization Climax Conflict Connotation Dialogue Exposition Falling action Fiction Novel Flashback Foreshadowing Genre Irony Paraphrase Plot Point of view Resolution Setting 	<ul style="list-style-type: none"> Find the central idea/theme in text Break the writing structure into its parts Find specific ideas that reflect or changes in the central idea/theme from the structure of the text Write an objective summary based on facts and examples from text Cite details from text Students will find clearly stated facts and examples from the text Students will find and list the statement or words the author uses to lead the reader to the 	<p>Identify – find/locate Analyze – break into parts/explore/examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author’s conclusions Explicit – facts and examples Synthesize – make new meaning from the parts Inference – draw a conclusion based on what did you find in the text to support your assumption(s) Making Connections – connecting one idea from the text to</p>	<ul style="list-style-type: none"> <i>To Kill a Mockingbird</i> <i>Additional supplemental resources may be used at teacher discretion.</i> 	<ul style="list-style-type: none"> tests and quizzes classroom discussions shared inquiry teacher generated activities cooperative learning activities oral presentations written responses: reader response journals writing logs readers notebooks essays listening logs talk to the text

East Stroudsburg Area School District
9 College Prep English
Adversity and Change: Novel

<ul style="list-style-type: none"> • Summarize • Symbolism • Theme 	<p>central idea</p> <ul style="list-style-type: none"> • Students will cite clearly stated facts and examples from the text • Students will analyze the explicit and implicit assumptions the author has made about the text • Students will examine how characters develop • Students will examine how characters respond to each other • Students will examine how the characters move the story along or develop the theme • Students will decide what the author's perspective (point of view) is based on the words the author uses (rhetoric) • Students will use sentence structure and paragraphs to determine the author's idea, how it is developed and how it effects the meaning of the text • Students will explore the author's process in creating linear and non-linear plots • Students will break down the words and phrases by their 	<p>another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author's use of words to communicate</p> <p>Point of View – Perspective:</p> <p style="padding-left: 40px;"><i>Nonfiction</i> – author's perspective or reader's perspective</p> <p style="padding-left: 40px;"><i>Fiction</i> – narrator or speaker's perspective</p> <p>Tone – the author's attitude</p> <p>Account(s) of Subject – character/person/ topic</p> <p>Delineate – outline</p> <p>Argument – author's main position</p> <p>Specific Claims – exact support /evidence author uses</p> <p>Assess the Validity of reasoning - weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>		
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East Stroudsburg Area School District
9 College Prep English
Adversity and Change: Novel

	<p>connotative and denotative meaning to determine the author's attitude (tone) toward the text</p> <ul style="list-style-type: none">• Students will compare and contrast a key scene from two different perspectives / mediums stating what appears and what is absent• Students will analyze the authorial changes in themes, topics and character types made to a primary source• Students will find and use appropriate strategies to demonstrate the meaning of the words to comprehend grade level literary text• Students will transfer their knowledge of figurative, connotative and denotative language across content areas• Students will be able to read and comprehend literary fiction independently with understanding			
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East Stroudsburg Area School District
9 College Prep English
Adversity and Change: Novel

ELL Remediation: Audio, Video, translated Ebook, building level ELL teacher, teacher adapted/alternative assignments and assessments
Enrichment: Teacher and student driven research/materials
Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group differentiated instruction,
IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

East Stroudsburg Area School District
9 Honors English
Adversity and Change: Novel

Unit: Adversity and Change: Novel
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PA Common Core Standard(s):

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.
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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.

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.
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CC.1.3.9-10.D

Determine an author's particular point of view and analyze how rhetoric advances the point of view.

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.
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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.
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CC.1.3.9-10.J

Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.
--

1.3.9-10 K

Read and comprehend literary fiction on grade level, reading independently and proficiently.
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Keystone Eligible Content:

L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.
--

L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
--

L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
--

L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.
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East Stroudsburg Area School District

9 Honors English

Adversity and Change: Novel

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

L.F.1.2.4 Draw conclusions about connotations of words.

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.

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

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.

L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.

L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.

L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)

L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action

L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style

L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole

L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.

L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.

L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.

Keystone Content Module Standards / Anchors:

L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.

L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.

L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.

L.F.2.1 Use appropriate strategies to make and support interpretations of literature.

L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.

L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.

L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.

L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.

East Stroudsburg Area School District
9 Honors English
Adversity and Change: Novel

Course Time/Pacing (number of days): ¼ of the class duration
Essential Questions: What preparation is needed in order to prevail over adversity? How do we use literature to understand ourselves? How does communication or lack of communication change us? In what ways do the various genres of fiction reveal truth? How does literature help us think about the world in new ways? How does conflict lead to change?

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<ul style="list-style-type: none"> 1. <u>To Kill a Mockingbird</u> Concepts: Characterization Climax Conflict Connotation Dialogue Exposition Falling action Fiction Novel Flashback Foreshadowing Genre Irony Paraphrase Plot Point of view Resolution Setting 	<ul style="list-style-type: none"> Find the central idea/theme in text Break the writing structure into its parts Find specific ideas that reflect or changes in the central idea/theme from the structure of the text Write an objective summary based on facts and examples from text Cite details from text Students will find clearly stated facts and examples from the text Students will find and list the statement or words the author uses to lead the reader to the 	<p>Identify – find/locate Analyze – break into parts/explore/examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author’s conclusions Explicit – facts and examples Synthesize – make new meaning from the parts Inference – draw a conclusion based on what did you find in the text to support your assumption(s) Making Connections – connecting one idea from the text to</p>	<ul style="list-style-type: none"> <i>To Kill a Mockingbird</i> Additional supplemental resources may be used at teacher discretion. 	<ul style="list-style-type: none"> tests and quizzes classroom discussions shared inquiry teacher generated activities cooperative learning activities oral presentations written responses: reader response journals writing logs readers notebooks essays listening logs talk to the text

East Stroudsburg Area School District

9 Honors English

Adversity and Change: Novel

<ul style="list-style-type: none"> Summarize Symbolism Theme 	<p>central idea</p> <ul style="list-style-type: none"> Students will cite clearly stated facts and examples from the text Students will analyze the explicit and implicit assumptions the author has made about the text Students will examine how characters develop Students will examine how characters respond to each other Students will examine how the characters move the story along or develop the theme Students will decide what the author's perspective (point of view) is based on the words the author uses (rhetoric) Students will use sentence structure and paragraphs to determine the author's idea, how it is developed and how it effects the meaning of the text Students will explore the author's process in creating linear and non-linear plots Students will break down the words and phrases by their 	<p>another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author's use of words to communicate</p> <p>Point of View –</p> <p>Perspective:</p> <p><i>Nonfiction</i> – author's perspective or reader's perspective</p> <p><i>Fiction</i> – narrator or speaker's perspective</p> <p>Tone – the author's attitude</p> <p>Account(s) of Subject – character/person/ topic</p> <p>Delineate – outline</p> <p>Argument – author's main position</p> <p>Specific Claims – exact support /evidence author uses</p> <p>Assess the Validity of reasoning - weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>		
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East Stroudsburg Area School District

9 Honors English

Adversity and Change: Novel

	<p>connotative and denotative meaning to determine the author's attitude (tone) toward the text</p> <ul style="list-style-type: none">• Students will compare and contrast a key scene from two different perspectives / mediums stating what appears and what is absent• Students will analyze the authorial changes in themes, topics and character types made to a primary source• Students will find and use appropriate strategies to demonstrate the meaning of the words to comprehend grade level literary text• Students will transfer their knowledge of figurative, connotative and denotative language across content areas• Students will be able to read and comprehend literary fiction independently with understanding			
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East Stroudsburg Area School District
9 Honors English
Adversity and Change: Novel

ELL Remediation: Audio, Video, translated Ebook, building level ELL teacher, teacher adapted/alternative assignments and assessments
Enrichment: Teacher and student driven research/materials
Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group differentiated instruction,
IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

East Stroudsburg Area School District
9 English
Adversity and Change: Poetry

Unit: Adversity and Change: Poetry

PA Common Core Standard(s):

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.
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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.

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.
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CC.1.3.9-10.D

Determine an author's particular point of view and analyze how rhetoric advances the point of view.

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.
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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

Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.
--

1.3.9-10 K

Read and comprehend literary fiction on grade level, reading independently and proficiently.
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Keystone Eligible Content:

L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.
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L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
--

L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
--

L.F.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.

East Stroudsburg Area School District

9 English

Adversity and Change: Poetry

L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
L.F.1.2.4 Draw conclusions about connotations of words.
L.F.2.1.2 Cite evidence from a text to support generalizations.
L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.
L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.
L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)
L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style
L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.
L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.
L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.

Keystone Content Module Standards / Anchors:

L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.
L.F.2.1 Use appropriate strategies to make and support interpretations of literature.
L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.
L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.
L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.

Course Time/Pacing (number of days): ¼ the duration of the course

Essential Questions:

What preparation is needed in order to prevail over adversity?
How do we use literature to understand ourselves?
How does communication or lack of communication change us?
In what ways do the various genres of fiction reveal truth?
How does literature help us think about the world in new ways?
How does conflict lead to change?

East Stroudsburg Area School District
9 English

Adversity and Change: Poetry

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<p>At Least Two Selections:</p> <ul style="list-style-type: none"> 1. “Hope is a thing with feathers” 2. “There is a longing” 3. “A Voice” 4. “We never know how high we are” 5. Teacher Discretion (optional) <p>Concepts:</p> <ul style="list-style-type: none"> Alliteration Analysis Connotation Couplet Figurative Language Flashback Foreshadowing Free Verse Genre Imagery Irony Metaphor Meter Mood Paraphrase Personification Poetry Point of view Repetition Rhyme Rhythm 	<ul style="list-style-type: none"> Find the central idea/theme in text Break the writing structure into its parts Find specific ideas that reflect or changes in the central idea/theme from the structure of the text Write an objective summary based on facts and examples from text Cite details from text Students will find clearly stated facts and examples from the text Students will find and list the statement or words the author uses to lead the reader to the central idea Students will cite clearly stated facts and examples from the text Students will analyze the explicit and implicit assumptions the author has made about the text Students will examine how 	<p>Identify – find/locate Analyze – break into parts/explore/examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author’s conclusions Synthesize – make new meaning from the parts Inference – draw a conclusion based on what did you find in the text to support your assumption(s) Making Connections – connecting one idea from the text to another idea in the text and/or using prior knowledge Rhetoric- author’s use of words to communicate Point of View – Perspective: <i>Fiction</i> – narrator or speaker’s perspective Tone – the author’s attitude</p>	<ul style="list-style-type: none"> <i>Prentice Hall Literature grade 9 Copyright 2012</i> <i>Prentice Hall</i> provided audio text. Additional supplemental resources may be used at teacher discretion. 	<ul style="list-style-type: none"> tests and quizzes classroom discussions teacher generated activities cooperative learning activities written responses: reader response journals writing logs readers notebooks essays listening logs talk to the text

East Stroudsburg Area School District

9 English

Adversity and Change: Poetry

<ul style="list-style-type: none"> • Simile • Sonnet • Stanza • Summarize • Symbolism • Tone • Voice 	<p>characters respond to each other</p> <ul style="list-style-type: none"> • Students will decide what the author's perspective (point of view) is based on the words the author uses (rhetoric) • Students will break down the words and phrases by their connotative and denotative meaning to determine the author's attitude (tone) toward the text • Students will compare and contrast a key scene from two different perspectives / mediums stating what appears and what is absent • Students will find and use appropriate strategies to demonstrate the meaning of the words to comprehend grade level literary text • Students will transfer their knowledge of figurative, connotative and denotative language across content areas • Students will be able to read and comprehend literary fiction independently with understanding 	<p>Account(s) of Subject – character/person/ topic</p> <p>Argument – author's main position</p> <p>Assess the Validity of reasoning - weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>		
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East Stroudsburg Area School District
9 English
Adversity and Change: Poetry

ELL Remediation: Prentice Hall Audio CD Pack, available United Streaming Videos/Internet Downloads, translated Etext, building level ELL teacher, teacher adapted/alternative assignments and assessments
Enrichment: Teacher and student driven research/materials
Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction
IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

East Stroudsburg Area School District
9 College Prep English
Adversity and Change: Poetry

Unit: Adversity and Change: Poetry

PA Common Core Standard(s):

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.
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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.

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.
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CC.1.3.9-10.D

Determine an author's particular point of view and analyze how rhetoric advances the point of view.

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.
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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.
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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.
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CC.1.3.9-10.J

Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.
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1.3.9-10 K

Read and comprehend literary fiction on grade level, reading independently and proficiently.
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Keystone Eligible Content:

L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.
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L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
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L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
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L.F.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.

East Stroudsburg Area School District

9 College Prep English

Adversity and Change: Poetry

L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
L.F.1.2.4 Draw conclusions about connotations of words.
L.F.2.1.2 Cite evidence from a text to support generalizations.
L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.
L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.
L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)
L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style
L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.
L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.
L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.

Keystone Content Module Standards / Anchors:

L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.
L.F.2.1 Use appropriate strategies to make and support interpretations of literature.
L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.
L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.
L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.

Course Time/Pacing (number of days): ¼ course duration

Essential Questions:

What preparation is needed in order to prevail over adversity?
How do we use literature to understand ourselves?
How does communication or lack of communication change us?
In what ways do the various genres of fiction reveal truth?
How does literature help us think about the world in new ways?
How does conflict lead to change?

East Stroudsburg Area School District
9 College Prep English
Adversity and Change: Poetry

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<p>At Least Two Selections:</p> <ul style="list-style-type: none"> 1. “Hope is a thing with feathers” 2. “There is a longing” 3. “A Voice” 4. “We never know how high we are” 5. Teacher Discretion (optional) <p>Concepts:</p> <ul style="list-style-type: none"> Alliteration Analysis Connotation Couplet Figurative Language Flashback Foreshadowing Free Verse Genre Imagery Irony Metaphor Meter Mood Paraphrase Personification Poetry Point of view Repetition Rhyme Rhythm 	<ul style="list-style-type: none"> Find the central idea/theme in text Break the writing structure into its parts Find specific ideas that reflect or changes in the central idea/theme from the structure of the text Write an objective summary based on facts and examples from text Cite details from text Students will find clearly stated facts and examples from the text Students will find and list the statement or words the author uses to lead the reader to the central idea Students will cite clearly stated facts and examples from the text Students will analyze the explicit and implicit assumptions the author has made about the text Students will examine how 	<p>Identify – find/locate Analyze – break into parts/explore/examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author’s conclusions Synthesize – make new meaning from the parts Inference – draw a conclusion based on what did you find in the text to support your assumption(s) Making Connections – connecting one idea from the text to another idea in the text and/or using prior knowledge Rhetoric- author’s use of words to communicate Point of View – Perspective: <i>Fiction</i> – narrator or speaker’s perspective Tone – the author’s attitude</p>	<ul style="list-style-type: none"> <i>Prentice Hall Literature grade 9 Copyright 2012</i> <i>Prentice Hall</i> provided audio text. Additional supplemental resources may be used at teacher discretion. 	<ul style="list-style-type: none"> tests and quizzes classroom discussions teacher generated activities cooperative learning activities written responses: reader response journals writing logs readers notebooks essays listening logs talk to the text

East Stroudsburg Area School District

9 College Prep English

Adversity and Change: Poetry

<ul style="list-style-type: none"> • Simile • Sonnet • Stanza • Summarize • Symbolism • Tone • Voice 	<p>characters respond to each other</p> <ul style="list-style-type: none"> • Students will decide what the author's perspective (point of view) is based on the words the author uses (rhetoric) • Students will break down the words and phrases by their connotative and denotative meaning to determine the author's attitude (tone) toward the text • Students will compare and contrast a key scene from two different perspectives / mediums stating what appears and what is absent • Students will find and use appropriate strategies to demonstrate the meaning of the words to comprehend grade level literary text • Students will transfer their knowledge of figurative, connotative and denotative language across content areas • Students will be able to read and comprehend literary fiction independently with understanding 	<p>Account(s) of Subject – character/person/ topic</p> <p>Argument – author's main position</p> <p>Assess the Validity of reasoning - weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>		
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East Stroudsburg Area School District
9 College Prep English
Adversity and Change: Poetry

ELL Remediation: Prentice Hall Audio CD Pack, available United Streaming Videos/Internet Downloads, translated Etext, building level ELL teacher, teacher adapted/alternative assignments and assessments
Enrichment: Teacher and student driven research/materials
Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction
IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

East Stroudsburg Area School District
9 Honors English
Adversity and Change: Poetry

Unit: Adversity and Change: Poetry

PA Common Core Standard(s):

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.
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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.

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.
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CC.1.3.9-10.D

Determine an author's particular point of view and analyze how rhetoric advances the point of view.

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.
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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.
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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

Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.
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1.3.9-10 K

Read and comprehend literary fiction on grade level, reading independently and proficiently.
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Keystone Eligible Content:

L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.
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L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
--

L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
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L.F.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.

East Stroudsburg Area School District

9 Honors English

Adversity and Change: Poetry

L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
L.F.1.2.4 Draw conclusions about connotations of words.
L.F.2.1.2 Cite evidence from a text to support generalizations.
L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.
L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.
L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)
L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style
L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.
L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.
L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.

Keystone Content Module Standards / Anchors:

L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.
L.F.2.1 Use appropriate strategies to make and support interpretations of literature.
L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.
L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.
L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.

Course Time/Pacing (number of days): ¼ of course duration

Essential Questions:

What preparation is needed in order to prevail over adversity?
How do we use literature to understand ourselves?
How does communication or lack of communication change us?
In what ways do the various genres of fiction reveal truth?
How does literature help us think about the world in new ways?
How does conflict lead to change?

East Stroudsburg Area School District

9 Honors English

Adversity and Change: Poetry

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<p>At Least Three Selections:</p> <ul style="list-style-type: none"> 1. “Hope is a thing with feathers” 2. “There is a longing” 3. “A Voice” 4. “We never know how high we are” 5. Teacher Discretion (optional) <p>Concepts:</p> <ul style="list-style-type: none"> Alliteration Analysis Connotation Couplet Figurative Language Flashback Foreshadowing Free Verse Genre Imagery Irony Metaphor Meter Mood Paraphrase Personification Poetry Point of view Repetition Rhyme Rhythm 	<ul style="list-style-type: none"> Find the central idea/theme in text Break the writing structure into its parts Find specific ideas that reflect or changes in the central idea/theme from the structure of the text Write an objective summary based on facts and examples from text Cite details from text Students will find clearly stated facts and examples from the text Students will find and list the statement or words the author uses to lead the reader to the central idea Students will cite clearly stated facts and examples from the text Students will analyze the explicit and implicit assumptions the author has made about the text Students will examine how 	<p>Identify – find/locate Analyze – break into parts/explore/examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author’s conclusions Synthesize – make new meaning from the parts Inference – draw a conclusion based on what did you find in the text to support your assumption(s) Making Connections – connecting one idea from the text to another idea in the text and/or using prior knowledge Rhetoric- author’s use of words to communicate Point of View – Perspective: <i>Fiction</i> – narrator or speaker’s perspective Tone – the author’s attitude</p>	<ul style="list-style-type: none"> <i>Prentice Hall Literature grade 9 Copyright 2012</i> <i>Prentice Hall</i> provided audio text. Additional supplemental resources may be used at teacher discretion. 	<ul style="list-style-type: none"> tests and quizzes classroom discussions teacher generated activities cooperative learning activities written responses: reader response journals writing logs readers notebooks essays listening logs talk to the text

East Stroudsburg Area School District

9 Honors English

Adversity and Change: Poetry

<ul style="list-style-type: none"> • Simile • Sonnet • Stanza • Summarize • Symbolism • Tone • Voice 	<p>characters respond to each other</p> <ul style="list-style-type: none"> • Students will decide what the author's perspective (point of view) is based on the words the author uses (rhetoric) • Students will break down the words and phrases by their connotative and denotative meaning to determine the author's attitude (tone) toward the text • Students will compare and contrast a key scene from two different perspectives / mediums stating what appears and what is absent • Students will find and use appropriate strategies to demonstrate the meaning of the words to comprehend grade level literary text • Students will transfer their knowledge of figurative, connotative and denotative language across content areas • Students will be able to read and comprehend literary fiction independently with understanding 	<p>Account(s) of Subject – character/person/ topic</p> <p>Argument – author's main position</p> <p>Assess the Validity of reasoning - weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>		
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East Stroudsburg Area School District
9 Honors English
Adversity and Change: Poetry

ELL Remediation: Prentice Hall Audio CD Pack, available United Streaming Videos/Internet Downloads, translated Etext, building level ELL teacher, teacher adapted/alternative assignments and assessments
Enrichment: Teacher and student driven research/materials
Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction
IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

East Stroudsburg Area School District
9 Basic English
Adversity and Change: Short Story

Unit: Adversity and Change: Short Story
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PA Common Core Standard(s):

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.

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 an author's particular point of view and analyze how rhetoric advances the point of view.

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

Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.
--

1.3.9-10 K

Read and comprehend literary fiction on grade level, reading independently and proficiently.
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Keystone Eligible Content:

L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.
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L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
--

L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
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L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.
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East Stroudsburg Area School District

9 Basic English

Adversity and Change: Short Story

- L.F.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.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
- L.F.1.2.4 Draw conclusions about connotations of words.
- L.F.2.1.2 Cite evidence from a text to support generalizations.
- L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.
- L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.
- L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
- L.F.2.1.2 Cite evidence from a text to support generalizations.
- L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.
- L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.
- L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
- L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.
- L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)
- L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action
- L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style
- L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole
- L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.
- L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.
- L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.

Keystone Content Module Standards / Anchors:

- L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
- L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
- L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.
- L.F.2.1 Use appropriate strategies to make and support interpretations of literature.
- L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.
- L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
- L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.
- L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.

East Stroudsburg Area School District
9 Basic English
Adversity and Change: Short Story

Course Time/Pacing (number of days): ¼ of the class duration
Essential Questions: What preparation is needed in order to prevail over adversity? How do we use literature to understand ourselves? How does communication or lack of communication change us? In what ways do the various genres of fiction reveal truth? How does literature help us think about the world in new ways? How does conflict lead to change?

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
At Least One Selection: <ul style="list-style-type: none"> 1. “American History” 2. “Blues Ain’t No Mockingbird” 3. “Golden Kite and Silver Wind” 4. “The Man to Send in Rain Clouds” 5. “The Most Dangerous Game” 6. “Uncle Marcos” <ul style="list-style-type: none"> Concepts: Characterization Climax Conflict Connotation Dialogue Exposition Falling action Fiction Flashback 	<ul style="list-style-type: none"> Find the central idea/theme in text Break the writing structure into its parts Find specific ideas that reflect or changes in the central idea/theme from the structure of the text Write an objective summary based on facts and examples from text Cite details from text Students will find clearly stated facts and examples from the text Students will find and list the statement or words the author uses to lead the reader to the 	Identify – find/locate Analyze – break into parts/explore/examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author’s conclusions Explicit – facts and examples Synthesize – make new meaning from the parts Inference – draw a conclusion based on what did you find in the text to support your assumption(s) Making Connections – connecting one idea from the text to	<ul style="list-style-type: none"> <i>Prentice Hall Literature grade 9 Copyright 2012</i> Additional supplemental resources may be used at teacher discretion. 	<ul style="list-style-type: none"> tests and quizzes classroom discussions shared inquiry teacher generated activities cooperative learning activities oral presentations written responses: reader response journals writing logs readers notebooks essays listening logs talk to the text

East Stroudsburg Area School District

9 Basic English

Adversity and Change: Short Story

<ul style="list-style-type: none"> • Foreshadowing • Genre • Irony • Paraphrase • Plot • Point of view • Resolution • Setting • Short Story • Summarize • Symbolism • Theme 	<p>central idea</p> <ul style="list-style-type: none"> • Students will cite clearly stated facts and examples from the text • Students will analyze the explicit and implicit assumptions the author has made about the text • Students will examine how characters develop • Students will examine how characters respond to each other • Students will examine how the characters move the story along or develop the theme • Students will decide what the author's perspective (point of view) is based on the words the author uses (rhetoric) • Students will use sentence structure and paragraphs to determine the author's idea, how it is developed and how it effects the meaning of the text • Students will explore the author's process in creating linear and non-linear plots • Students will break down the words and phrases by their 	<p>another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author's use of words to communicate</p> <p>Point of View – Perspective:</p> <p><i>Nonfiction</i> – author's perspective or reader's perspective</p> <p><i>Fiction</i> – narrator or speaker's perspective</p> <p>Tone – the author's attitude</p> <p>Account(s) of Subject – character/person/ topic</p> <p>Delineate – outline</p> <p>Argument – author's main position</p> <p>Specific Claims – exact support /evidence author uses</p> <p>Assess the Validity of reasoning - weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>		
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East Stroudsburg Area School District

9 Basic English

Adversity and Change: Short Story

	<p>connotative and denotative meaning to determine the author's attitude (tone) toward the text</p> <ul style="list-style-type: none">• Students will compare and contrast a key scene from two different perspectives / mediums stating what appears and what is absent• Students will analyze the authorial changes in themes, topics and character types made to a primary source• Students will find and use appropriate strategies to demonstrate the meaning of the words to comprehend grade level literary text• Students will transfer their knowledge of figurative, connotative and denotative language across content areas• Students will be able to read and comprehend literary fiction independently with understanding			
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East Stroudsburg Area School District
9 Basic English
Adversity and Change: Short Story

ELL Remediation: Prentice Hall Audio CD Pack, available United Streaming Videos/Internet Downloads, translated Etext, building level ELL teacher, teacher adapted/alternative assignments and assessments
Enrichment: Teacher and student driven research/materials
Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group differentiated instruction,
IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

East Stroudsburg Area School District
9 College Prep English
Adversity and Change: Short Story

Unit: Adversity and Change: Short Story
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PA Common Core Standard(s):

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.
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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.

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.
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CC.1.3.9-10.D

Determine an author's particular point of view and analyze how rhetoric advances the point of view.

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.
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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.
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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.
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CC.1.3.9-10.J

Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.
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1.3.9-10 K

Read and comprehend literary fiction on grade level, reading independently and proficiently.
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Keystone Eligible Content:

L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.
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L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
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L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
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L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.
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East Stroudsburg Area School District

9 College Prep English

Adversity and Change: Short Story

- L.F.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.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
- L.F.1.2.4 Draw conclusions about connotations of words.
- L.F.2.1.2 Cite evidence from a text to support generalizations.
- L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.
- L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.
- L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
- L.F.2.1.2 Cite evidence from a text to support generalizations.
- L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.
- L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.
- L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
- L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.
- L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)
- L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action
- L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style
- L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole
- L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.
- L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.
- L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.

Keystone Content Module Standards / Anchors:

- L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
- L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
- L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.
- L.F.2.1 Use appropriate strategies to make and support interpretations of literature.
- L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.
- L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
- L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.
- L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.

East Stroudsburg Area School District
9 College Prep English
Adversity and Change: Short Story

Course Time/Pacing (number of days): ¼ of the class duration
Essential Questions: What preparation is needed in order to prevail over adversity? How do we use literature to understand ourselves? How does communication or lack of communication change us? In what ways do the various genres of fiction reveal truth? How does literature help us think about the world in new ways? How does conflict lead to change?

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
At Least 1+ Selection: <ul style="list-style-type: none"> 1. “American History” 2. “Blues Ain’t No Mockingbird” 3. “Golden Kite and Silver Wind” 4. “The Man to Send in Rain Clouds” 5. “The Most Dangerous Game” 6. “Uncle Marcos” <ul style="list-style-type: none"> Concepts: Characterization Climax Conflict Connotation Dialogue Exposition Falling action Fiction Flashback 	<ul style="list-style-type: none"> Find the central idea/theme in text Break the writing structure into its parts Find specific ideas that reflect or changes in the central idea/theme from the structure of the text Write an objective summary based on facts and examples from text Cite details from text Students will find clearly stated facts and examples from the text Students will find and list the statement or words the author uses to lead the reader to the 	Identify – find/locate Analyze – break into parts/explore/examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author’s conclusions Explicit – facts and examples Synthesize – make new meaning from the parts Inference – draw a conclusion based on what did you find in the text to support your assumption(s) Making Connections – connecting one idea from the text to	<ul style="list-style-type: none"> <i>Prentice Hall Literature grade 9 Copyright 2012</i> Additional supplemental resources may be used at teacher discretion. 	<ul style="list-style-type: none"> tests and quizzes classroom discussions shared inquiry teacher generated activities cooperative learning activities oral presentations written responses: reader response journals writing logs readers notebooks essays listening logs talk to the text

East Stroudsburg Area School District
9 College Prep English
Adversity and Change: Short Story

<ul style="list-style-type: none"> • Foreshadowing • Genre • Irony • Paraphrase • Plot • Point of view • Resolution • Setting • Short Story • Summarize • Symbolism • Theme 	<p>central idea</p> <ul style="list-style-type: none"> • Students will cite clearly stated facts and examples from the text • Students will analyze the explicit and implicit assumptions the author has made about the text • Students will examine how characters develop • Students will examine how characters respond to each other • Students will examine how the characters move the story along or develop the theme • Students will decide what the author's perspective (point of view) is based on the words the author uses (rhetoric) • Students will use sentence structure and paragraphs to determine the author's idea, how it is developed and how it effects the meaning of the text • Students will explore the author's process in creating linear and non-linear plots • Students will break down the words and phrases by their 	<p>another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author's use of words to communicate</p> <p>Point of View – Perspective:</p> <p style="padding-left: 40px;"><i>Nonfiction</i> – author's perspective or reader's perspective</p> <p style="padding-left: 40px;"><i>Fiction</i> – narrator or speaker's perspective</p> <p>Tone – the author's attitude</p> <p>Account(s) of Subject – character/person/ topic</p> <p>Delineate – outline</p> <p>Argument – author's main position</p> <p>Specific Claims – exact support /evidence author uses</p> <p>Assess the Validity of reasoning - weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>		
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East Stroudsburg Area School District
9 College Prep English
Adversity and Change: Short Story

	<p>connotative and denotative meaning to determine the author's attitude (tone) toward the text</p> <ul style="list-style-type: none">• Students will compare and contrast a key scene from two different perspectives / mediums stating what appears and what is absent• Students will analyze the authorial changes in themes, topics and character types made to a primary source• Students will find and use appropriate strategies to demonstrate the meaning of the words to comprehend grade level literary text• Students will transfer their knowledge of figurative, connotative and denotative language across content areas• Students will be able to read and comprehend literary fiction independently with understanding			
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East Stroudsburg Area School District
9 College Prep English
Adversity and Change: Short Story

ELL Remediation: Prentice Hall Audio CD Pack, available United Streaming Videos/Internet Downloads, translated Etext, building level ELL teacher, teacher adapted/alternative assignments and assessments
Enrichment: Teacher and student driven research/materials
Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group differentiated instruction,
IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

East Stroudsburg Area School District
9 Honors English
Adversity and Change: Short Story

Unit: Adversity and Change: Short Story
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PA Common Core Standard(s):

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.
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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.

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.
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CC.1.3.9-10.D

Determine an author's particular point of view and analyze how rhetoric advances the point of view.

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.
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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.
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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

Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.
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1.3.9-10 K

Read and comprehend literary fiction on grade level, reading independently and proficiently.
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Keystone Eligible Content:

L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.
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L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
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L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
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L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.
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East Stroudsburg Area School District

9 Honors English

Adversity and Change: Short Story

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

L.F.1.2.4 Draw conclusions about connotations of words.

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.

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

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.

L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.

L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.

L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)

L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action

L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style

L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole

L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.

L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.

L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.

Keystone Content Module Standards / Anchors:

L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.

L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.

L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.

L.F.2.1 Use appropriate strategies to make and support interpretations of literature.

L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.

L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.

L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.

L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.

East Stroudsburg Area School District
9 Honors English
Adversity and Change: Short Story

Course Time/Pacing (number of days): ¼ of the class duration
Essential Questions: What preparation is needed in order to prevail over adversity? How do we use literature to understand ourselves? How does communication or lack of communication change us? In what ways do the various genres of fiction reveal truth? How does literature help us think about the world in new ways? How does conflict lead to change?

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
At Least Two Selections: <ul style="list-style-type: none"> 1. “American History” 2. “Blues Ain’t No Mockingbird” 3. “Golden Kite and Silver Wind” 4. “The Man to Send in Rain Clouds” 5. “The Most Dangerous Game” 6. “Uncle Marcos” <ul style="list-style-type: none"> Concepts: Characterization Climax Conflict Connotation Dialogue Exposition Falling action Fiction Flashback 	<ul style="list-style-type: none"> Find the central idea/theme in text Break the writing structure into its parts Find specific ideas that reflect or changes in the central idea/theme from the structure of the text Write an objective summary based on facts and examples from text Cite details from text Students will find clearly stated facts and examples from the text Students will find and list the statement or words the author uses to lead the reader to the 	Identify – find/locate Analyze – break into parts/explore/examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author’s conclusions Explicit – facts and examples Synthesize – make new meaning from the parts Inference – draw a conclusion based on what did you find in the text to support your assumption(s) Making Connections – connecting one idea from the text to	<ul style="list-style-type: none"> <i>Prentice Hall Literature grade 9 Copyright 2012</i> Additional supplemental resources may be used at teacher discretion. 	<ul style="list-style-type: none"> tests and quizzes classroom discussions shared inquiry teacher generated activities cooperative learning activities oral presentations written responses: reader response journals writing logs readers notebooks essays listening logs talk to the text

East Stroudsburg Area School District
9 Honors English
Adversity and Change: Short Story

<ul style="list-style-type: none"> • Foreshadowing • Genre • Irony • Paraphrase • Plot • Point of view • Resolution • Setting • Short Story • Summarize • Symbolism • Theme 	<p>central idea</p> <ul style="list-style-type: none"> • Students will cite clearly stated facts and examples from the text • Students will analyze the explicit and implicit assumptions the author has made about the text • Students will examine how characters develop • Students will examine how characters respond to each other • Students will examine how the characters move the story along or develop the theme • Students will decide what the author's perspective (point of view) is based on the words the author uses (rhetoric) • Students will use sentence structure and paragraphs to determine the author's idea, how it is developed and how it effects the meaning of the text • Students will explore the author's process in creating linear and non-linear plots • Students will break down the words and phrases by their 	<p>another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author's use of words to communicate</p> <p>Point of View – Perspective:</p> <p style="padding-left: 40px;"><i>Nonfiction</i> – author's perspective or reader's perspective</p> <p style="padding-left: 40px;"><i>Fiction</i> – narrator or speaker's perspective</p> <p>Tone – the author's attitude</p> <p>Account(s) of Subject – character/person/ topic</p> <p>Delineate – outline</p> <p>Argument – author's main position</p> <p>Specific Claims – exact support /evidence author uses</p> <p>Assess the Validity of reasoning - weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>		
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East Stroudsburg Area School District

9 Honors English

Adversity and Change: Short Story

	<p>connotative and denotative meaning to determine the author's attitude (tone) toward the text</p> <ul style="list-style-type: none">• Students will compare and contrast a key scene from two different perspectives / mediums stating what appears and what is absent• Students will analyze the authorial changes in themes, topics and character types made to a primary source• Students will find and use appropriate strategies to demonstrate the meaning of the words to comprehend grade level literary text• Students will transfer their knowledge of figurative, connotative and denotative language across content areas• Students will be able to read and comprehend literary fiction independently with understanding			
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East Stroudsburg Area School District
9 Honors English
Adversity and Change: Short Story

ELL Remediation: Prentice Hall Audio CD Pack, available United Streaming Videos/Internet Downloads, translated Etext, building level ELL teacher, teacher adapted/alternative assignments and assessments
Enrichment: Teacher and student driven research/materials
Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction
IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

East Stroudsburg Area School District
9 English
Choice and Consequence: Drama

Unit: Choice and Consequence: Drama
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PA Common Core Standard(s):

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.
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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.

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.
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CC.1.3.9-10.D

Determine an author's particular point of view and analyze how rhetoric advances the point of view.

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.
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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.
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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

Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.
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1.3.9-10 K

Read and comprehend literary fiction on grade level, reading independently and proficiently.
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Keystone Eligible Content:

L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.
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L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
--

L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
--

L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.
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East Stroudsburg Area School District

9 English

Choice and Consequence: Drama

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

L.F.1.2.4 Draw conclusions about connotations of words.

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.

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

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.

L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.

L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.

L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)

L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action

L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style

L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole

L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.

L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.

L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.

L.F.2.5.3 Identify and analyze how stage direction, monologue, and dialog, soliloquy, and dialect support dramatic script

Keystone Content Module Standards / Anchors:

L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.

L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.

L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.

L.F.2.1 Use appropriate strategies to make and support interpretations of literature.

L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.

L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.

L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.

L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.

East Stroudsburg Area School District
9 English
Choice and Consequence: Drama

Course Time/Pacing (number of days): ¼ of the class duration
Essential Questions: When a person's individual choices are in direct conflict with his/her society, what are the consequences? How do the consequences affect our choices? What is the relationship between choice and consequence? How does society influence the choices we make? How do we determine that every choice has a consequence?

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<ul style="list-style-type: none"> • 1. <i>The Tragedy of Romeo and Juliet</i> • Concepts: • Aside • Characterization • Climax • Conflict • Connotation • Couplet • Dialogue • Exposition • Falling action • Fiction • Foil • Novel • Flashback • Foreshadowing • Genre • Iambic Pentameter • Innuendo • Irony • Monologue 	<ul style="list-style-type: none"> • Find the central idea/theme in text • Break the writing structure into its parts • Find specific ideas that reflect or changes in the central idea/theme from the structure of the text • Write an objective summary based on facts and examples from text • Cite details from text • Students will find clearly stated facts and examples from the text • Students will find and list the statement or words the author uses to lead the reader to the central idea • Students will cite clearly stated facts and examples from the text • Students will analyze the 	<p>Identify – find/locate Analyze – break into parts/explore/examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author's conclusions Explicit – facts and examples Synthesize – make new meaning from the parts Inference – draw a conclusion based on what did you find in the text to support your assumption(s) Making Connections – connecting one idea from the text to another idea in the text</p>	<ul style="list-style-type: none"> • <i>Prentice Hall 2007: The Tragedy of Romeo and Juliet</i> • <i>The Tragedy of Romeo and Juliet</i> 1968 video version • <i>The Tragedy of Romeo and Juliet</i> 1996 video version • <i>Prentice Hall</i> provided audio texts. • <i>A&E Biography: The Life and Times of William Shakespeare</i> • Additional supplemental resources may be used at teacher discretion. 	<ul style="list-style-type: none"> • tests and quizzes • classroom discussions • shared inquiry • teacher generated activities • cooperative learning activities • oral presentations • written responses: reader response journals writing logs readers notebooks essays • listening logs • talk to the text

East Stroudsburg Area School District

9 English

Choice and Consequence: Drama

<ul style="list-style-type: none"> • Paraphrase • Plot • Point of view • Prologue • Pun • Resolution • Setting • Soliloquy • Summarize • Symbolism • Theme • Tragedy • Tragic Hero 	<p>explicit and implicit assumptions the author has made about the text</p> <ul style="list-style-type: none"> • Students will examine how characters develop • Students will examine how characters respond to each other • Students will examine how the characters move the story along or develop the theme • Students will decide what the author's perspective (point of view) is based on the words the author uses (rhetoric) • Students will use sentence structure and paragraphs to determine the author's idea, how it is developed and how it effects the meaning of the text • Students will explore the author's process in creating linear and non-linear plots • Students will break down the words and phrases by their connotative and denotative meaning to determine the author's attitude (tone) toward the text • Students will compare and contrast a key scene from two different perspectives / mediums stating what appears and what is absent • Students will analyze the authorial changes in themes, topics and character types 	<p>and/or using prior knowledge</p> <p>Rhetoric- author's use of words to communicate</p> <p>Point of View – Perspective:</p> <p><i>Nonfiction</i> – author's perspective or reader's perspective</p> <p><i>Fiction</i> – narrator or speaker's perspective</p> <p>Tone – the author's attitude</p> <p>Account(s) of Subject – character/person/ topic</p> <p>Delineate – outline</p> <p>Argument – author's main position</p> <p>Specific Claims – exact support /evidence author uses</p> <p>Assess the Validity of reasoning - weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>		
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East Stroudsburg Area School District

9 English

Choice and Consequence: Drama

	<p>made to a primary source</p> <ul style="list-style-type: none">• Students will find and use appropriate strategies to demonstrate the meaning of the words to comprehend grade level literary text• Students will transfer their knowledge of figurative, connotative and denotative language across content areas• Students will be able to read and comprehend literary fiction independently with understanding			
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ELL Remediation: Audio, Video, translated Ebook, building level ELL teacher, teacher adapted/alternative assignments and assessments

Enrichment: Teacher and student driven research/materials

Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group differentiated instruction,

IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

East Stroudsburg Area School District
9 English
Choice and Consequence: Nonfiction

Unit: Choice and Consequence: Nonfiction

PA Common Core Standard(s):

CC.1.2.9-10.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.
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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.
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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.
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CC.1.2.9-10.F

Analyze how words and phrases shape meaning and tone in texts.
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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.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.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.
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CC.1.2.9-10.L

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Keystone Eligible Content:

East Stroudsburg Area School District

9 English

Choice and Consequence: Nonfiction

- L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.
- L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
- L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.
- L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.
- L.N.1.2.1 Identify and/or apply a synonym or antonym of a word
- 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.
- L.N.1.2.4 Draw conclusions about connotations of words.
- L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.
- L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.
- L.N.1.3.3 Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another.
- L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
- L.N.2.1.2 Cite evidence from a text to support generalizations.
- L.N.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.
- L.N.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.
- L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
- L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action.
 - elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
 - the relationship between elements of the plot and other components of a text
 - how the author structures plot to advance the action
- L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:
 - the relationship between the theme and other components of a text
 - comparing and contrasting how major themes are developed across genres
 - the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
 - the way in which a work of literature is related to the themes and issues of its historical period
- L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:
 - the relationship between the tone, style, and/or mood and other components of a text
 - how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
 - how diction, syntax, figurative language, sentence variety, etc., determine the author's style
- L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:
 - the point of view of the narrator as first person or third person point of view
 - the impact of point of view on the meaning of a text as a whole
- L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts.
- L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.
- L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.
- L.N.2.4.4 Make connections between a text and the content of graphics and charts.
- L.N.2.4.5 Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.
- L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.
- L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.

Keystone Content Module Standards / Anchors:

- L.N.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.

East Stroudsburg Area School District
9 English

Choice and Consequence: Nonfiction

L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.
L.N.2.1 Use appropriate strategies to make and support interpretations of literature.
L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.
L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.
L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.

Course Time/Pacing (number of days): ¼ of the class duration

Essential Questions:

When a person's individual choices are in direct conflict with his/her society, what are the consequences?
 How do the consequences affect our choices?
 What is the relationship between choice and consequence?
 How does society influence the choices we make?
 How do we determine that every choice has a consequence?

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
At Least 1+ Selections: <ul style="list-style-type: none"> 1. "Carolina Way" 2. "Libraries Face Sad Chapters" 3. "Silent Spring" 4. "The News" 5. "On Summer" Teacher Discretion (optional) Concepts: <ul style="list-style-type: none"> Author purpose Autobiography Biography Connotation Diction Diary 	<ul style="list-style-type: none"> Students will find the central idea in the text Students will break the writing structure into its parts Students will find specific ideas that reflect or changes the central idea from the structure of the text Students will write an objective summary based on facts and examples from the text Students will cite evidence from the text Students will find clearly stated 	Identify – find/locate Analyze – break into parts/explore/examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author's conclusions Explicit – facts and examples Synthesize – make new meaning from the parts Inference – draw a conclusion based on	<ul style="list-style-type: none"> <i>Prentice Hall Literature grade 9 Copyright 2012/2007</i> <i>Prentice Hall</i> provided audio texts Additional supplemental resources may be used at teacher discretion. Additional supplemental nonfiction resources will be used in 	<ul style="list-style-type: none"> tests and quizzes classroom discussions shared inquiry teacher generated activities cooperative learning activities oral presentations written responses: reader response journals writing logs readers notebooks essays listening logs

East Stroudsburg Area School District
9 English

Choice and Consequence: Nonfiction

<ul style="list-style-type: none"> • Expository • Persuasive • Point of view • Repetition • Style • Syntax • Tone • Speech • Voice 	<p>facts and examples from the text</p> <ul style="list-style-type: none"> • Students will find and list the statement or words the author uses to lead the reader to the central idea (stated or implied) • Students will cite clearly stated facts and examples from the text • Students will chose a strategy that helps them break down the meaning and weigh how the author develops and connects the points within the text • Students will make connections to the sequence of events • Decide what the author's perspective (point of view) is based on the words the author uses (rhetoric) • Students will use sentence structure and paragraphs to determine the author's idea, how it is developed and how it affects the meaning of the text • Students will break down the words and phrases by their connotative and denotative meaning to determine the author's attitude (tone) toward the text • Students will compare and 	<p>what did you find in the text to support your assumption(s)</p> <p>Making Connections – connecting one idea from the text to another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author's use of words to communicate</p> <p>Point of View – Perspective:</p> <p style="padding-left: 40px;"><i>Nonfiction</i> – author's perspective or reader's perspective</p> <p style="padding-left: 40px;"><i>Fiction</i> – narrator or speaker's perspective</p> <p>Tone – the author's attitude</p> <p>Account(s) of Subject – character/person/ topic</p> <p>Delineate – outline</p> <p>Argument – author's main position</p> <p>Specific Claims – exact support /evidence author uses</p> <p>Assess the Validity of reasoning - weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts –</p>	<p>conjunction with each thematic unit to address all the nonfiction keystone anchors by the end of the course.</p> <p>Suggestions may be found in department resource binder\ electronic storage.</p>	<ul style="list-style-type: none"> • talk to the text
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East Stroudsburg Area School District

9 English

Choice and Consequence: Nonfiction

	<p>contrast which details are emphasized in a variety of texts, images and multimedia</p> <ul style="list-style-type: none"> • Students will outline and weigh the position of the text • Students will assess the validity of the argument by using evidence from the text • Students will examine important primary source documents from history and literature • Students will apply unit themes and concepts • Students will find and use appropriate strategies to demonstrate the meaning of words to comprehend the text for career and college readiness • Students will transfer the use of these strategies when reading independently in all subject areas • Students will find and use appropriate strategies to demonstrate the meaning of the words and phrases to comprehend grade level text • Students will be able to read non-fiction independently with understanding 	<p>main idea Domain Specific Language –content area language</p>		
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East Stroudsburg Area School District
9 English
Choice and Consequence: Nonfiction

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ELL Remediation: Prentice Hall Audio CD Pack, available United Streaming Videos/Internet Downloads, translated Etext, building level ELL teacher, teacher adapted/alternative assignments and assessments
Enrichment: Teacher and student driven research/materials
Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group differentiated instruction,
IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

East Stroudsburg Area School District
9 College Prep English
Choice and Consequence: Nonfiction

Unit: Choice and Consequence: Nonfiction

PA Common Core Standard(s):

CC.1.2.9-10.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.
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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.
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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.
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CC.1.2.9-10.F

Analyze how words and phrases shape meaning and tone in texts.
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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.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.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.
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CC.1.2.9-10.L

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

East Stroudsburg Area School District
9 College Prep English
Choice and Consequence: Nonfiction

Keystone Eligible Content:

- L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.
- L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
- L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.
- L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.
- L.N.1.2.1 Identify and/or apply a synonym or antonym of a word
- 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.
- L.N.1.2.4 Draw conclusions about connotations of words.
- L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.
- L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.
- L.N.1.3.3 Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another.
- L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
- L.N.2.1.2 Cite evidence from a text to support generalizations.
- L.N.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.
- L.N.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.
- L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
- L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action.
 - elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
 - the relationship between elements of the plot and other components of a text
 - how the author structures plot to advance the action
- L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:
 - the relationship between the theme and other components of a text
 - comparing and contrasting how major themes are developed across genres
 - the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
 - the way in which a work of literature is related to the themes and issues of its historical period
- L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:
 - the relationship between the tone, style, and/or mood and other components of a text
 - how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
 - how diction, syntax, figurative language, sentence variety, etc., determine the author's style
- L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:
 - the point of view of the narrator as first person or third person point of view
 - the impact of point of view on the meaning of a text as a whole
- L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts.
- L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.
- L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.
- L.N.2.4.4 Make connections between a text and the content of graphics and charts.
- L.N.2.4.5 Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.
- L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.
- L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.

East Stroudsburg Area School District
9 College Prep English
Choice and Consequence: Nonfiction

Keystone Content Module Standards / Anchors:

- L.N.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
- L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
- L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.
- L.N.2.1 Use appropriate strategies to make and support interpretations of literature.
- L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.
- L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
- L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.
- L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.

Course Time/Pacing (number of days): ¼ of the class duration

Essential Questions:

- When a person's individual choices are in direct conflict with his/her society, what are the consequences?
- How do the consequences affect our choices?
- What is the relationship between choice and consequence?
- How does society influence the choices we make?
- How do we determine that every choice has a consequence?

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<p>At Least Two Selections:</p> <ul style="list-style-type: none"> • 1. "Carolina Way" • 2. "Libraries Face Sad Chapters" • 3. "Silent Spring" • 4. "The News" • Teacher Discretion (optional) <p>• Concepts:</p> <ul style="list-style-type: none"> • Author purpose • Autobiography • Biography • Connotation • Diction 	<ul style="list-style-type: none"> • Students will find the central idea in the text • Students will break the writing structure into its parts • Students will find specific ideas that reflect or changes the central idea from the structure of the text • Students will write an objective summary based on facts and examples from the text • Students will cite evidence from the text 	<p>Identify – find/locate Analyze – break into parts/explore/examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author's conclusions Explicit – facts and examples Synthesize – make new meaning from the parts</p>	<ul style="list-style-type: none"> • <i>Prentice Hall Literature grade 9 Copyright 2012/2007</i> • <i>Prentice Hall</i> provided audio texts • Additional supplemental resources may be used at teacher discretion. • Additional supplemental nonfiction 	<ul style="list-style-type: none"> • tests and quizzes • classroom discussions • shared inquiry • teacher generated activities • cooperative learning activities • oral presentations • written responses: reader response journals writing logs readers notebooks essays

East Stroudsburg Area School District
9 College Prep English
Choice and Consequence: Nonfiction

<ul style="list-style-type: none"> • Diary • Expository • Persuasive • Point of view • Repetition • Style • Syntax • Tone • Speech • Voice 	<ul style="list-style-type: none"> • Students will find clearly stated facts and examples from the text • Students will find and list the statement or words the author uses to lead the reader to the central idea (stated or implied) • Students will cite clearly stated facts and examples from the text • Students will chose a strategy that helps them break down the meaning and weigh how the author develops and connects the points within the text • Students will make connections to the sequence of events • Decide what the author's perspective (point of view) is based on the words the author uses (rhetoric) • Students will use sentence structure and paragraphs to determine the author's idea, how it is developed and how it affects the meaning of the text • Students will break down the words and phrases by their connotative and denotative meaning to determine the author's attitude (tone) toward the text 	<p>Inference – draw a conclusion based on what did you find in the text to support your assumption(s)</p> <p>Making Connections – connecting one idea from the text to another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author's use of words to communicate</p> <p>Point of View – Perspective:</p> <p style="padding-left: 40px;"><i>Nonfiction</i> – author's perspective or reader's perspective</p> <p style="padding-left: 40px;"><i>Fiction</i> – narrator or speaker's perspective</p> <p>Tone – the author's attitude</p> <p>Account(s) of Subject – character/person/ topic</p> <p>Delineate – outline</p> <p>Argument – author's main position</p> <p>Specific Claims – exact support /evidence author uses</p> <p>Assess the Validity of reasoning - weighing the accuracy of the support and evidence</p>	<p>resources will be used in conjunction with each thematic unit to address all the nonfiction keystone anchors by the end of the course. Suggestions may be found in department resource binder\ electronic storage.</p>	<ul style="list-style-type: none"> • listening logs • talk to the text
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East Stroudsburg Area School District
9 College Prep English
Choice and Consequence: Nonfiction

	<ul style="list-style-type: none"> • Students will compare and contrast which details are emphasized in a variety of texts, images and multimedia • Students will outline and weigh the position of the text • Students will assess the validity of the argument by using evidence from the text • Students will examine important primary source documents from history and literature • Students will apply unit themes and concepts • Students will find and use appropriate strategies to demonstrate the meaning of words to comprehend the text for career and college readiness • Students will transfer the use of these strategies when reading independently in all subject areas • Students will find and use appropriate strategies to demonstrate the meaning of the words and phrases to comprehend grade level text • Students will be able to read non-fiction independently with understanding 	Seminal – important Themes/Concepts – main idea Domain Specific Language –content area language		
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East Stroudsburg Area School District
9 College Prep English
Choice and Consequence: Nonfiction

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ELL Remediation: Prentice Hall Audio CD Pack, available United Streaming Videos/Internet Downloads, translated Etext, building level ELL teacher, teacher adapted/alternative assignments and assessments
Enrichment: Teacher and student driven research/materials
Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group differentiated instruction,
IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

East Stroudsburg Area School District
9 Honors English
Choice and Consequence: Nonfiction

Unit: Choice and Consequence: Nonfiction

PA Common Core Standard(s):

CC.1.2.9-10.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.
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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.
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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.
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CC.1.2.9-10.F

Analyze how words and phrases shape meaning and tone in texts.
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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.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.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.
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CC.1.2.9-10.L

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Keystone Eligible Content:

East Stroudsburg Area School District

9 Honors English

Choice and Consequence: Nonfiction

- L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.
- L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
- L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.
- L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.
- L.N.1.2.1 Identify and/or apply a synonym or antonym of a word
- 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.
- L.N.1.2.4 Draw conclusions about connotations of words.
- L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.
- L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.
- L.N.1.3.3 Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another.
- L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
- L.N.2.1.2 Cite evidence from a text to support generalizations.
- L.N.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.
- L.N.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.
- L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
- L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action.
 - elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
 - the relationship between elements of the plot and other components of a text
 - how the author structures plot to advance the action
- L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:
 - the relationship between the theme and other components of a text
 - comparing and contrasting how major themes are developed across genres
 - the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
 - the way in which a work of literature is related to the themes and issues of its historical period
- L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:
 - the relationship between the tone, style, and/or mood and other components of a text
 - how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
 - how diction, syntax, figurative language, sentence variety, etc., determine the author's style
- L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:
 - the point of view of the narrator as first person or third person point of view
 - the impact of point of view on the meaning of a text as a whole
- L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts.
- L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.
- L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.
- L.N.2.4.4 Make connections between a text and the content of graphics and charts.
- L.N.2.4.5 Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.
- L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.
- L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.

Keystone Content Module Standards / Anchors:

- L.N.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.

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Choice and Consequence: Nonfiction

L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.
L.N.2.1 Use appropriate strategies to make and support interpretations of literature.
L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.
L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.
L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.

Course Time/Pacing (number of days): ¼ of the class duration

<p>Essential Questions:</p> <p>When a person's individual choices are in direct conflict with his/her society, what are the consequences?</p> <p>How do the consequences affect our choices?</p> <p>What is the relationship between choice and consequence?</p> <p>How does society influence the choices we make?</p> <p>How do we determine that every choice has a consequence?</p>
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Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<p>At Least Two Selections:</p> <ul style="list-style-type: none"> 1. "Carolina Way" 2. "Libraries Face Sad Chapters" 3. "Silent Spring" 4. "The News" Teacher Discretion (optional) <p>Concepts:</p> <ul style="list-style-type: none"> Author purpose Autobiography Biography Connotation Diction Diary Expository 	<ul style="list-style-type: none"> Students will find the central idea in the text Students will break the writing structure into its parts Students will find specific ideas that reflect or changes the central idea from the structure of the text Students will write an objective summary based on facts and examples from the text Students will cite evidence from the text Students will find clearly stated 	<p>Identify – find/locate</p> <p>Analyze – break into parts/explore/examine</p> <p>Interpret – make meaning</p> <p>Evaluate – weigh the evidence in comparison to the author's conclusions</p> <p>Explicit – facts and examples</p> <p>Synthesize – make new meaning from the parts</p> <p>Inference – draw a conclusion based on</p>	<ul style="list-style-type: none"> <i>Prentice Hall Literature grade 9 Copyright 2012/2007</i> <i>Prentice Hall</i> provided audio texts Additional supplemental resources may be used at teacher discretion. Additional supplemental nonfiction resources will be used in 	<ul style="list-style-type: none"> tests and quizzes classroom discussions shared inquiry teacher generated activities cooperative learning activities oral presentations written responses: reader response journals writing logs readers notebooks essays listening logs

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<ul style="list-style-type: none"> • Persuasive • Point of view • Repetition • Style • Syntax • Tone • Speech • Voice 	<p>facts and examples from the text</p> <ul style="list-style-type: none"> • Students will find and list the statement or words the author uses to lead the reader to the central idea (stated or implied) • Students will cite clearly stated facts and examples from the text • Students will chose a strategy that helps them break down the meaning and weigh how the author develops and connects the points within the text • Students will make connections to the sequence of events • Decide what the author's perspective (point of view) is based on the words the author uses (rhetoric) • Students will use sentence structure and paragraphs to determine the author's idea, how it is developed and how it affects the meaning of the text • Students will break down the words and phrases by their connotative and denotative meaning to determine the author's attitude (tone) toward the text • Students will compare and 	<p>what did you find in the text to support your assumption(s)</p> <p>Making Connections – connecting one idea from the text to another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author's use of words to communicate</p> <p>Point of View – Perspective:</p> <p style="padding-left: 40px;"><i>Nonfiction</i> – author's perspective or reader's perspective</p> <p style="padding-left: 40px;"><i>Fiction</i> – narrator or speaker's perspective</p> <p>Tone – the author's attitude</p> <p>Account(s) of Subject – character/person/ topic</p> <p>Delineate – outline</p> <p>Argument – author's main position</p> <p>Specific Claims – exact support /evidence author uses</p> <p>Assess the Validity of reasoning - weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts –</p>	<p>conjunction with each thematic unit to address all the nonfiction keystone anchors by the end of the course.</p> <p>Suggestions may be found in department resource binder\ electronic storage.</p>	<ul style="list-style-type: none"> • talk to the text
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Choice and Consequence: Nonfiction

	<p>contrast which details are emphasized in a variety of texts, images and multimedia</p> <ul style="list-style-type: none"> • Students will outline and weigh the position of the text • Students will assess the validity of the argument by using evidence from the text • Students will examine important primary source documents from history and literature • Students will apply unit themes and concepts • Students will find and use appropriate strategies to demonstrate the meaning of words to comprehend the text for career and college readiness • Students will transfer the use of these strategies when reading independently in all subject areas • Students will find and use appropriate strategies to demonstrate the meaning of the words and phrases to comprehend grade level text • Students will be able to read non-fiction independently with understanding 	<p>main idea Domain Specific Language –content area language</p>		
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ELL Remediation: Prentice Hall Audio CD Pack, available United Streaming Videos/Internet Downloads, translated Etext, building level ELL teacher, teacher adapted/alternative assignments and assessments
Enrichment: Teacher and student driven research/materials
Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group differentiated instruction,
IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

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Unit: Choice and Consequence: Novel
PA Common Core Standard(s): 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. 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 an author's particular point of view and analyze how rhetoric advances the point of view. 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 Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words. 1.3.9-10 K Read and comprehend literary fiction on grade level, reading independently and proficiently. .
Keystone Eligible Content: L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept. L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.

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Choice and Consequence: Novel

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

L.F.1.2.4 Draw conclusions about connotations of words.

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.

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

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.

L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.

L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.

L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)

L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action

L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style

L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole

L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.

L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.

L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.

Keystone Content Module Standards / Anchors:

L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.

L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.

L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.

L.F.2.1 Use appropriate strategies to make and support interpretations of literature.

L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.

L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.

L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.

L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.

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Choice and Consequence: Novel

Course Time/Pacing (number of days): ¼ of the class duration

Essential Questions:

When a person's individual choices are in direct conflict with his/her society, what are the consequences?

How do the consequences affect our choices?

What is the relationship between choice and consequence?

How does society influence the choices we make?

How do we determine that every choice has a consequence?

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<ul style="list-style-type: none"> 1. <i>Tears of a Tiger</i> Concepts: Characterization Climax Conflict Connotation Dialogue Exposition Falling action Fiction Novel Flashback Foreshadowing Genre Irony Paraphrase Plot Point of view Resolution Setting Summarize Symbolism Theme 	<ul style="list-style-type: none"> Find the central idea/theme in text Break the writing structure into its parts Find specific ideas that reflect or changes in the central idea/theme from the structure of the text Write an objective summary based on facts and examples from text Cite details from text Students will find clearly stated facts and examples from the text Students will find and list the statement or words the author uses to lead the reader to the central idea Students will cite clearly stated facts and examples from the text Students will analyze the explicit and implicit 	<p>Identify – find/locate</p> <p>Analyze – break into parts/explore/examine</p> <p>Interpret – make meaning</p> <p>Evaluate – weigh the evidence in comparison to the author's conclusions</p> <p>Explicit – facts and examples</p> <p>Synthesize – make new meaning from the parts</p> <p>Inference – draw a conclusion based on what did you find in the text to support your assumption(s)</p> <p>Making Connections – connecting one idea from the text to another idea in the text and/or using prior</p>	<ul style="list-style-type: none"> <i>Tears of a Tiger</i> Additional supplemental resources may be used at teacher discretion. 	<ul style="list-style-type: none"> tests and quizzes classroom discussions shared inquiry teacher generated activities cooperative learning activities oral presentations written responses: reader response journals writing logs readers notebooks essays listening logs talk to the text

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	<p>assumptions the author has made about the text</p> <ul style="list-style-type: none"> • Students will examine how characters develop • Students will examine how characters respond to each other • Students will examine how the characters move the story along or develop the theme • Students will decide what the author's perspective (point of view) is based on the words the author uses (rhetoric) • Students will use sentence structure and paragraphs to determine the author's idea, how it is developed and how it effects the meaning of the text • Students will explore the author's process in creating linear and non-linear plots • Students will break down the words and phrases by their connotative and denotative meaning to determine the author's attitude (tone) toward the text • Students will compare and contrast a key scene from two different perspectives / mediums stating what appears and what is absent • Students will analyze the authorial changes in themes, topics and character types made to a primary source 	<p>knowledge</p> <p>Rhetoric- author's use of words to communicate</p> <p>Point of View – Perspective:</p> <p style="padding-left: 40px;"><i>Nonfiction</i> – author's perspective or reader's perspective</p> <p style="padding-left: 40px;"><i>Fiction</i> – narrator or speaker's perspective</p> <p>Tone – the author's attitude</p> <p>Account(s) of Subject – character/person/ topic</p> <p>Delineate – outline</p> <p>Argument – author's main position</p> <p>Specific Claims – exact support /evidence author uses</p> <p>Assess the Validity of reasoning - weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>		
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	<ul style="list-style-type: none"> • Students will find and use appropriate strategies to demonstrate the meaning of the words to comprehend grade level literary text • Students will transfer their knowledge of figurative, connotative and denotative language across content areas • Students will be able to read and comprehend literary fiction independently with understanding 			
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ELL Remediation: Audio, Video, translated Ebook, building level ELL teacher, teacher adapted/alternative assignments and assessments
Enrichment: Teacher and student driven research/materials
Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group differentiated instruction,
IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

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Unit: Choice and Consequence: Novel
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PA Common Core Standard(s):

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.
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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.

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.
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CC.1.3.9-10.D

Determine an author's particular point of view and analyze how rhetoric advances the point of view.

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.
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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.
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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.
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CC.1.3.9-10.J

Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.
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1.3.9-10 K

Read and comprehend literary fiction on grade level, reading independently and proficiently.
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Keystone Eligible Content:

L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.
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L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
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L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
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L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.
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L.F.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.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.

L.F.1.2.4 Draw conclusions about connotations of words.

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.

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

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.

L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.

L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.

L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)

L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action

L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style

L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole

L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.

L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.

L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.

Keystone Content Module Standards / Anchors:

L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.

L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.

L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.

L.F.2.1 Use appropriate strategies to make and support interpretations of literature.

L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.

L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.

L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.

L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.

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Choice and Consequence: Novel

Course Time/Pacing (number of days): ¼ of the class duration

Essential Questions:

When a person's individual choices are in direct conflict with his/her society, what are the consequences?

How do the consequences affect our choices?

What is the relationship between choice and consequence?

How does society influence the choices we make?

How do we determine that every choice has a consequence?

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<ul style="list-style-type: none"> 1. <i>I am the Cheese</i> Concepts: Characterization Climax Conflict Connotation Dialogue Exposition Falling action Fiction Novel Flashback Foreshadowing Genre Irony Paraphrase Plot Point of view Resolution Setting Summarize Symbolism Theme 	<ul style="list-style-type: none"> Find the central idea/theme in text Break the writing structure into its parts Find specific ideas that reflect or changes in the central idea/theme from the structure of the text Write an objective summary based on facts and examples from text Cite details from text Students will find clearly stated facts and examples from the text Students will find and list the statement or words the author uses to lead the reader to the central idea Students will cite clearly stated facts and examples from the text Students will analyze the explicit and implicit 	<p>Identify – find/locate</p> <p>Analyze – break into parts/explore/examine</p> <p>Interpret – make meaning</p> <p>Evaluate – weigh the evidence in comparison to the author's conclusions</p> <p>Explicit – facts and examples</p> <p>Synthesize – make new meaning from the parts</p> <p>Inference – draw a conclusion based on what did you find in the text to support your assumption(s)</p> <p>Making Connections – connecting one idea from the text to another idea in the text and/or using prior</p>	<ul style="list-style-type: none"> <i>I am the Cheese</i> Additional supplemental resources may be used at teacher discretion. 	<ul style="list-style-type: none"> tests and quizzes classroom discussions shared inquiry teacher generated activities cooperative learning activities oral presentations written responses: reader response journals writing logs readers notebooks essays listening logs talk to the text

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9 Honors English

Choice and Consequence: Novel

	<p>assumptions the author has made about the text</p> <ul style="list-style-type: none"> • Students will examine how characters develop • Students will examine how characters respond to each other • Students will examine how the characters move the story along or develop the theme • Students will decide what the author's perspective (point of view) is based on the words the author uses (rhetoric) • Students will use sentence structure and paragraphs to determine the author's idea, how it is developed and how it effects the meaning of the text • Students will explore the author's process in creating linear and non-linear plots • Students will break down the words and phrases by their connotative and denotative meaning to determine the author's attitude (tone) toward the text • Students will compare and contrast a key scene from two different perspectives / mediums stating what appears and what is absent • Students will analyze the authorial changes in themes, topics and character types made to a primary source 	<p>knowledge</p> <p>Rhetoric- author's use of words to communicate</p> <p>Point of View – Perspective:</p> <p><i>Nonfiction</i> – author's perspective or reader's perspective</p> <p><i>Fiction</i> – narrator or speaker's perspective</p> <p>Tone – the author's attitude</p> <p>Account(s) of Subject – character/person/ topic</p> <p>Delineate – outline</p> <p>Argument – author's main position</p> <p>Specific Claims – exact support /evidence author uses</p> <p>Assess the Validity of reasoning - weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>		
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East Stroudsburg Area School District

9 Honors English

Choice and Consequence: Novel

	<ul style="list-style-type: none">• Students will find and use appropriate strategies to demonstrate the meaning of the words to comprehend grade level literary text• Students will transfer their knowledge of figurative, connotative and denotative language across content areas• Students will be able to read and comprehend literary fiction independently with understanding			
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ELL Remediation: Audio, Video, translated Ebook, building level ELL teacher, teacher adapted/alternative assignments and assessments

Enrichment: Teacher and student driven research/materials

Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group differentiated instruction,

IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

East Stroudsburg Area School District
9 English
Choice and Consequence: Poetry

Unit: Choice and Consequence: Poetry
PA Common Core Standard(s): 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. 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 an author's particular point of view and analyze how rhetoric advances the point of view. 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 Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words. 1.3.9-10 K Read and comprehend literary fiction on grade level, reading independently and proficiently. .
Keystone Eligible Content: L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept. L.F.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.

East Stroudsburg Area School District

9 English

Choice and Consequence: Poetry

L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
L.F.1.2.4 Draw conclusions about connotations of words.
L.F.2.1.2 Cite evidence from a text to support generalizations.
L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.
L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.
L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)
L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style
L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.
L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.
L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.

Keystone Content Module Standards / Anchors:

L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.
L.F.2.1 Use appropriate strategies to make and support interpretations of literature.
L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.
L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.
L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.

Course Time/Pacing (number of days): ¼ the duration of the course

Essential Questions:

When a person's individual choices are in direct conflict with his/her society, what are the consequences?
How do the consequences affect our choices?
What is the relationship between choice and consequence?
How does society influence the choices we make?
How do we determine that every choice has a consequence?

East Stroudsburg Area School District
9 English

Choice and Consequence: Poetry

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<p>At Least Two Selections:</p> <ul style="list-style-type: none"> 1. “Casey at Bat” 2. “Fire and Ice” 3. “Macavity: The Mystery Cat” 4. “maggie and millie and molly and may” 5. “The Road Not Taken” 6. “The War Against the Trees” 7. “Sonnets on Love” 8. “The Writer” 9. “Sonnet 30” Teacher Discretion (optional) <p>Concepts:</p> <ul style="list-style-type: none"> Alliteration Analysis Connotation Couplet Figurative Language Flashback Foreshadowing Free Verse Genre Imagery Irony Metaphor Meter Mood Paraphrase Personification Poetry 	<ul style="list-style-type: none"> Find the central idea/theme in text Break the writing structure into its parts Find specific ideas that reflect or changes in the central idea/theme from the structure of the text Write an objective summary based on facts and examples from text Cite details from text Students will find clearly stated facts and examples from the text Students will find and list the statement or words the author uses to lead the reader to the central idea Students will cite clearly stated facts and examples from the text Students will analyze the explicit and implicit assumptions the author has made about the text Students will examine how characters respond to each other Students will decide what the author’s perspective (point of view) is based on the words the author uses (rhetoric) 	<p>Identify – find/locate Analyze – break into parts/explore/examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author’s conclusions Synthesize – make new meaning from the parts Inference – draw a conclusion based on what did you find in the text to support your assumption(s) Making Connections – connecting one idea from the text to another idea in the text and/or using prior knowledge Rhetoric- author’s use of words to communicate Point of View – Perspective: <i>Fiction</i> – narrator or speaker’s perspective Tone – the author’s attitude</p>	<ul style="list-style-type: none"> <i>Prentice Hall Literature grade 9 Copyright 2007</i> <i>Prentice Hall</i> provided audio text. Additional supplemental resources may be used at teacher discretion. 	<ul style="list-style-type: none"> tests and quizzes classroom discussions teacher generated activities cooperative learning activities written responses: reader response journals writing logs readers notebooks essays listening logs talk to the text

East Stroudsburg Area School District

9 English

Choice and Consequence: Poetry

<ul style="list-style-type: none"> • Point of view • Repetition • Rhyme • Rhythm • Simile • Sonnet • Stanza • Summarize • Symbolism • Tone • Voice 	<ul style="list-style-type: none"> • Students will break down the words and phrases by their connotative and denotative meaning to determine the author's attitude (tone) toward the text • Students will compare and contrast a key scene from two different perspectives / mediums stating what appears and what is absent • Students will find and use appropriate strategies to demonstrate the meaning of the words to comprehend grade level literary text • Students will transfer their knowledge of figurative, connotative and denotative language across content areas • Students will be able to read and comprehend literary fiction independently with understanding 	<p>Account(s) of Subject – character/person/ topic</p> <p>Argument – author's main position</p> <p>Assess the Validity of reasoning - weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>		
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ELL Remediation: Prentice Hall Audio CD Pack, available United Streaming Videos/Internet Downloads, translated Etext, building level ELL teacher, teacher adapted/alternative assignments and assessments

Enrichment: Teacher and student driven research/materials

Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction

IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

East Stroudsburg Area School District
9 English
Choice and Consequence: Poetry

East Stroudsburg Area School District
9 College Prep English
Choice and Consequence: Poetry

Unit: Choice and Consequence: Poetry

PA Common Core Standard(s):

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.
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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.

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.
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CC.1.3.9-10.D

Determine an author's particular point of view and analyze how rhetoric advances the point of view.

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.
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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.
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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.
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CC.1.3.9-10.J

Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.
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1.3.9-10 K

Read and comprehend literary fiction on grade level, reading independently and proficiently.
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Keystone Eligible Content:

L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.
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L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
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L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
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L.F.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.

East Stroudsburg Area School District

9 College Prep English

Choice and Consequence: Poetry

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

L.F.1.2.4 Draw conclusions about connotations of words.

L.F.2.1.2 Cite evidence from a text to support generalizations.

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

L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.

L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.

L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)

L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style

L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.

L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.

L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.

Keystone Content Module Standards / Anchors:

L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.

L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.

L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.

L.F.2.1 Use appropriate strategies to make and support interpretations of literature.

L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.

L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.

L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.

L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.

Course Time/Pacing (number of days): ¼ the duration of the course

Essential Questions:

When a person's individual choices are in direct conflict with his/her society, what are the consequences?

How do the consequences affect our choices?

What is the relationship between choice and consequence?

How does society influence the choices we make?

How do we determine that every choice has a consequence?

East Stroudsburg Area School District
9 College Prep English
Choice and Consequence: Poetry

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<p>At Least Two Selections:</p> <ul style="list-style-type: none"> 1. “Casey at Bat” 2. “Fire and Ice” 3. “Macavity: The Mystery Cat” 4. “maggie and millie and molly and may” 5. “The Road Not Taken” 6. “The War Against the Trees” Teacher Discretion (optional) <p>Concepts:</p> <ul style="list-style-type: none"> Alliteration Analysis Connotation Couplet Figurative Language Flashback Foreshadowing Free Verse Genre Imagery Irony Metaphor Meter Mood Paraphrase Personification Poetry Point of view Repetition Rhyme 	<ul style="list-style-type: none"> Find the central idea/theme in text Break the writing structure into its parts Find specific ideas that reflect or changes in the central idea/theme from the structure of the text Write an objective summary based on facts and examples from text Cite details from text Students will find clearly stated facts and examples from the text Students will find and list the statement or words the author uses to lead the reader to the central idea Students will cite clearly stated facts and examples from the text Students will analyze the explicit and implicit assumptions the author has made about the text Students will examine how characters respond to each other Students will decide what the author’s perspective (point of view) is based on the words the author uses (rhetoric) 	<p>Identify – find/locate Analyze – break into parts/explore/examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author’s conclusions Synthesize – make new meaning from the parts Inference – draw a conclusion based on what did you find in the text to support your assumption(s) Making Connections – connecting one idea from the text to another idea in the text and/or using prior knowledge Rhetoric- author’s use of words to communicate Point of View – Perspective: <i>Fiction</i> – narrator or speaker’s perspective Tone – the author’s attitude</p>	<ul style="list-style-type: none"> <i>Prentice Hall Literature grade 9 Copyright 2007</i> <i>Prentice Hall</i> provided audio text. Additional supplemental resources may be used at teacher discretion. 	<ul style="list-style-type: none"> tests and quizzes classroom discussions teacher generated activities cooperative learning activities written responses: reader response journals writing logs readers notebooks essays listening logs talk to the text

East Stroudsburg Area School District

9 College Prep English

Choice and Consequence: Poetry

<ul style="list-style-type: none"> • Rhythm • Simile • Sonnet • Stanza • Summarize • Symbolism • Tone • Voice 	<ul style="list-style-type: none"> • Students will break down the words and phrases by their connotative and denotative meaning to determine the author's attitude (tone) toward the text • Students will compare and contrast a key scene from two different perspectives / mediums stating what appears and what is absent • Students will find and use appropriate strategies to demonstrate the meaning of the words to comprehend grade level literary text • Students will transfer their knowledge of figurative, connotative and denotative language across content areas • Students will be able to read and comprehend literary fiction independently with understanding 	<p>Account(s) of Subject – character/person/ topic</p> <p>Argument – author's main position</p> <p>Assess the Validity of reasoning - weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>		
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ELL Remediation: Prentice Hall Audio CD Pack, available United Streaming Videos/Internet Downloads, translated Etext, building level ELL teacher, teacher adapted/alternative assignments and assessments

Enrichment: Teacher and student driven research/materials

Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction

IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

East Stroudsburg Area School District
9 College Prep English
Choice and Consequence: Poetry

East Stroudsburg Area School District
9 Honors English
Choice and Consequence: Poetry

Unit: Choice and Consequence: Poetry

PA Common Core Standard(s):

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.
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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.

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.
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CC.1.3.9-10.D

Determine an author's particular point of view and analyze how rhetoric advances the point of view.

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.
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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.
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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

Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.
--

1.3.9-10 K

Read and comprehend literary fiction on grade level, reading independently and proficiently.
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Keystone Eligible Content:

L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.
--

L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
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L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
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L.F.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.

East Stroudsburg Area School District

9 Honors English

Choice and Consequence: Poetry

L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
L.F.1.2.4 Draw conclusions about connotations of words.
L.F.2.1.2 Cite evidence from a text to support generalizations.
L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.
L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.
L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)
L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style
L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.
L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.
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L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.
L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.
L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.

Course Time/Pacing (number of days): ¼ the duration of the course

Essential Questions:

When a person's individual choices are in direct conflict with his/her society, what are the consequences?
How do the consequences affect our choices?
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How does society influence the choices we make?
How do we determine that every choice has a consequence?

East Stroudsburg Area School District
9 Honors English

Choice and Consequence: Poetry

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<p>At Least Three Selections:</p> <ul style="list-style-type: none"> 1. “Casey at Bat” 2. “Fire and Ice” 3. “Macavity: The Mystery Cat” 4. “maggie and millie and molly and may” 5. “The Road Not Taken” 6. “The War Against the Trees” Teacher Discretion (optional) <p>Concepts:</p> <ul style="list-style-type: none"> Alliteration Analysis Connotation Couplet Figurative Language Flashback Foreshadowing Free Verse Genre Imagery Irony Metaphor Meter Mood Paraphrase Personification Poetry Point of view Repetition Rhyme 	<ul style="list-style-type: none"> Find the central idea/theme in text Break the writing structure into its parts Find specific ideas that reflect or changes in the central idea/theme from the structure of the text Write an objective summary based on facts and examples from text Cite details from text Students will find clearly stated facts and examples from the text Students will find and list the statement or words the author uses to lead the reader to the central idea Students will cite clearly stated facts and examples from the text Students will analyze the explicit and implicit assumptions the author has made about the text Students will examine how characters respond to each other Students will decide what the author’s perspective (point of view) is based on the words the author uses (rhetoric) 	<p>Identify – find/locate Analyze – break into parts/explore/examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author’s conclusions Synthesize – make new meaning from the parts Inference – draw a conclusion based on what did you find in the text to support your assumption(s) Making Connections – connecting one idea from the text to another idea in the text and/or using prior knowledge Rhetoric- author’s use of words to communicate Point of View – Perspective: <i>Fiction</i> – narrator or speaker’s perspective Tone – the author’s attitude</p>	<ul style="list-style-type: none"> <i>Prentice Hall Literature grade 9 Copyright 2012</i> <i>Prentice Hall</i> provided audio text. Additional supplemental resources may be used at teacher discretion. 	<ul style="list-style-type: none"> tests and quizzes classroom discussions teacher generated activities cooperative learning activities written responses: reader response journals writing logs readers notebooks essays listening logs talk to the text

East Stroudsburg Area School District

9 Honors English

Choice and Consequence: Poetry

<ul style="list-style-type: none"> • Rhythm • Simile • Sonnet • Stanza • Summarize • Symbolism • Tone • Voice 	<ul style="list-style-type: none"> • Students will break down the words and phrases by their connotative and denotative meaning to determine the author's attitude (tone) toward the text • Students will compare and contrast a key scene from two different perspectives / mediums stating what appears and what is absent • Students will find and use appropriate strategies to demonstrate the meaning of the words to comprehend grade level literary text • Students will transfer their knowledge of figurative, connotative and denotative language across content areas • Students will be able to read and comprehend literary fiction independently with understanding 	<p>Account(s) of Subject – character/person/ topic</p> <p>Argument – author's main position</p> <p>Assess the Validity of reasoning - weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>		
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Enrichment: Teacher and student driven research/materials

Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction

IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

East Stroudsburg Area School District
9 Honors English
Choice and Consequence: Poetry

East Stroudsburg Area School District
9 English
Choice and Consequence: Short Story

Unit: Choice and Consequence: Short Story
<p>PA Common Core Standard(s):</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.</p> <p>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</p> <p>CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9-10.J Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.</p> <p>1.3.9-10 K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>.</p>
<p>Keystone Eligible Content:</p> <p>L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.</p> <p>L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.</p> <p>L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.</p> <p>L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.</p>

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

L.F.1.2.4 Draw conclusions about connotations of words.

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.

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

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.

L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.

L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.

L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)

L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action

L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style

L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole

L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.

L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.

L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.

Keystone Content Module Standards / Anchors:

L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.

L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.

L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.

L.F.2.1 Use appropriate strategies to make and support interpretations of literature.

L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.

L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.

L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.

L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.

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Course Time/Pacing (number of days): ¼ of the class duration
Essential Questions: When a person's individual choices are in direct conflict with his/her society, what are the consequences? How do the consequences affect our choices? What is the relationship between choice and consequence? How does society influence the choices we make? How do we determine that every choice has a consequence?

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
At Least One Selections: <ul style="list-style-type: none"> 1. "The Cask of Amontillado" 2. "Checkouts" 3. "The Interlopers" 4. "The Most Dangerous Game" 5. "The Necklace" 6. "The Red-Headed League" 7. "The Scarlet Ibis" 8. "Three Skeleton Keys" 9. "Pyramus and Thisbe" 10. "The Gift of the Magi" 11. "Sonata for a Harp and Bicycle" Teacher Discretion (optional) Concepts: <ul style="list-style-type: none"> Characterization Climax Conflict Connotation Dialogue Exposition 	<ul style="list-style-type: none"> Find the central idea/theme in text Break the writing structure into its parts Find specific ideas that reflect or changes in the central idea/theme from the structure of the text Write an objective summary based on facts and examples from text Cite details from text Students will find clearly stated facts and examples from the text Students will find and list the statement or words the author uses to lead the reader to the central idea Students will cite clearly stated facts and examples from the text Students will analyze the 	Identify – find/locate Analyze – break into parts/explore/examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author's conclusions Explicit – facts and examples Synthesize – make new meaning from the parts Inference – draw a conclusion based on what did you find in the text to support your assumption(s) Making Connections – connecting one idea from the text to another idea in the text	<ul style="list-style-type: none"> <i>Prentice Hall Literature grade 9 Copyright 2007</i> <i>Prentice Hall</i> provided audio texts Additional supplemental resources may be used at teacher discretion. 	<ul style="list-style-type: none"> tests and quizzes classroom discussions shared inquiry teacher generated activities cooperative learning activities oral presentations written responses: reader response journals writing logs readers notebooks essays listening logs talk to the text

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<ul style="list-style-type: none"> • Falling action • Fiction • Flashback • Foreshadowing • Genre • Irony • Paraphrase • Plot • Point of view • Resolution • Setting • Short Story • Summarize • Symbolism • Theme 	<p>explicit and implicit assumptions the author has made about the text</p> <ul style="list-style-type: none"> • Students will examine how characters develop • Students will examine how characters respond to each other • Students will examine how the characters move the story along or develop the theme • Students will decide what the author's perspective (point of view) is based on the words the author uses (rhetoric) • Students will use sentence structure and paragraphs to determine the author's idea, how it is developed and how it effects the meaning of the text • Students will explore the author's process in creating linear and non-linear plots • Students will break down the words and phrases by their connotative and denotative meaning to determine the author's attitude (tone) toward the text • Students will compare and contrast a key scene from two different perspectives / mediums stating what appears and what is absent • Students will analyze the authorial changes in themes, topics and character types 	<p>and/or using prior knowledge</p> <p>Rhetoric- author's use of words to communicate</p> <p>Point of View – Perspective:</p> <p style="padding-left: 40px;"><i>Nonfiction</i> – author's perspective or reader's perspective</p> <p style="padding-left: 40px;"><i>Fiction</i> – narrator or speaker's perspective</p> <p>Tone – the author's attitude</p> <p>Account(s) of Subject – character/person/ topic</p> <p>Delineate – outline</p> <p>Argument – author's main position</p> <p>Specific Claims – exact support /evidence author uses</p> <p>Assess the Validity of reasoning - weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>		
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	<p>made to a primary source</p> <ul style="list-style-type: none"> • Students will find and use appropriate strategies to demonstrate the meaning of the words to comprehend grade level literary text • Students will transfer their knowledge of figurative, connotative and denotative language across content areas • Students will be able to read and comprehend literary fiction independently with understanding 			
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ELL Remediation: Prentice Hall Audio CD Pack, available United Streaming Videos/Internet Downloads, translated Etext, building level ELL teacher, teacher adapted/alternative assignments and assessments

Enrichment: Teacher and student driven research/materials

Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction

IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

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Choice and Consequence: Short Story

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PA Common Core Standard(s):

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.
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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.

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.
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CC.1.3.9-10.D

Determine an author's particular point of view and analyze how rhetoric advances the point of view.

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.
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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.
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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.
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CC.1.3.9-10.J

Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.
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1.3.9-10 K

Read and comprehend literary fiction on grade level, reading independently and proficiently.
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Keystone Eligible Content:

L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.
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L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
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L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
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L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.
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L.F.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.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.

L.F.1.2.4 Draw conclusions about connotations of words.

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.

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

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.

L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.

L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.

L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)

L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action

L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style

L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole

L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.

L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.

L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.

Keystone Content Module Standards / Anchors:

L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.

L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.

L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.

L.F.2.1 Use appropriate strategies to make and support interpretations of literature.

L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.

L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.

L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.

L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.

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Choice and Consequence: Short Story

Course Time/Pacing (number of days): ¼ of the class duration
Essential Questions: When a person's individual choices are in direct conflict with his/her society, what are the consequences? How do the consequences affect our choices? What is the relationship between choice and consequence? How does society influence the choices we make? How do we determine that every choice has a consequence?

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
At Least One Selections: <ul style="list-style-type: none"> 1. "The Cask of Amontillado" 2. "Checkouts" 3. "The Interlopers" 4. "The Most Dangerous Game" 5. "The Necklace" 6. "The Red-Headed League" 7. "The Scarlet Ibis" 8. "Three Skeleton Keys" Teacher Discretion (optional) <ul style="list-style-type: none"> Concepts: Characterization Climax Conflict Connotation Dialogue Exposition Falling action Fiction Flashback Foreshadowing 	<ul style="list-style-type: none"> Find the central idea/theme in text Break the writing structure into its parts Find specific ideas that reflect or changes in the central idea/theme from the structure of the text Write an objective summary based on facts and examples from text Cite details from text Students will find clearly stated facts and examples from the text Students will find and list the statement or words the author uses to lead the reader to the central idea Students will cite clearly stated facts and examples from the text Students will analyze the 	Identify – find/locate Analyze – break into parts/explore/examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author's conclusions Explicit – facts and examples Synthesize – make new meaning from the parts Inference – draw a conclusion based on what did you find in the text to support your assumption(s) Making Connections – connecting one idea from the text to another idea in the text	<ul style="list-style-type: none"> <i>Prentice Hall Literature grade 9 Copyright 2007</i> <i>Prentice Hall</i> provided audio texts Additional supplemental resources may be used at teacher discretion. 	<ul style="list-style-type: none"> tests and quizzes classroom discussions shared inquiry teacher generated activities cooperative learning activities oral presentations written responses: reader response journals writing logs readers notebooks essays listening logs talk to the text

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<ul style="list-style-type: none"> • Genre • Irony • Paraphrase • Plot • Point of view • Resolution • Setting • Short Story • Summarize • Symbolism • Theme 	<p>explicit and implicit assumptions the author has made about the text</p> <ul style="list-style-type: none"> • Students will examine how characters develop • Students will examine how characters respond to each other • Students will examine how the characters move the story along or develop the theme • Students will decide what the author's perspective (point of view) is based on the words the author uses (rhetoric) • Students will use sentence structure and paragraphs to determine the author's idea, how it is developed and how it effects the meaning of the text • Students will explore the author's process in creating linear and non-linear plots • Students will break down the words and phrases by their connotative and denotative meaning to determine the author's attitude (tone) toward the text • Students will compare and contrast a key scene from two different perspectives / mediums stating what appears and what is absent • Students will analyze the authorial changes in themes, topics and character types 	<p>and/or using prior knowledge</p> <p>Rhetoric- author's use of words to communicate</p> <p>Point of View – Perspective:</p> <p style="padding-left: 40px;"><i>Nonfiction</i> – author's perspective or reader's perspective</p> <p style="padding-left: 40px;"><i>Fiction</i> – narrator or speaker's perspective</p> <p>Tone – the author's attitude</p> <p>Account(s) of Subject – character/person/ topic</p> <p>Delineate – outline</p> <p>Argument – author's main position</p> <p>Specific Claims – exact support /evidence author uses</p> <p>Assess the Validity of reasoning - weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>		
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East Stroudsburg Area School District
9 College Prep English
Choice and Consequence: Short Story

	<p>made to a primary source</p> <ul style="list-style-type: none"> • Students will find and use appropriate strategies to demonstrate the meaning of the words to comprehend grade level literary text • Students will transfer their knowledge of figurative, connotative and denotative language across content areas • Students will be able to read and comprehend literary fiction independently with understanding 			
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ELL Remediation: Prentice Hall Audio CD Pack, available United Streaming Videos/Internet Downloads, translated Etext, building level ELL teacher, teacher adapted/alternative assignments and assessments

Enrichment: Teacher and student driven research/materials

Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction

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9 Honors English
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Unit: Choice and Consequence: Short Story
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PA Common Core Standard(s):

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.
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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.

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.
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CC.1.3.9-10.D

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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.
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CC.1.3.9-10.J

Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.
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1.3.9-10 K

Read and comprehend literary fiction on grade level, reading independently and proficiently.
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Keystone Eligible Content:

L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.
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L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
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L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
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L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.
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L.F.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.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
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L.F.1.2.4 Draw conclusions about connotations of words.

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.

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L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole

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L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.

L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.

Course Time/Pacing (number of days): ¼ of the class duration

Essential Questions:

When a person's individual choices are in direct conflict with his/her society, what are the consequences?

How do the consequences affect our choices?

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What is the relationship between choice and consequence?
 How does society influence the choices we make?
 How do we determine that every choice has a consequence?

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<p>At Least Two Selections:</p> <ul style="list-style-type: none"> 1. “The Cask of Amontillado” 2. “Checkouts” 3. “The Interlopers” 4. “The Most Dangerous Game” 5. “The Necklace” 6. “The Red-Headed League” 7. “The Scarlet Ibis” 8. “Three Skeleton Keys” Teacher Discretion (optional) <p>Concepts:</p> <ul style="list-style-type: none"> Characterization Climax Conflict Connotation Dialogue Exposition Falling action Fiction Flashback Foreshadowing Genre Irony Paraphrase Plot 	<ul style="list-style-type: none"> Find the central idea/theme in text Break the writing structure into its parts Find specific ideas that reflect or changes in the central idea/theme from the structure of the text Write an objective summary based on facts and examples from text Cite details from text Students will find clearly stated facts and examples from the text Students will find and list the statement or words the author uses to lead the reader to the central idea Students will cite clearly stated facts and examples from the text Students will analyze the explicit and implicit assumptions the author has made about the text Students will examine how characters develop 	<p>Identify – find/locate Analyze – break into parts/explore/examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author’s conclusions Explicit – facts and examples Synthesize – make new meaning from the parts Inference – draw a conclusion based on what did you find in the text to support your assumption(s) Making Connections – connecting one idea from the text to another idea in the text and/or using prior knowledge Rhetoric- author’s use of words to communicate</p>	<ul style="list-style-type: none"> <i>Prentice Hall Literature grade 9 Copyright 2012</i> <i>Prentice Hall</i> provided audio texts Additional supplemental resources may be used at teacher discretion. 	<ul style="list-style-type: none"> tests and quizzes classroom discussions shared inquiry teacher generated activities cooperative learning activities oral presentations written responses: reader response journals writing logs readers notebooks essays listening logs talk to the text

East Stroudsburg Area School District
9 Honors English
Choice and Consequence: Short Story

<ul style="list-style-type: none"> • Point of view • Resolution • Setting • Short Story • Summarize • Symbolism • Theme 	<ul style="list-style-type: none"> • Students will examine how characters respond to each other • Students will examine how the characters move the story along or develop the theme • Students will decide what the author's perspective (point of view) is based on the words the author uses (rhetoric) • Students will use sentence structure and paragraphs to determine the author's idea, how it is developed and how it effects the meaning of the text • Students will explore the author's process in creating linear and non-linear plots • Students will break down the words and phrases by their connotative and denotative meaning to determine the author's attitude (tone) toward the text • Students will compare and contrast a key scene from two different perspectives / mediums stating what appears and what is absent • Students will analyze the authorial changes in themes, topics and character types made to a primary source • Students will find and use appropriate strategies to demonstrate the meaning of the words to comprehend grade 	<p>Point of View – Perspective: <i>Nonfiction</i> – author's perspective or reader's perspective <i>Fiction</i> – narrator or speaker's perspective Tone – the author's attitude Account(s) of Subject – character/person/ topic Delineate – outline Argument – author's main position Specific Claims – exact support /evidence author uses Assess the Validity of reasoning - weighing the accuracy of the support and evidence Seminal – important Themes/Concepts – main idea Domain Specific Language –content area language</p>		
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East Stroudsburg Area School District
9 Honors English
Choice and Consequence: Short Story

	<p>level literary text</p> <ul style="list-style-type: none"> • Students will transfer their knowledge of figurative, connotative and denotative language across content areas • Students will be able to read and comprehend literary fiction independently with understanding 			
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ELL Remediation: Prentice Hall Audio CD Pack, available United Streaming Videos/Internet Downloads, translated Etext, building level ELL teacher, teacher adapted/alternative assignments and assessments

Enrichment: Teacher and student driven research/materials

Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction

IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

East Stroudsburg Area School District
9 College Prep English
Constructing Identities: Nonfiction

Unit: Constructing Identities: Nonfiction
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PA Common Core Standard(s):

CC.1.2.9-10.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.
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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.
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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.
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CC.1.2.9-10.F

Analyze how words and phrases shape meaning and tone in texts.
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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.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.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.
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CC.1.2.9-10.L

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Keystone Eligible Content:

East Stroudsburg Area School District

9 College Prep English

Constructing Identities: Nonfiction

- L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.
- L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
- L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.
- L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.
- L.N.1.2.1 Identify and/or apply a synonym or antonym of a word
- 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.
- L.N.1.2.4 Draw conclusions about connotations of words.
- L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.
- L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.
- L.N.1.3.3 Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another.
- L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
- L.N.2.1.2 Cite evidence from a text to support generalizations.
- L.N.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.
- L.N.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.
- L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
- L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action.
 - elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
 - the relationship between elements of the plot and other components of a text
 - how the author structures plot to advance the action
- L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:
 - the relationship between the theme and other components of a text
 - comparing and contrasting how major themes are developed across genres
 - the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
 - the way in which a work of literature is related to the themes and issues of its historical period
- L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:
 - the relationship between the tone, style, and/or mood and other components of a text
 - how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
 - how diction, syntax, figurative language, sentence variety, etc., determine the author's style
- L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:
 - the point of view of the narrator as first person or third person point of view
 - the impact of point of view on the meaning of a text as a whole
- L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts.
- L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.
- L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.
- L.N.2.4.4 Make connections between a text and the content of graphics and charts.
- L.N.2.4.5 Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.
- L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.
- L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.

Keystone Content Module Standards / Anchors:

- L.N.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.

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9 College Prep English

Constructing Identities: Nonfiction

- L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
 L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.
 L.N.2.1 Use appropriate strategies to make and support interpretations of literature.
 L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.
 L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
 L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.
 L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.

Course Time/Pacing (number of days): ¼ of the class duration

Essential Questions:

How do our personal experiences shape our view of others and ourselves?

How is literature like life?

In a culture where we are bombarded with ideas and images of “what we should be”, how does one form an identity that remains true and authentic to ourselves?

How do we determine self-identity vs. social/cultural identity?

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
At Least 1+ Selections: <ul style="list-style-type: none"> 1. “Before Hip Hop was Hip Hop” 2. “Libraries Face Sad Chapters” 3. “My English” 4. “The Talk” 5. “New Directions” 6. “The Washwoman” 7. “Carry Your Own Skis” Concepts: <ul style="list-style-type: none"> Author purpose Autobiography Biography Connotation 	<ul style="list-style-type: none"> Students will find the central idea in the text Students will break the writing structure into its parts Students will find specific ideas that reflect or changes the central idea from the structure of the text Students will write an objective summary based on facts and examples from the text Students will cite evidence from the text Students will find clearly stated 	Identify – find/locate Analyze – break into parts/explore/examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author’s conclusions Explicit – facts and examples Synthesize – make new meaning from the parts Inference – draw a conclusion based on	<ul style="list-style-type: none"> <i>Prentice Hall Literature grade 9 Copyright 2012/2007</i> <i>Prentice Hall</i> provided audio texts Additional supplemental nonfiction resources will be used in conjunction with each thematic unit to address all the nonfiction keystone anchors 	<ul style="list-style-type: none"> tests and quizzes classroom discussions shared inquiry teacher generated activities cooperative learning activities oral presentations written responses: reader response journals writing logs readers notebooks essays listening logs

East Stroudsburg Area School District
9 College Prep English
Constructing Identities: Nonfiction

<ul style="list-style-type: none"> • Diction • Diary • Expository • Persuasive • Point of view • Repetition • Style • Syntax • Tone • Speech • Voice 	<p>facts and examples from the text</p> <ul style="list-style-type: none"> • Students will find and list the statement or words the author uses to lead the reader to the central idea (stated or implied) • Students will cite clearly stated facts and examples from the text • Students will chose a strategy that helps them break down the meaning and weigh how the author develops and connects the points within the text • Students will make connections to the sequence of events • Decide what the author's perspective (point of view) is based on the words the author uses (rhetoric) • Students will use sentence structure and paragraphs to determine the author's idea, how it is developed and how it affects the meaning of the text • Students will break down the words and phrases by their connotative and denotative meaning to determine the author's attitude (tone) toward the text • Students will compare and 	<p>what did you find in the text to support your assumption(s)</p> <p>Making Connections – connecting one idea from the text to another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author's use of words to communicate</p> <p>Point of View – Perspective:</p> <p style="padding-left: 40px;"><i>Nonfiction</i> – author's perspective or reader's perspective</p> <p style="padding-left: 40px;"><i>Fiction</i> – narrator or speaker's perspective</p> <p>Tone – the author's attitude</p> <p>Account(s) of Subject – character/person/ topic</p> <p>Delineate – outline</p> <p>Argument – author's main position</p> <p>Specific Claims – exact support /evidence author uses</p> <p>Assess the Validity of reasoning - weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts –</p>	<p>by the end of the course. Suggestions may be found in department resource binder\ electronic storage.</p> <ul style="list-style-type: none"> • Additional supplemental resources may be used at teacher discretion. 	<ul style="list-style-type: none"> • talk to the text
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East Stroudsburg Area School District
9 College Prep English
Constructing Identities: Nonfiction

	<p>contrast which details are emphasized in a variety of texts, images and multimedia</p> <ul style="list-style-type: none"> • Students will outline and weigh the position of the text • Students will assess the validity of the argument by using evidence from the text • Students will examine important primary source documents from history and literature • Students will apply unit themes and concepts • Students will find and use appropriate strategies to demonstrate the meaning of words to comprehend the text for career and college readiness • Students will transfer the use of these strategies when reading independently in all subject areas • Students will find and use appropriate strategies to demonstrate the meaning of the words and phrases to comprehend grade level text • Students will be able to read non-fiction independently with understanding 	<p>main idea Domain Specific Language –content area language</p>		
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East Stroudsburg Area School District
9 College Prep English
Constructing Identities: Nonfiction

ELL Remediation: Prentice Hall Audio CD Pack, available United Streaming Videos/Internet Downloads, translated Etext, building level ELL teacher, teacher adapted/alternative assignments and assessments
Enrichment: Teacher and student driven research/materials
Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group differentiated instruction,
IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

East Stroudsburg Area School District
9 English
Constructing Identities: Nonfiction

Unit: Constructing Identities: Nonfiction

PA Common Core Standard(s):

CC.1.2.9-10.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.1.2.9-10.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.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.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.L

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

East Stroudsburg Area School District

9 English

Constructing Identities: Nonfiction

Keystone Eligible Content:

L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.

L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.

L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.

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

L.N.1.2.1 Identify and/or apply a synonym or antonym of a word

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.

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

L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.

L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.

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

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

L.N.2.1.2 Cite evidence from a text to support generalizations.

L.N.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.

L.N.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.

L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action.

• elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action

L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction: • the relationship between the theme and other components of a text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period

L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style

L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction: • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole

L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts.

L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.

L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.

L.N.2.4.4 Make connections between a text and the content of graphics and charts.

L.N.2.4.5 Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.

L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.

L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.

East Stroudsburg Area School District
9 English

Constructing Identities: Nonfiction

Keystone Content Module Standards / Anchors:

- L.N.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
- L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
- L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.
- L.N.2.1 Use appropriate strategies to make and support interpretations of literature.
- L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.
- L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
- L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.
- L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.

Course Time/Pacing (number of days): ¼ of the class duration

Essential Questions:

- How do our personal experiences shape our view of others and ourselves?
- How is literature like life?
- In a culture where we are bombarded with ideas and images of “what we should be”, how does one form an identity that remains true and authentic to ourselves?
- How do we determine self-identity vs. social/cultural identity?

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<p>At Least 1+ Selections:</p> <ul style="list-style-type: none"> • 1. “Before Hip Hop was Hip Hop” • 2. “Libraries Face Sad Chapters” • 3. “My English” • 4. “The Talk” • 5. “New Directions” • 6. “The Washwoman” • 7. “Carry Your Own Skis” <p>• Concepts:</p> <ul style="list-style-type: none"> • Author purpose • Autobiography • Biography 	<ul style="list-style-type: none"> • Students will find the central idea in the text • Students will break the writing structure into its parts • Students will find specific ideas that reflect or changes the central idea from the structure of the text • Students will write an objective summary based on facts and examples from the text • Students will cite evidence from the text 	<p>Identify – find/locate Analyze – break into parts/explore/examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author's conclusions Explicit – facts and examples Synthesize – make new meaning from the parts Inference – draw a</p>	<ul style="list-style-type: none"> • <i>Prentice Hall Literature grade 9 Copyright 2012/2007</i> • <i>Prentice Hall</i> provided audio texts • Additional supplemental nonfiction resources will be used in conjunction with each thematic unit to address all the nonfiction 	<ul style="list-style-type: none"> • tests and quizzes • classroom discussions • shared inquiry • teacher generated activities • cooperative learning activities • oral presentations • written responses: reader response journals writing logs readers notebooks essays

East Stroudsburg Area School District

9 English

Constructing Identities: Nonfiction

<ul style="list-style-type: none"> • Connotation • Diction • Diary • Expository • Persuasive • Point of view • Repetition • Style • Syntax • Tone • Speech • Voice 	<ul style="list-style-type: none"> • Students will find clearly stated facts and examples from the text • Students will find and list the statement or words the author uses to lead the reader to the central idea (stated or implied) • Students will cite clearly stated facts and examples from the text • Students will chose a strategy that helps them break down the meaning and weigh how the author develops and connects the points within the text • Students will make connections to the sequence of events • Decide what the author's perspective (point of view) is based on the words the author uses (rhetoric) • Students will use sentence structure and paragraphs to determine the author's idea, how it is developed and how it affects the meaning of the text • Students will break down the words and phrases by their connotative and denotative meaning to determine the author's attitude (tone) toward the text 	<p>conclusion based on what did you find in the text to support your assumption(s)</p> <p>Making Connections – connecting one idea from the text to another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author's use of words to communicate</p> <p>Point of View – Perspective: <i>Nonfiction</i> – author's perspective or reader's perspective <i>Fiction</i> – narrator or speaker's perspective</p> <p>Tone – the author's attitude</p> <p>Account(s) of Subject – character/person/topic</p> <p>Delineate – outline</p> <p>Argument – author's main position</p> <p>Specific Claims – exact support /evidence author uses</p> <p>Assess the Validity of reasoning - weighing the accuracy of the support and evidence</p> <p>Seminal – important</p>	<p>keystone anchors by the end of the course. Suggestions may be found in department resource binder\ electronic storage.</p> <ul style="list-style-type: none"> • Additional supplemental resources may be used at teacher discretion. 	<ul style="list-style-type: none"> • listening logs • talk to the text
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East Stroudsburg Area School District

9 English

Constructing Identities: Nonfiction

	<ul style="list-style-type: none"> • Students will compare and contrast which details are emphasized in a variety of texts, images and multimedia • Students will outline and weigh the position of the text • Students will assess the validity of the argument by using evidence from the text • Students will examine important primary source documents from history and literature • Students will apply unit themes and concepts • Students will find and use appropriate strategies to demonstrate the meaning of words to comprehend the text for career and college readiness • Students will transfer the use of these strategies when reading independently in all subject areas • Students will find and use appropriate strategies to demonstrate the meaning of the words and phrases to comprehend grade level text • Students will be able to read non-fiction independently with understanding 	<p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>		
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East Stroudsburg Area School District
9 English
Constructing Identities: Nonfiction

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ELL Remediation: Prentice Hall Audio CD Pack, available United Streaming Videos/Internet Downloads, translated Etext, building level ELL teacher, teacher adapted/alternative assignments and assessments
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Enrichment: Teacher and student driven research/materials
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Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group differentiated instruction,
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IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers
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East Stroudsburg Area School District
9 Honors English
Constructing Identities: Nonfiction

Unit: Constructing Identities: Nonfiction

PA Common Core Standard(s):

CC.1.2.9-10.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.1.2.9-10.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.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.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.L

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

East Stroudsburg Area School District
9 Honors English
Constructing Identities: Nonfiction

Keystone Eligible Content:

- L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.
- L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
- L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.
- L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.
- L.N.1.2.1 Identify and/or apply a synonym or antonym of a word
- 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.
- L.N.1.2.4 Draw conclusions about connotations of words.
- L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.
- L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.
- L.N.1.3.3 Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another.
- L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
- L.N.2.1.2 Cite evidence from a text to support generalizations.
- L.N.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.
- L.N.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.
- L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
- L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action.
 - elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
 - the relationship between elements of the plot and other components of a text
 - how the author structures plot to advance the action
- L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:
 - the relationship between the theme and other components of a text
 - comparing and contrasting how major themes are developed across genres
 - the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
 - the way in which a work of literature is related to the themes and issues of its historical period
- L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:
 - the relationship between the tone, style, and/or mood and other components of a text
 - how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
 - how diction, syntax, figurative language, sentence variety, etc., determine the author's style
- L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:
 - the point of view of the narrator as first person or third person point of view
 - the impact of point of view on the meaning of a text as a whole
- L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts.
- L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.
- L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.
- L.N.2.4.4 Make connections between a text and the content of graphics and charts.
- L.N.2.4.5 Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.
- L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.
- L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.

East Stroudsburg Area School District
9 Honors English
Constructing Identities: Nonfiction

Keystone Content Module Standards / Anchors:

- L.N.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
- L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
- L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.
- L.N.2.1 Use appropriate strategies to make and support interpretations of literature.
- L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.
- L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
- L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.
- L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.

Course Time/Pacing (number of days): ¼ of the class duration

Essential Questions:

- How do our personal experiences shape our view of others and ourselves?
- How is literature like life?
- In a culture where we are bombarded with ideas and images of “what we should be”, how does one form an identity that remains true and authentic to ourselves?
- How do we determine self-identity vs. social/cultural identity?

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
At Least Two Selections: <ul style="list-style-type: none"> • 1. “Before Hip Hop was Hip Hop” • 2. “Libraries Face Sad Chapters” • 3. “My English” • 4. “The Talk” • 5. “New Directions” • 6. “The Washwoman” • 7. “Carry Your Own Skis” Concepts: <ul style="list-style-type: none"> • Author purpose • Autobiography 	<ul style="list-style-type: none"> • Students will find the central idea in the text • Students will break the writing structure into its parts • Students will find specific ideas that reflect or changes the central idea from the structure of the text • Students will write an objective summary based on facts and examples from the text • Students will cite evidence from the text 	Identify – find/locate Analyze – break into parts/explore/examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author's conclusions Explicit – facts and examples Synthesize – make new meaning from the parts	<ul style="list-style-type: none"> • <i>Prentice Hall Literature grade 9 Copyright 2012/2007</i> • <i>Prentice Hall</i> provided audio texts • Additional supplemental nonfiction resources will be used in conjunction with each thematic unit to address all the 	<ul style="list-style-type: none"> • tests and quizzes • classroom discussions • shared inquiry • teacher generated activities • cooperative learning activities • oral presentations • written responses: reader response journals writing logs readers notebooks essays

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Constructing Identities: Nonfiction

<ul style="list-style-type: none"> • Biography • Connotation • Diction • Diary • Expository • Persuasive • Point of view • Repetition • Style • Syntax • Tone • Speech • Voice 	<ul style="list-style-type: none"> • Students will find clearly stated facts and examples from the text • Students will find and list the statement or words the author uses to lead the reader to the central idea (stated or implied) • Students will cite clearly stated facts and examples from the text • Students will chose a strategy that helps them break down the meaning and weigh how the author develops and connects the points within the text • Students will make connections to the sequence of events • Decide what the author's perspective (point of view) is based on the words the author uses (rhetoric) • Students will use sentence structure and paragraphs to determine the author's idea, how it is developed and how it affects the meaning of the text • Students will break down the words and phrases by their connotative and denotative meaning to determine the author's attitude (tone) toward the text 	<p>Inference – draw a conclusion based on what did you find in the text to support your assumption(s)</p> <p>Making Connections – connecting one idea from the text to another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author's use of words to communicate</p> <p>Point of View – Perspective:</p> <p><i>Nonfiction</i> – author's perspective or reader's perspective</p> <p><i>Fiction</i> – narrator or speaker's perspective</p> <p>Tone – the author's attitude</p> <p>Account(s) of Subject – character/person/ topic</p> <p>Delineate – outline</p> <p>Argument – author's main position</p> <p>Specific Claims – exact support /evidence author uses</p> <p>Assess the Validity of reasoning - weighing the accuracy of the support and evidence</p>	<p>nonfiction keystone anchors by the end of the course. Suggestions may be found in department resource binder\ electronic storage.</p> <ul style="list-style-type: none"> • Additional supplemental resources may be used at teacher discretion. 	<ul style="list-style-type: none"> • listening logs • talk to the text
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East Stroudsburg Area School District

9 Honors English

Constructing Identities: Nonfiction

	<ul style="list-style-type: none"> • Students will compare and contrast which details are emphasized in a variety of texts, images and multimedia • Students will outline and weigh the position of the text • Students will assess the validity of the argument by using evidence from the text • Students will examine important primary source documents from history and literature • Students will apply unit themes and concepts • Students will find and use appropriate strategies to demonstrate the meaning of words to comprehend the text for career and college readiness • Students will transfer the use of these strategies when reading independently in all subject areas • Students will find and use appropriate strategies to demonstrate the meaning of the words and phrases to comprehend grade level text • Students will be able to read non-fiction independently with understanding 	<p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>		
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East Stroudsburg Area School District
9 Honors English
Constructing Identities: Nonfiction

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ELL Remediation: Prentice Hall Audio CD Pack, available United Streaming Videos/Internet Downloads, translated Etext, building level ELL teacher, teacher adapted/alternative assignments and assessments
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Enrichment: Teacher and student driven research/materials
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Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group differentiated instruction,
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IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers
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East Stroudsburg Area School District
9 English
Constructing Identities: Novel

Unit: Constructing Identities: Novel
PA Common Core Standard(s): 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. 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 an author's particular point of view and analyze how rhetoric advances the point of view. 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 Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words. 1.3.9-10 K Read and comprehend literary fiction on grade level, reading independently and proficiently.
Keystone Eligible Content: L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept. L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.F.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.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.

East Stroudsburg Area School District

9 English

Constructing Identities: Novel

L.F.1.2.4 Draw conclusions about connotations of words.

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.

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

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.

L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.

L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.

L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)

L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action

L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style

L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole

L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.

L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.

L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.

Keystone Content Module Standards / Anchors:

L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.

L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.

L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.

L.F.2.1 Use appropriate strategies to make and support interpretations of literature.

L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.

L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.

L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.

L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.

Course Time/Pacing (number of days): ¼ of the class duration

Essential Questions:

How do our personal experiences shape our view of others and ourselves?

How is literature like life?

East Stroudsburg Area School District

9 English

Constructing Identities: Novel

In a culture where we are bombarded with ideas and images of “what we should be”, how does one form an identity that remains true and authentic to ourselves?

How do we determine self-identity vs. social/cultural identity?

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<ul style="list-style-type: none"> 1. <i>Of Mice and Men</i> Concepts: Characterization Climax Conflict Connotation Dialogue Exposition Falling action Fiction Novel Flashback Foreshadowing Genre Irony Paraphrase Plot Point of view Resolution Setting Summarize Symbolism Theme 	<ul style="list-style-type: none"> Find the central idea/theme in text Break the writing structure into its parts Find specific ideas that reflect or changes in the central idea/theme from the structure of the text Write an objective summary based on facts and examples from text Cite details from text Students will find clearly stated facts and examples from the text Students will find and list the statement or words the author uses to lead the reader to the central idea Students will cite clearly stated facts and examples from the text Students will analyze the explicit and implicit assumptions the author has made about the text Students will examine how characters develop 	<p>Identify – find/locate</p> <p>Analyze – break into parts/explore/examine</p> <p>Interpret – make meaning</p> <p>Evaluate – weigh the evidence in comparison to the author’s conclusions</p> <p>Explicit – facts and examples</p> <p>Synthesize – make new meaning from the parts</p> <p>Inference – draw a conclusion based on what did you find in the text to support your assumption(s)</p> <p>Making Connections – connecting one idea from the text to another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author’s use of words to communicate</p>	<ul style="list-style-type: none"> <i>Of Mice and Men</i> <i>Of Mice and Men</i> 1992 Video version <i>Of Mice and Men</i> audio text Additional supplemental resources may be used at teacher discretion. 	<ul style="list-style-type: none"> tests and quizzes classroom discussions shared inquiry teacher generated activities cooperative learning activities oral presentations written responses: reader response journals writing logs readers notebooks essays listening logs talk to the text

East Stroudsburg Area School District

9 English

Constructing Identities: Novel

	<ul style="list-style-type: none"> • Students will examine how characters respond to each other • Students will examine how the characters move the story along or develop the theme • Students will decide what the author's perspective (point of view) is based on the words the author uses (rhetoric) • Students will use sentence structure and paragraphs to determine the author's idea, how it is developed and how it effects the meaning of the text • Students will explore the author's process in creating linear and non-linear plots • Students will break down the words and phrases by their connotative and denotative meaning to determine the author's attitude (tone) toward the text • Students will compare and contrast a key scene from two different perspectives / mediums stating what appears and what is absent • Students will analyze the authorial changes in themes, topics and character types made to a primary source • Students will find and use appropriate strategies to demonstrate the meaning of the words to comprehend grade 	<p>Point of View – Perspective: <i>Nonfiction</i> – author's perspective or reader's perspective <i>Fiction</i> – narrator or speaker's perspective Tone – the author's attitude Account(s) of Subject – character/person/topic Delineate – outline Argument – author's main position Specific Claims – exact support /evidence author uses Assess the Validity of reasoning - weighing the accuracy of the support and evidence Seminal – important Themes/Concepts – main idea Domain Specific Language –content area language</p>		
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East Stroudsburg Area School District

9 English

Constructing Identities: Novel

	<p>level literary text</p> <ul style="list-style-type: none">• Students will transfer their knowledge of figurative, connotative and denotative language across content areas• Students will be able to read and comprehend literary fiction independently with understanding.			
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ELL Remediation: Audio, Video, translated Ebook, building level ELL teacher, teacher adapted/alternative assignments and assessments

Enrichment: Teacher and student driven research/materials

Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group differentiated instruction,

IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

East Stroudsburg Area School District
9 College Prep English
Constructing Identities: Novel

Unit: Constructing Identities: Novel
PA Common Core Standard(s): 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. 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 an author's particular point of view and analyze how rhetoric advances the point of view. 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 Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words. 1.3.9-10 K Read and comprehend literary fiction on grade level, reading independently and proficiently.
Keystone Eligible Content: L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept. L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.F.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.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.

East Stroudsburg Area School District

9 College Prep English

Constructing Identities: Novel

L.F.1.2.4 Draw conclusions about connotations of words.

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.

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

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.

L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.

L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.

L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)

L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action

L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style

L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole

L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.

L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.

L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.

Keystone Content Module Standards / Anchors:

L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.

L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.

L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.

L.F.2.1 Use appropriate strategies to make and support interpretations of literature.

L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.

L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.

L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.

L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.

Course Time/Pacing (number of days): ¼ of the class duration

Essential Questions:

How do our personal experiences shape our view of others and ourselves?

How is literature like life?

East Stroudsburg Area School District

9 College Prep English

Constructing Identities: Novel

In a culture where we are bombarded with ideas and images of “what we should be”, how does one form an identity that remains true and authentic to ourselves?

How do we determine self-identity vs. social/cultural identity?

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<ul style="list-style-type: none"> 1. <i>Of Mice and Men</i> Concepts: Characterization Climax Conflict Connotation Dialogue Exposition Falling action Fiction Novel Flashback Foreshadowing Genre Irony Paraphrase Plot Point of view Resolution Setting Summarize Symbolism Theme 	<ul style="list-style-type: none"> Find the central idea/theme in text Break the writing structure into its parts Find specific ideas that reflect or changes in the central idea/theme from the structure of the text Write an objective summary based on facts and examples from text Cite details from text Students will find clearly stated facts and examples from the text Students will find and list the statement or words the author uses to lead the reader to the central idea Students will cite clearly stated facts and examples from the text Students will analyze the explicit and implicit assumptions the author has made about the text Students will examine how characters develop 	<p>Identify – find/locate</p> <p>Analyze – break into parts/explore/examine</p> <p>Interpret – make meaning</p> <p>Evaluate – weigh the evidence in comparison to the author’s conclusions</p> <p>Explicit – facts and examples</p> <p>Synthesize – make new meaning from the parts</p> <p>Inference – draw a conclusion based on what did you find in the text to support your assumption(s)</p> <p>Making Connections – connecting one idea from the text to another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author’s use of words to communicate</p>	<ul style="list-style-type: none"> <i>Of Mice and Men</i> <i>Of Mice and Men</i> 1992 Video version <i>Of Mice and Men</i> audio text Additional supplemental resources may be used at teacher discretion. 	<ul style="list-style-type: none"> tests and quizzes classroom discussions shared inquiry teacher generated activities cooperative learning activities oral presentations written responses: reader response journals writing logs readers notebooks essays listening logs talk to the text

East Stroudsburg Area School District
9 College Prep English
Constructing Identities: Novel

	<ul style="list-style-type: none"> • Students will examine how characters respond to each other • Students will examine how the characters move the story along or develop the theme • Students will decide what the author's perspective (point of view) is based on the words the author uses (rhetoric) • Students will use sentence structure and paragraphs to determine the author's idea, how it is developed and how it effects the meaning of the text • Students will explore the author's process in creating linear and non-linear plots • Students will break down the words and phrases by their connotative and denotative meaning to determine the author's attitude (tone) toward the text • Students will compare and contrast a key scene from two different perspectives / mediums stating what appears and what is absent • Students will analyze the authorial changes in themes, topics and character types made to a primary source • Students will find and use appropriate strategies to demonstrate the meaning of the words to comprehend grade 	<p>Point of View – Perspective: <i>Nonfiction</i> – author's perspective or reader's perspective <i>Fiction</i> – narrator or speaker's perspective Tone – the author's attitude Account(s) of Subject – character/person/topic Delineate – outline Argument – author's main position Specific Claims – exact support /evidence author uses Assess the Validity of reasoning - weighing the accuracy of the support and evidence Seminal – important Themes/Concepts – main idea Domain Specific Language –content area language</p>		
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East Stroudsburg Area School District
9 College Prep English
Constructing Identities: Novel

	<p>level literary text</p> <ul style="list-style-type: none"> • Students will transfer their knowledge of figurative, connotative and denotative language across content areas • Students will be able to read and comprehend literary fiction independently with understanding 			
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ELL Remediation: Audio, Video, translated Ebook, building level ELL teacher, teacher adapted/alternative assignments and assessments
Enrichment: Teacher and student driven research/materials
Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group differentiated instruction,
IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

East Stroudsburg Area School District
9 Honors English
Constructing Identities: Novel

Unit: Constructing Identities: Novel
PA Common Core Standard(s): 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. 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 an author's particular point of view and analyze how rhetoric advances the point of view. 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 Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words. 1.3.9-10 K Read and comprehend literary fiction on grade level, reading independently and proficiently.
Keystone Eligible Content: L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept. L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.F.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.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.

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9 Honors English

Constructing Identities: Novel

L.F.1.2.4 Draw conclusions about connotations of words.

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.

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

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.

L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.

L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.

L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)

L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action

L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style

L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole

L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.

L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.

L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.

Keystone Content Module Standards / Anchors:

L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.

L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.

L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.

L.F.2.1 Use appropriate strategies to make and support interpretations of literature.

L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.

L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.

L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.

L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.

Course Time/Pacing (number of days): ¼ of the class duration

Essential Questions:

How do our personal experiences shape our view of others and ourselves?

How is literature like life?

East Stroudsburg Area School District

9 Honors English

Constructing Identities: Novel

In a culture where we are bombarded with ideas and images of “what we should be”, how does one form an identity that remains true and authentic to ourselves?

How do we determine self-identity vs. social/cultural identity?

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<ul style="list-style-type: none"> 1. <i>Of Mice and Men</i> Concepts: Characterization Climax Conflict Connotation Dialogue Exposition Falling action Fiction Novel Flashback Foreshadowing Genre Irony Paraphrase Plot Point of view Resolution Setting Summarize Symbolism Theme 	<ul style="list-style-type: none"> Find the central idea/theme in text Break the writing structure into its parts Find specific ideas that reflect or changes in the central idea/theme from the structure of the text Write an objective summary based on facts and examples from text Cite details from text Students will find clearly stated facts and examples from the text Students will find and list the statement or words the author uses to lead the reader to the central idea Students will cite clearly stated facts and examples from the text Students will analyze the explicit and implicit assumptions the author has made about the text Students will examine how characters develop 	<p>Identify – find/locate</p> <p>Analyze – break into parts/explore/examine</p> <p>Interpret – make meaning</p> <p>Evaluate – weigh the evidence in comparison to the author’s conclusions</p> <p>Explicit – facts and examples</p> <p>Synthesize – make new meaning from the parts</p> <p>Inference – draw a conclusion based on what did you find in the text to support your assumption(s)</p> <p>Making Connections – connecting one idea from the text to another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author’s use of words to communicate</p>	<ul style="list-style-type: none"> <i>Of Mice and Men</i> <i>Of Mice and Men</i> 1992 Video version <i>Of Mice and Men</i> audio text Additional supplemental resources may be used at teacher discretion. 	<ul style="list-style-type: none"> tests and quizzes classroom discussions shared inquiry teacher generated activities cooperative learning activities oral presentations written responses: reader response journals writing logs readers notebooks essays listening logs talk to the text

East Stroudsburg Area School District

9 Honors English

Constructing Identities: Novel

	<ul style="list-style-type: none"> • Students will examine how characters respond to each other • Students will examine how the characters move the story along or develop the theme • Students will decide what the author's perspective (point of view) is based on the words the author uses (rhetoric) • Students will use sentence structure and paragraphs to determine the author's idea, how it is developed and how it effects the meaning of the text • Students will explore the author's process in creating linear and non-linear plots • Students will break down the words and phrases by their connotative and denotative meaning to determine the author's attitude (tone) toward the text • Students will compare and contrast a key scene from two different perspectives / mediums stating what appears and what is absent • Students will analyze the authorial changes in themes, topics and character types made to a primary source • Students will find and use appropriate strategies to demonstrate the meaning of the words to comprehend grade 	<p>Point of View – Perspective: <i>Nonfiction</i> – author's perspective or reader's perspective <i>Fiction</i> – narrator or speaker's perspective Tone – the author's attitude Account(s) of Subject – character/person/ topic Delineate – outline Argument – author's main position Specific Claims – exact support /evidence author uses Assess the Validity of reasoning - weighing the accuracy of the support and evidence Seminal – important Themes/Concepts – main idea Domain Specific Language –content area language</p>		
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East Stroudsburg Area School District
9 Honors English
Constructing Identities: Novel

	<p>level literary text</p> <ul style="list-style-type: none"> • Students will transfer their knowledge of figurative, connotative and denotative language across content areas • Students will be able to read and comprehend literary fiction independently with understanding. 			
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ELL Remediation: Audio, Video, translated Ebook, building level ELL teacher, teacher adapted/alternative assignments and assessments
Enrichment: Teacher and student driven research/materials
Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group differentiated instruction,
IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

East Stroudsburg Area School District
9 English
Constructing Identities: Poetry

Unit: Constructing Identities: Poetry
PA Common Core Standard(s): 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. 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 an author's particular point of view and analyze how rhetoric advances the point of view. 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 Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words. 1.3.9-10 K Read and comprehend literary fiction on grade level, reading independently and proficiently.
Keystone Eligible Content: L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept. L.F.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.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words. L.F.1.2.4 Draw conclusions about connotations of words.

East Stroudsburg Area School District

9 English

Constructing Identities: Poetry

L.F.2.1.2 Cite evidence from a text to support generalizations.
L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.
L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.
L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)
L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style
L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.
L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.
L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.

Keystone Content Module Standards / Anchors:

L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.
L.F.2.1 Use appropriate strategies to make and support interpretations of literature.
L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.
L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.
L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.

Course Time/Pacing (number of days): ¼ the duration of the course

Essential Questions:

How do our personal experiences shape our view of others and ourselves?

How is literature like life?

In a culture where we are bombarded with ideas and images of "what we should be", how does one form an identity that remains true and authentic to ourselves?

How do we determine self-identity vs. social/cultural identity?

East Stroudsburg Area School District
9 English

Constructing Identities: Poetry

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<p>At Least Two Selections:</p> <ul style="list-style-type: none"> 1. “The Bells” 2. “Dreams” 3. “Dreams Deferred” 4. “I Hear America Singing” 5. “Macavity: The Mystery Cat” 6. “maggie and millie and molly and may” 7. “The Road Not Taken” 8. “The Seven Ages of Man” Teacher Discretion (optional) <p>Concepts:</p> <ul style="list-style-type: none"> Alliteration Analysis Connotation Couplet Figurative Language Flashback Foreshadowing Free Verse Genre Imagery Irony Metaphor Meter Mood Paraphrase Personification Poetry Point of view 	<ul style="list-style-type: none"> Find the central idea/theme in text Break the writing structure into its parts Find specific ideas that reflect or changes in the central idea/theme from the structure of the text Write an objective summary based on facts and examples from text Cite details from text Students will find clearly stated facts and examples from the text Students will find and list the statement or words the author uses to lead the reader to the central idea Students will cite clearly stated facts and examples from the text Students will analyze the explicit and implicit assumptions the author has made about the text Students will examine how characters respond to each other Students will decide what the author’s perspective (point of view) is based on the words the author uses (rhetoric) 	<p>Identify – find/locate Analyze – break into parts/explore/examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author’s conclusions Synthesize – make new meaning from the parts Inference – draw a conclusion based on what did you find in the text to support your assumption(s) Making Connections – connecting one idea from the text to another idea in the text and/or using prior knowledge Rhetoric- author’s use of words to communicate Point of View – Perspective: <i>Fiction</i> – narrator or speaker’s perspective Tone – the author’s attitude</p>	<ul style="list-style-type: none"> <i>Prentice Hall Literature grade 9 Copyright 2012</i> <i>Prentice Hall</i> provided audio text. Additional supplemental resources may be used at teacher discretion. 	<ul style="list-style-type: none"> tests and quizzes classroom discussions teacher generated activities cooperative learning activities written responses: reader response journals writing logs readers notebooks essays listening logs talk to the text

East Stroudsburg Area School District

9 English

Constructing Identities: Poetry

<ul style="list-style-type: none"> • Repetition • Rhyme • Rhythm • Simile • Sonnet • Stanza • Summarize • Symbolism • Tone • Voice 	<ul style="list-style-type: none"> • Students will break down the words and phrases by their connotative and denotative meaning to determine the author's attitude (tone) toward the text • Students will compare and contrast a key scene from two different perspectives / mediums stating what appears and what is absent • Students will find and use appropriate strategies to demonstrate the meaning of the words to comprehend grade level literary text • Students will transfer their knowledge of figurative, connotative and denotative language across content areas • Students will be able to read and comprehend literary fiction independently with understanding. 	<p>Account(s) of Subject – character/person/ topic</p> <p>Argument – author's main position</p> <p>Assess the Validity of reasoning - weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>		
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ELL Remediation: Prentice Hall Audio CD Pack, available United Streaming Videos/Internet Downloads, translated Etext, building level ELL teacher, teacher adapted/alternative assignments and assessments

Enrichment: Teacher and student driven research/materials

Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction

IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

East Stroudsburg Area School District
9 College Prep English
Constructing Identities: Poetry

Unit: Constructing Identities: Poetry
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PA Common Core Standard(s):

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.
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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.

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.
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CC.1.3.9-10.D

Determine an author's particular point of view and analyze how rhetoric advances the point of view.

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.
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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.
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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.
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CC.1.3.9-10.J

Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.
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1.3.9-10 K

Read and comprehend literary fiction on grade level, reading independently and proficiently.
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Keystone Eligible Content:

L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.
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L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
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L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
--

L.F.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.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
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L.F.1.2.4 Draw conclusions about connotations of words.

East Stroudsburg Area School District
9 College Prep English
Constructing Identities: Poetry

L.F.2.1.2 Cite evidence from a text to support generalizations.
L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.
L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.
L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)
L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style
L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.
L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.
L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.

Keystone Content Module Standards / Anchors:

L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
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L.F.2.1 Use appropriate strategies to make and support interpretations of literature.
L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.
L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.
L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.

Course Time/Pacing (number of days): ¼ the duration of the course

Essential Questions:

How do our personal experiences shape our view of others and ourselves?

How is literature like life?

In a culture where we are bombarded with ideas and images of "what we should be", how does one form an identity that remains true and authentic to ourselves?

How do we determine self-identity vs. social/cultural identity?

East Stroudsburg Area School District
9 College Prep English
Constructing Identities: Poetry

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<p>At Least Two Selections:</p> <ul style="list-style-type: none"> 1. “The Bells” 2. “Dreams” 3. “Dreams Deferred” 4. “I Hear America Singing” 5. “Macavity: The Mystery Cat” 6. “maggie and millie and molly and may” 7. “The Road Not Taken” 8. “The Seven Ages of Man” Teacher Discretion (optional) <p>Concepts:</p> <ul style="list-style-type: none"> Alliteration Analysis Connotation Couplet Figurative Language Flashback Foreshadowing Free Verse Genre Imagery Irony Metaphor Meter Mood Paraphrase Personification Poetry Point of view 	<ul style="list-style-type: none"> Find the central idea/theme in text Break the writing structure into its parts Find specific ideas that reflect or changes in the central idea/theme from the structure of the text Write an objective summary based on facts and examples from text Cite details from text Students will find clearly stated facts and examples from the text Students will find and list the statement or words the author uses to lead the reader to the central idea Students will cite clearly stated facts and examples from the text Students will analyze the explicit and implicit assumptions the author has made about the text Students will examine how characters respond to each other Students will decide what the author’s perspective (point of view) is based on the words the author uses (rhetoric) 	<p>Identify – find/locate Analyze – break into parts/explore/examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author’s conclusions Synthesize – make new meaning from the parts Inference – draw a conclusion based on what did you find in the text to support your assumption(s) Making Connections – connecting one idea from the text to another idea in the text and/or using prior knowledge Rhetoric- author’s use of words to communicate Point of View – Perspective: <i>Fiction</i> – narrator or speaker’s perspective Tone – the author’s attitude</p>	<ul style="list-style-type: none"> <i>Prentice Hall Literature grade 9 Copyright 2012</i> <i>Prentice Hall</i> provided audio text. Additional supplemental resources may be used at teacher discretion. 	<ul style="list-style-type: none"> tests and quizzes classroom discussions teacher generated activities cooperative learning activities written responses: reader response journals writing logs readers notebooks essays listening logs talk to the text

East Stroudsburg Area School District

9 College Prep English

Constructing Identities: Poetry

<ul style="list-style-type: none"> • Repetition • Rhyme • Rhythm • Simile • Sonnet • Stanza • Summarize • Symbolism • Tone • Voice 	<ul style="list-style-type: none"> • Students will break down the words and phrases by their connotative and denotative meaning to determine the author's attitude (tone) toward the text • Students will compare and contrast a key scene from two different perspectives / mediums stating what appears and what is absent • Students will find and use appropriate strategies to demonstrate the meaning of the words to comprehend grade level literary text • Students will transfer their knowledge of figurative, connotative and denotative language across content areas • Students will be able to read and comprehend literary fiction independently with understanding 	<p>Account(s) of Subject – character/person/ topic</p> <p>Argument – author's main position</p> <p>Assess the Validity of reasoning - weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>		
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ELL Remediation: Prentice Hall Audio CD Pack, available United Streaming Videos/Internet Downloads, translated Etext, building level ELL teacher, teacher adapted/alternative assignments and assessments

Enrichment: Teacher and student driven research/materials

Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction

IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

East Stroudsburg Area School District
9 College Prep English
Constructing Identities: Poetry

East Stroudsburg Area School District
9 Honors English
Constructing Identities: Poetry

Unit: Constructing Identities: Poetry
PA Common Core Standard(s): 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. 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 an author's particular point of view and analyze how rhetoric advances the point of view. 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 Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words. 1.3.9-10 K Read and comprehend literary fiction on grade level, reading independently and proficiently.
Keystone Eligible Content: L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept. L.F.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.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words. L.F.1.2.4 Draw conclusions about connotations of words.

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9 Honors English

Constructing Identities: Poetry

L.F.2.1.2 Cite evidence from a text to support generalizations.

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

L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.

L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.

L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)

L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style

L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.

L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.

L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.

Keystone Content Module Standards / Anchors:

L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.

L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.

L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.

L.F.2.1 Use appropriate strategies to make and support interpretations of literature.

L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.

L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.

L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.

L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.

Course Time/Pacing (number of days): ¼ the duration of the course

Essential Questions:

How do our personal experiences shape our view of others and ourselves?

How is literature like life?

In a culture where we are bombarded with ideas and images of "what we should be", how does one form an identity that remains true and authentic to ourselves?

How do we determine self-identity vs. social/cultural identity?

East Stroudsburg Area School District

9 Honors English

Constructing Identities: Poetry

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<p>At Least Three Selections:</p> <ul style="list-style-type: none"> 1. “The Bells” 2. “Dreams” 3. “Dreams Deferred” 4. “I Hear America Singing” 5. “Macavity: The Mystery Cat” 6. “maggie and millie and molly and may” 7. “The Road Not Taken” 8. “The Seven Ages of Man” Teacher Discretion (optional) <p>Concepts:</p> <ul style="list-style-type: none"> Alliteration Analysis Connotation Couplet Figurative Language Flashback Foreshadowing Free Verse Genre Imagery Irony Metaphor Meter Mood Paraphrase Personification Poetry Point of view 	<ul style="list-style-type: none"> Find the central idea/theme in text Break the writing structure into its parts Find specific ideas that reflect or changes in the central idea/theme from the structure of the text Write an objective summary based on facts and examples from text Cite details from text Students will find clearly stated facts and examples from the text Students will find and list the statement or words the author uses to lead the reader to the central idea Students will cite clearly stated facts and examples from the text Students will analyze the explicit and implicit assumptions the author has made about the text Students will examine how characters respond to each other Students will decide what the author’s perspective (point of view) is based on the words the author uses (rhetoric) 	<p>Identify – find/locate Analyze – break into parts/explore/examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author’s conclusions Synthesize – make new meaning from the parts Inference – draw a conclusion based on what did you find in the text to support your assumption(s) Making Connections – connecting one idea from the text to another idea in the text and/or using prior knowledge Rhetoric- author’s use of words to communicate Point of View – Perspective: <i>Fiction</i> – narrator or speaker’s perspective Tone – the author’s attitude</p>	<ul style="list-style-type: none"> <i>Prentice Hall Literature grade 9 Copyright 2012</i> <i>Prentice Hall</i> provided audio text. Additional supplemental resources may be used at teacher discretion. 	<ul style="list-style-type: none"> tests and quizzes classroom discussions teacher generated activities cooperative learning activities written responses: reader response journals writing logs readers notebooks essays listening logs talk to the text

East Stroudsburg Area School District

9 Honors English

Constructing Identities: Poetry

<ul style="list-style-type: none"> • Repetition • Rhyme • Rhythm • Simile • Sonnet • Stanza • Summarize • Symbolism • Tone • Voice 	<ul style="list-style-type: none"> • Students will break down the words and phrases by their connotative and denotative meaning to determine the author's attitude (tone) toward the text • Students will compare and contrast a key scene from two different perspectives / mediums stating what appears and what is absent • Students will find and use appropriate strategies to demonstrate the meaning of the words to comprehend grade level literary text • Students will transfer their knowledge of figurative, connotative and denotative language across content areas • Students will be able to read and comprehend literary fiction independently with understanding 	<p>Account(s) of Subject – character/person/ topic</p> <p>Argument – author's main position</p> <p>Assess the Validity of reasoning - weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>		
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ELL Remediation: Prentice Hall Audio CD Pack, available United Streaming Videos/Internet Downloads, translated Etext, building level ELL teacher, teacher adapted/alternative assignments and assessments

Enrichment: Teacher and student driven research/materials

Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction

IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

East Stroudsburg Area School District
9 Honors English
Constructing Identities: Poetry

East Stroudsburg Area School District
9 English
Constructing Identities: Short Story

Unit: Constructing Identities: Short Story
PA Common Core Standard(s): 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. 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 an author's particular point of view and analyze how rhetoric advances the point of view. 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 Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words. 1.3.9-10 K Read and comprehend literary fiction on grade level, reading independently and proficiently.
Keystone Eligible Content: L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept. L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.F.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.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.

East Stroudsburg Area School District

9 English

Constructing Identities: Short Story

L.F.1.2.4 Draw conclusions about connotations of words.

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.

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

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.

L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.

L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.

L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)

L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action

L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style

L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole

L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.

L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.

L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.

Keystone Content Module Standards / Anchors:

L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.

L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.

L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.

L.F.2.1 Use appropriate strategies to make and support interpretations of literature.

L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.

L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.

L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.

L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.

Course Time/Pacing (number of days): ¼ of the class duration

Essential Questions:

How do our personal experiences shape our view of others and ourselves?

How is literature like life?

East Stroudsburg Area School District
9 English

Constructing Identities: Short Story

In a culture where we are bombarded with ideas and images of “what we should be”, how does one form an identity that remains true and authentic to ourselves?

How do we determine self-identity vs. social/cultural identity?

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<p>At Least 1+ Selections:</p> <ul style="list-style-type: none"> 1. “Invalid Story” 2. “The Man to Send Rain Clouds” 3. “Rules of the Game” 4. “The Scarlet Ibis” 5. “The Secret Life of Walter Mitty” <p>Concepts:</p> <ul style="list-style-type: none"> Characterization Climax Conflict Connotation Dialogue Exposition Falling action Fiction Flashback Foreshadowing Genre Irony Paraphrase Plot Point of view Resolution Setting Short Story 	<ul style="list-style-type: none"> Find the central idea/theme in text Break the writing structure into its parts Find specific ideas that reflect or changes in the central idea/theme from the structure of the text Write an objective summary based on facts and examples from text Cite details from text Students will find clearly stated facts and examples from the text Students will find and list the statement or words the author uses to lead the reader to the central idea Students will cite clearly stated facts and examples from the text Students will analyze the explicit and implicit assumptions the author has made about the text Students will examine how characters develop 	<p>Identify – find/locate Analyze – break into parts/explore/examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author’s conclusions Explicit – facts and examples Synthesize – make new meaning from the parts Inference – draw a conclusion based on what did you find in the text to support your assumption(s) Making Connections – connecting one idea from the text to another idea in the text and/or using prior knowledge Rhetoric- author’s use of words to communicate</p>	<ul style="list-style-type: none"> <i>Prentice Hall Literature grade 9 Copyright 2012</i> <i>Prentice Hall</i> provided audio texts Additional supplemental resources may be used at teacher discretion. 	<ul style="list-style-type: none"> tests and quizzes classroom discussions shared inquiry teacher generated activities cooperative learning activities oral presentations written responses: reader response journals writing logs readers notebooks essays listening logs talk to the text

East Stroudsburg Area School District

9 English

Constructing Identities: Short Story

<ul style="list-style-type: none"> • Summarize • Symbolism • Theme 	<ul style="list-style-type: none"> • Students will examine how characters respond to each other • Students will examine how the characters move the story along or develop the theme • Students will decide what the author's perspective (point of view) is based on the words the author uses (rhetoric) • Students will use sentence structure and paragraphs to determine the author's idea, how it is developed and how it effects the meaning of the text • Students will explore the author's process in creating linear and non-linear plots • Students will break down the words and phrases by their connotative and denotative meaning to determine the author's attitude (tone) toward the text • Students will compare and contrast a key scene from two different perspectives / mediums stating what appears and what is absent • Students will analyze the authorial changes in themes, topics and character types made to a primary source • Students will find and use appropriate strategies to demonstrate the meaning of the words to comprehend grade 	<p>Point of View – Perspective:</p> <p><i>Nonfiction</i> – author's perspective or reader's perspective</p> <p><i>Fiction</i> – narrator or speaker's perspective</p> <p>Tone – the author's attitude</p> <p>Account(s) of Subject – character/person/topic</p> <p>Delineate – outline</p> <p>Argument – author's main position</p> <p>Specific Claims – exact support /evidence author uses</p> <p>Assess the Validity of reasoning - weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>		
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East Stroudsburg Area School District

9 English

Constructing Identities: Short Story

	<p>level literary text</p> <ul style="list-style-type: none"> • Students will transfer their knowledge of figurative, connotative and denotative language across content areas • Students will be able to read and comprehend literary fiction independently with understanding 			
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East Stroudsburg Area School District
9 College Prep English
Constructing Identities: Short Story

Unit: Constructing Identities: Short Story
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East Stroudsburg Area School District
9 College Prep English
Constructing Identities: Short Story

L.F.1.2.4 Draw conclusions about connotations of words.

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.

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

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.

L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.

L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

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Essential Questions:

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East Stroudsburg Area School District
9 College Prep English
Constructing Identities: Short Story

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 How do we determine self-identity vs. social/cultural identity?

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<p>At Least 1+ Selections:</p> <ul style="list-style-type: none"> • 1. “Invalid Story” • 2. “The Man to Send Rain Clouds” • 3. “Rules of the Game” • 4. “The Scarlet Ibis” • 5. “The Secret Life of Walter Mitty” <p>• Concepts:</p> <ul style="list-style-type: none"> • Characterization • Climax • Conflict • Connotation • Dialogue • Exposition • Falling action • Fiction • Flashback • Foreshadowing • Genre • Irony • Paraphrase • Plot • Point of view • Resolution • Setting • Short Story 	<ul style="list-style-type: none"> • Find the central idea/theme in text • Break the writing structure into its parts • Find specific ideas that reflect or changes in the central idea/theme from the structure of the text • Write an objective summary based on facts and examples from text • Cite details from text • Students will find clearly stated facts and examples from the text • Students will find and list the statement or words the author uses to lead the reader to the central idea • Students will cite clearly stated facts and examples from the text • Students will analyze the explicit and implicit assumptions the author has made about the text • Students will examine how characters develop 	<p>Identify – find/locate Analyze – break into parts/explore/examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author’s conclusions Explicit – facts and examples Synthesize – make new meaning from the parts Inference – draw a conclusion based on what did you find in the text to support your assumption(s) Making Connections – connecting one idea from the text to another idea in the text and/or using prior knowledge Rhetoric- author’s use of words to communicate</p>	<ul style="list-style-type: none"> • <i>Prentice Hall Literature grade 9 Copyright 2012</i> • <i>Prentice Hall</i> provided audio texts • Additional supplemental resources may be used at teacher discretion. 	<ul style="list-style-type: none"> • tests and quizzes • classroom discussions • shared inquiry • teacher generated activities • cooperative learning activities • oral presentations • written responses: reader response journals writing logs readers notebooks essays • listening logs • talk to the text

East Stroudsburg Area School District
9 College Prep English
Constructing Identities: Short Story

<ul style="list-style-type: none"> • Summarize • Symbolism • Theme 	<ul style="list-style-type: none"> • Students will examine how characters respond to each other • Students will examine how the characters move the story along or develop the theme • Students will decide what the author's perspective (point of view) is based on the words the author uses (rhetoric) • Students will use sentence structure and paragraphs to determine the author's idea, how it is developed and how it effects the meaning of the text • Students will explore the author's process in creating linear and non-linear plots • Students will break down the words and phrases by their connotative and denotative meaning to determine the author's attitude (tone) toward the text • Students will compare and contrast a key scene from two different perspectives / mediums stating what appears and what is absent • Students will analyze the authorial changes in themes, topics and character types made to a primary source • Students will find and use appropriate strategies to demonstrate the meaning of the words to comprehend grade 	<p>Point of View – Perspective: <i>Nonfiction</i> – author's perspective or reader's perspective <i>Fiction</i> – narrator or speaker's perspective Tone – the author's attitude Account(s) of Subject – character/person/ topic Delineate – outline Argument – author's main position Specific Claims – exact support /evidence author uses Assess the Validity of reasoning - weighing the accuracy of the support and evidence Seminal – important Themes/Concepts – main idea Domain Specific Language –content area language</p>		
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East Stroudsburg Area School District
9 College Prep English
Constructing Identities: Short Story

	<p>level literary text</p> <ul style="list-style-type: none"> • Students will transfer their knowledge of figurative, connotative and denotative language across content areas • Students will be able to read and comprehend literary fiction independently with understanding 			
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ELL Remediation: Prentice Hall Audio CD Pack, available United Streaming Videos/Internet Downloads, translated Etext, building level ELL teacher, teacher adapted/alternative assignments and assessments

Enrichment: Teacher and student driven research/materials

Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction

IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

East Stroudsburg Area School District
9 Honors English
Constructing Identities: Short Story

Unit: Constructing Identities: Short Story
PA Common Core Standard(s): 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. 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 an author's particular point of view and analyze how rhetoric advances the point of view. 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 Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words. 1.3.9-10 K Read and comprehend literary fiction on grade level, reading independently and proficiently.
Keystone Eligible Content: L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept. L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.F.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.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.

East Stroudsburg Area School District

9 Honors English

Constructing Identities: Short Story

L.F.1.2.4 Draw conclusions about connotations of words.

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.

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

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.

L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.

L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.

L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)

L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action

L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style

L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole

L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.

L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.

L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.

Keystone Content Module Standards / Anchors:

L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.

L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.

L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.

L.F.2.1 Use appropriate strategies to make and support interpretations of literature.

L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.

L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.

L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.

L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.

Course Time/Pacing (number of days): ¼ of the class duration

Essential Questions:

How do our personal experiences shape our view of others and ourselves?

How is literature like life?

East Stroudsburg Area School District

9 Honors English

Constructing Identities: Short Story

In a culture where we are bombarded with ideas and images of “what we should be”, how does one form an identity that remains true and authentic to ourselves?

How do we determine self-identity vs. social/cultural identity?

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<p>At Least Two Selections:</p> <ul style="list-style-type: none"> 1. “Invalid Story” 2. “The Man to Send Rain Clouds” 3. “Rules of the Game” 4. “The Scarlet Ibis” 5. “The Secret Life of Walter Mitty” <p>Concepts:</p> <ul style="list-style-type: none"> Characterization Climax Conflict Connotation Dialogue Exposition Falling action Fiction Flashback Foreshadowing Genre Irony Paraphrase Plot Point of view Resolution Setting Short Story 	<ul style="list-style-type: none"> Find the central idea/theme in text Break the writing structure into its parts Find specific ideas that reflect or changes in the central idea/theme from the structure of the text Write an objective summary based on facts and examples from text Cite details from text Students will find clearly stated facts and examples from the text Students will find and list the statement or words the author uses to lead the reader to the central idea Students will cite clearly stated facts and examples from the text Students will analyze the explicit and implicit assumptions the author has made about the text Students will examine how characters develop 	<p>Identify – find/locate</p> <p>Analyze – break into parts/explore/examine</p> <p>Interpret – make meaning</p> <p>Evaluate – weigh the evidence in comparison to the author’s conclusions</p> <p>Explicit – facts and examples</p> <p>Synthesize – make new meaning from the parts</p> <p>Inference – draw a conclusion based on what did you find in the text to support your assumption(s)</p> <p>Making Connections – connecting one idea from the text to another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author’s use of words to communicate</p>	<ul style="list-style-type: none"> <i>Prentice Hall Literature grade 9 Copyright 2012</i> <i>Prentice Hall</i> provided audio texts Additional supplemental resources may be used at teacher discretion. 	<ul style="list-style-type: none"> tests and quizzes classroom discussions shared inquiry teacher generated activities cooperative learning activities oral presentations written responses: reader response journals writing logs readers notebooks essays listening logs talk to the text

East Stroudsburg Area School District

9 Honors English

Constructing Identities: Short Story

<ul style="list-style-type: none"> • Summarize • Symbolism • Theme 	<ul style="list-style-type: none"> • Students will examine how characters respond to each other • Students will examine how the characters move the story along or develop the theme • Students will decide what the author's perspective (point of view) is based on the words the author uses (rhetoric) • Students will use sentence structure and paragraphs to determine the author's idea, how it is developed and how it effects the meaning of the text • Students will explore the author's process in creating linear and non-linear plots • Students will break down the words and phrases by their connotative and denotative meaning to determine the author's attitude (tone) toward the text • Students will compare and contrast a key scene from two different perspectives / mediums stating what appears and what is absent • Students will analyze the authorial changes in themes, topics and character types made to a primary source • Students will find and use appropriate strategies to demonstrate the meaning of the words to comprehend grade 	<p>Point of View – Perspective: <i>Nonfiction</i> – author's perspective or reader's perspective <i>Fiction</i> – narrator or speaker's perspective Tone – the author's attitude Account(s) of Subject – character/person/ topic Delineate – outline Argument – author's main position Specific Claims – exact support /evidence author uses Assess the Validity of reasoning - weighing the accuracy of the support and evidence Seminal – important Themes/Concepts – main idea Domain Specific Language –content area language</p>		
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East Stroudsburg Area School District
9 Honors English
Constructing Identities: Short Story

	<p>level literary text</p> <ul style="list-style-type: none"> • Students will transfer their knowledge of figurative, connotative and denotative language across content areas • Students will be able to read and comprehend literary fiction independently with understanding 			
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ELL Remediation: Prentice Hall Audio CD Pack, available United Streaming Videos/Internet Downloads, translated Etext, building level ELL teacher, teacher adapted/alternative assignments and assessments

Enrichment: Teacher and student driven research/materials

Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction

IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

East Stroudsburg Area School District
English 9
Writing

Unit: Writing

PA Common Core Standard(s):

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.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. Establish and maintain a formal style.

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.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.1.4.9-10.K

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. Establish and maintain a formal style.

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.M

East Stroudsburg Area School District

English 9

Writing

Write narratives to develop real or imagined experiences or events.

CC.1.4.9-10.N

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.

CC.1.4.9-10.P

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.

CC.1.4.9-10.Q

Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey meaning and add variety and interest.

CC.1.4.9-10.R

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 non-fiction.

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.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.

Keystone Eligible Content: N/A

Keystone Content Module Standards / Anchors: N/A

Course Time/Pacing (number of days): 1 writing piece per quarter

Essential Questions:

How can writing expand our knowledge of the world?

How can effective writing increase our real-world communication?

How can writing help us to explore literature to gain a deeper understanding?

East Stroudsburg Area School District

English 9

Writing

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<ul style="list-style-type: none"> • Response to Literature <i>Prentice Hall Writing and Grammar</i> Gold Level Chapter 13 Teacher generated prompts • Persuasive <i>Prentice Hall Writing and Grammar</i> Gold Level Chapter 7 Teacher generated prompts • Cause and Effect <i>Prentice Hall Writing and Grammar</i> Gold Level Chapter 10 Teacher generated prompts • Compare and Contrast <i>Prentice Hall Writing and Grammar</i> Gold Level Chapter 9 Teacher generated prompts • Research <i>Prentice Hall Writing and Grammar</i> Gold Level Chapter 9 Teacher generated prompts • Timed Writing <i>Prentice Hall Writing and Grammar</i> Gold Level Chapters 7,9,10, 13 based on teacher discretion AND/OR teacher generated prompts 	<p>Write at least 4 multi-paragraph essays that include:</p> <ul style="list-style-type: none"> • 3 or more sentence introductions and conclusions • 8 or more body sentences • Brainstorm, draft, revise and edit • Publish writing that has a clear focus • Publish writing that has accurate and detailed content • Publish writing that has a clear organizational pattern • Publish writing that has varied sentence structure for style • Publish writing that has been proofread for proper conventions <p>RESPONSE to LITERATURE</p> <ul style="list-style-type: none"> • Understand the characteristics of written response to literature • Choose and narrow topic for written response to literature • Consider audience and purpose in developing a writing topic • Apply strategies for gathering and organizing 	<p>Keystone Vocabulary</p> <ul style="list-style-type: none"> • Construct – form an idea; write • Quote – cite from the source • Organize – logical pattern • Summarize – provide main points • Cite – provide evidence • Formulate - create • Critique- give a review • Expository – detailed description or discussion • Cause and Effect – showing a connection between two or more things • Compare and Contrast – showing how two or more things are alike and different • Research – organized investigation to find accurate 	<ul style="list-style-type: none"> • <i>Prentice Hall Writing and Grammar</i> Gold Level. • Teacher generated prompts • Released items from SAS Portal/PDE • Supplemental teacher resources • USA Test Prep • Study Island 	<ul style="list-style-type: none"> • Essays • Book Reports • Writing Prompts • Teacher generated projects • MLA formatting • Student presentations

East Stroudsburg Area School District

English 9

Writing

	<p>details</p> <ul style="list-style-type: none"> • Draft a response to literature with an introduction, body and conclusion • Evaluate and revise the overall structure of a draft of a response to literature • Write strong topic sentences for paragraphs • Revise sentences for clarity • Add evaluative modifiers • Edit, proofread, and publish a written response to literature <p>PERSUASIVE</p> <ul style="list-style-type: none"> • Write a persuasive essay appropriate to audience and purpose • Read to appreciate the writer's craft and discover models for writing • Use prewriting strategies to generate ideas and plan • Research self-selected or teacher directed topics using texts and technical resources • Represent information in a variety of ways, including graphics • Develop drafts by organizing content to suit purpose • Edit and proofread to 	<p>information of a topic</p> <ul style="list-style-type: none"> • Persuasion – writing that influences others to act or do as you believe supported by research <p>Writing Vocabulary</p> <ul style="list-style-type: none"> • Introduction • Conclusion • Main idea • Supporting details • Elaboration • Focus • Content • Organization • Style • Conventions • Informational Text • Primary Source • Secondary Source • Summarize • Paraphrase • Thesis • MLA formatting • Work Cited • Parenthetical citation • Valid and reliable source • Paraphrasing • Outlining • Writing Process • Direct Quotes • Partial Quotes 		
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East Stroudsburg Area School District

English 9

Writing

	<p>ensure standard English usage and grammar</p> <ul style="list-style-type: none"> • Evaluate writing for both mechanics and content • Refine selected work for publication <p>CAUSE and EFFECT</p> <ul style="list-style-type: none"> • Write in a variety of forms using effective word choice, structure, and sentence forms • Write in a voice and style appropriate to audience and purpose • Use prewriting strategies to generate ideas, develop voice, and plan • Develop drafts by organizing and reorganizing content • Refining style to suit occasion, audience, and purpose • Demonstrate control over grammatical elements • Use writing to discover, organize, and support what is known and what needs to be learned about a topic • Evaluate writing for both mechanics and content <p>COMPARE and CONTRAST</p> <ul style="list-style-type: none"> • Recognize the elements of an effective comparison and 	<ul style="list-style-type: none"> • Indirect Quotes • Brainstorm • Drafting • Revising • Editing 		
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East Stroudsburg Area School District

English 9

Writing

contrast essay

- Learn strategies for generating and narrowing a topic for a comparison and contrast essay
- Learn strategies for organizing a comparison and contrast essay
- Recognize strategies for revising an essay's overall structure as well as its paragraphs, sentences, and word choice
- Edit and proofread a draft focusing on grammar and usage errors.

RESEARCH

- Identify and define a research report
- Utilize strategies for choosing a topic
- Identify and practice strategies for narrowing a topic
- Identify audience and purpose
- Locate sources to gather support
- Shape writing through a thesis statement and organizational strategy
- Evaluate paragraph patterns
- Use proper format for quotes: direct, indirect, partial and block

East Stroudsburg Area School District

English 9

Writing

	<ul style="list-style-type: none"> • Use proper MLA formatting for parenthetical citation and Work Cited page • Avoiding plagiarism <p>TIMED WRITING</p> <ul style="list-style-type: none"> • Apply skills from above units to write a piece that shows effective focus, content, organization, style and conventions within an allotted amount of time designated by teacher 			
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ELL Remediation: Student writing in native language and translate (digital programs), working with building ELL teacher, teacher adapted/alternative assignments and assessments
Enrichment: Teacher-student conferencing, additional teacher generated assignments or assessments, one-on-one/small group differentiated instruction, in-class writing workshops,
Remediation: Teacher-student conferencing, additional teacher generated assignments or assessments, after-school tutoring, one-on-one/small group differentiated instruction, additional modeling of skills and samples of writing mode
IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aid, collaboration with students' case managers, in-class writing workshops

East Stroudsburg Area School District
English 9 Honors
Writing

Unit: Writing

PA Common Core Standard(s):

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.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. Establish and maintain a formal style.

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.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.1.4.9-10.K

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. Establish and maintain a formal style.

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.M

East Stroudsburg Area School District
English 9 Honors
Writing

Write narratives to develop real or imagined experiences or events.

CC.1.4.9-10.N

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.

CC.1.4.9-10.P

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.

CC.1.4.9-10.Q

Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey meaning and add variety and interest.

CC.1.4.9-10.R

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 non-fiction.

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.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.

Keystone Eligible Content: N/A

Keystone Content Module Standards / Anchors: N/A

Course Time/Pacing (number of days): 2 writing piece per quarter

Essential Questions:

How can writing expand our knowledge of the world?

How can effective writing increase our real-world communication?

How can writing help us to explore literature to gain a deeper understanding?

East Stroudsburg Area School District

English 9 Honors

Writing

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<ul style="list-style-type: none"> • Response to Literature <i>Prentice Hall Writing and Grammar</i> Gold Level Chapter 13 Teacher generated prompts • Persuasive <i>Prentice Hall Writing and Grammar</i> Gold Level Chapter 7 Teacher generated prompts • Cause and Effect <i>Prentice Hall Writing and Grammar</i> Gold Level Chapter 10 Teacher generated prompts • Compare and Contrast <i>Prentice Hall Writing and Grammar</i> Gold Level Chapter 9 Teacher generated prompts • Research <i>Prentice Hall Writing and Grammar</i> Gold Level Chapter 9 Teacher generated prompts • Timed Writing <i>Prentice Hall Writing and Grammar</i> Gold Level Chapters 7,9,10, 13 based on teacher discretion AND/OR teacher generated prompts 	<p>Write at least 4 multi-paragraph essays that include:</p> <ul style="list-style-type: none"> • 5 or more sentence introductions and conclusions • 10 or more body sentences • Brainstorm, draft, revise and edit • Publish writing that has a clear focus • Publish writing that has accurate and detailed content • Publish writing that has a clear organizational pattern • Publish writing that has varied sentence structure for style • Publish writing that has been proofread for proper conventions <p>RESPONSE to LITERATURE</p> <ul style="list-style-type: none"> • Understand the characteristics of written response to literature • Choose and narrow topic for written response to literature • Consider audience and purpose in developing a writing topic • Apply strategies for gathering and organizing 	<p>Keystone Vocabulary</p> <ul style="list-style-type: none"> • Construct – form an idea; write • Quote – cite from the source • Organize – logical pattern • Summarize – provide main points • Cite – provide evidence • Formulate - create • Critique- give a review • Expository – detailed description or discussion • Cause and Effect – showing a connection between two or more things • Compare and Contrast – showing how two or more things are alike and different • Research – organized investigation to find accurate 	<ul style="list-style-type: none"> • <i>Prentice Hall Writing and Grammar</i> Gold Level. • Teacher generated prompts • Released items from SAS Portal/PDE • Supplemental teacher resources • USA Test Prep • Study Island 	<ul style="list-style-type: none"> • Essays • Book Reports • Writing Prompts • Teacher generated projects • MLA formatting • Student presentations

East Stroudsburg Area School District
English 9 Honors
Writing

	<p>details</p> <ul style="list-style-type: none"> • Draft a response to literature with an introduction, body and conclusion • Evaluate and revise the overall structure of a draft of a response to literature • Write strong topic sentences for paragraphs • Revise sentences for clarity • Add evaluative modifiers • Edit, proofread, and publish a written response to literature <p>PERSUASIVE</p> <ul style="list-style-type: none"> • Write a persuasive essay appropriate to audience and purpose • Read to appreciate the writer's craft and discover models for writing • Use prewriting strategies to generate ideas and plan • Research self-selected or teacher directed topics using texts and technical resources • Represent information in a variety of ways, including graphics • Develop drafts by organizing content to suit purpose • Edit and proofread to 	<p>information of a topic</p> <ul style="list-style-type: none"> • Persuasion – writing that influences others to act or do as you believe supported by research <p>Writing Vocabulary</p> <ul style="list-style-type: none"> • Introduction • Conclusion • Main idea • Supporting details • Elaboration • Focus • Content • Organization • Style • Conventions • Informational Text • Primary Source • Secondary Source • Summarize • Paraphrase • Thesis • MLA formatting • Work Cited • Parenthetical citation • Valid and reliable source • Paraphrasing • Outlining • Writing Process • Direct Quotes • Partial Quotes 		
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East Stroudsburg Area School District
English 9 Honors
Writing

	<p>ensure standard English usage and grammar</p> <ul style="list-style-type: none"> • Evaluate writing for both mechanics and content • Refine selected work for publication <p>CAUSE and EFFECT</p> <ul style="list-style-type: none"> • Write in a variety of forms using effective word choice, structure, and sentence forms • Write in a voice and style appropriate to audience and purpose • Use prewriting strategies to generate ideas, develop voice, and plan • Develop drafts by organizing and reorganizing content • Refining style to suit occasion, audience, and purpose • Demonstrate control over grammatical elements • Use writing to discover, organize, and support what is known and what needs to be learned about a topic • Evaluate writing for both mechanics and content <p>COMPARE and CONTRAST</p> <ul style="list-style-type: none"> • Recognize the elements of an effective comparison and 	<ul style="list-style-type: none"> • Indirect Quotes • Brainstorm • Drafting • Revising • Editing 		
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East Stroudsburg Area School District
English 9 Honors
Writing

	<p>contrast essay</p> <ul style="list-style-type: none"> • Learn strategies for generating and narrowing a topic for a comparison and contrast essay • Learn strategies for organizing a comparison and contrast essay • Recognize strategies for revising an essay's overall structure as well as its paragraphs, sentences, and word choice • Edit and proofread a draft focusing on grammar and usage errors. <p>RESEARCH</p> <ul style="list-style-type: none"> • Identify and define a research report • Utilize strategies for choosing a topic • Identify and practice strategies for narrowing a topic • Identify audience and purpose • Locate sources to gather support • Shape writing through a thesis statement and organizational strategy • Evaluate paragraph patterns • Use proper format for quotes: direct, indirect, partial and block 			
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East Stroudsburg Area School District
English 9 Honors
Writing

	<ul style="list-style-type: none"> • Use proper MLA formatting for parenthetical citation and Work Cited page • Avoiding plagiarism <p>TIMED WRITING</p> <ul style="list-style-type: none"> • Apply skills from above units to write a piece that shows effective focus, content, organization, style and conventions within an allotted amount of time designated by teacher 			
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ELL Remediation: Student writing in native language and translate (digital programs), working with building ELL teacher, teacher adapted/alternative assignments and assessments
Enrichment: Teacher-student conferencing, additional teacher generated assignments or assessments, one-on-one/small group differentiated instruction, in-class writing workshops,
Remediation: Teacher-student conferencing, additional teacher generated assignments or assessments, after-school tutoring, one-on-one/small group differentiated instruction, additional modeling of skills and samples of writing mode
IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aid, collaboration with students' case managers, in-class writing workshops

East Stroudsburg Area School District
English 9CP
Writing

Unit: Writing

PA Common Core Standard(s):

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.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. Establish and maintain a formal style.

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.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.1.4.9-10.K

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. Establish and maintain a formal style.

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.M

East Stroudsburg Area School District

English 9CP

Writing

Write narratives to develop real or imagined experiences or events.

CC.1.4.9-10.N

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.

CC.1.4.9-10.P

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.

CC.1.4.9-10.Q

Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey meaning and add variety and interest.

CC.1.4.9-10.R

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 non-fiction.

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.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.

Keystone Eligible Content: N/A

Keystone Content Module Standards / Anchors: N/A

Course Time/Pacing (number of days): 2 writing piece per quarter

Essential Questions:

How can writing expand our knowledge of the world?

How can effective writing increase our real-world communication?

How can writing help us to explore literature to gain a deeper understanding?

East Stroudsburg Area School District

English 9CP

Writing

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
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East Stroudsburg Area School District

English 9CP

Writing

	<p>details</p> <ul style="list-style-type: none"> • Draft a response to literature with an introduction, body and conclusion • Evaluate and revise the overall structure of a draft of a response to literature • Write strong topic sentences for paragraphs • Revise sentences for clarity • Add evaluative modifiers • Edit, proofread, and publish a written response to literature <p>PERSUASIVE</p> <ul style="list-style-type: none"> • Write a persuasive essay appropriate to audience and purpose • Read to appreciate the writer's craft and discover models for writing • Use prewriting strategies to generate ideas and plan • Research self-selected or teacher directed topics using texts and technical resources • Represent information in a variety of ways, including graphics • Develop drafts by organizing content to suit purpose • Edit and proofread to 	<p>information of a topic</p> <ul style="list-style-type: none"> • Persuasion – writing that influences others to act or do as you believe supported by research <p>Writing Vocabulary</p> <ul style="list-style-type: none"> • Introduction • Conclusion • Main idea • Supporting details • Elaboration • Focus • Content • Organization • Style • Conventions • Informational Text • Primary Source • Secondary Source • Summarize • Paraphrase • Thesis • MLA formatting • Work Cited • Parenthetical citation • Valid and reliable source • Paraphrasing • Outlining • Writing Process • Direct Quotes • Partial Quotes 		
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East Stroudsburg Area School District

English 9CP

Writing

	<p>ensure standard English usage and grammar</p> <ul style="list-style-type: none"> • Evaluate writing for both mechanics and content • Refine selected work for publication <p>CAUSE and EFFECT</p> <ul style="list-style-type: none"> • Write in a variety of forms using effective word choice, structure, and sentence forms • Write in a voice and style appropriate to audience and purpose • Use prewriting strategies to generate ideas, develop voice, and plan • Develop drafts by organizing and reorganizing content • Refining style to suit occasion, audience, and purpose • Demonstrate control over grammatical elements • Use writing to discover, organize, and support what is known and what needs to be learned about a topic • Evaluate writing for both mechanics and content <p>COMPARE and CONTRAST</p> <ul style="list-style-type: none"> • Recognize the elements of an effective comparison and 	<ul style="list-style-type: none"> • Indirect Quotes • Brainstorm • Drafting • Revising • Editing 		
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East Stroudsburg Area School District

English 9CP

Writing

contrast essay

- Learn strategies for generating and narrowing a topic for a comparison and contrast essay
- Learn strategies for organizing a comparison and contrast essay
- Recognize strategies for revising an essay's overall structure as well as its paragraphs, sentences, and word choice
- Edit and proofread a draft focusing on grammar and usage errors.

RESEARCH

- Identify and define a research report
- Utilize strategies for choosing a topic
- Identify and practice strategies for narrowing a topic
- Identify audience and purpose
- Locate sources to gather support
- Shape writing through a thesis statement and organizational strategy
- Evaluate paragraph patterns
- Use proper format for quotes: direct, indirect, partial and block

East Stroudsburg Area School District

English 9CP

Writing

	<ul style="list-style-type: none"> • Use proper MLA formatting for parenthetical citation and Work Cited page • Avoiding plagiarism <p>TIMED WRITING</p> <ul style="list-style-type: none"> • Apply skills from above units to write a piece that shows effective focus, content, organization, style and conventions within an allotted amount of time designated by teacher 			
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ELL Remediation: Student writing in native language and translate (digital programs), working with building ELL teacher, teacher adapted/alternative assignments and assessments
Enrichment: Teacher-student conferencing, additional teacher generated assignments or assessments, one-on-one/small group differentiated instruction, in-class writing workshops,
Remediation: Teacher-student conferencing, additional teacher generated assignments or assessments, after-school tutoring, one-on-one/small group differentiated instruction, additional modeling of skills and samples of writing mode
IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aid, collaboration with students' case managers, in-class writing workshops

East Stroudsburg Area School District
9 College Prep English
What is Love?: Drama

Unit: What is Love?: Drama

PA Common Core Standard(s):

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.

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 an author's particular point of view and analyze how rhetoric advances the point of view.

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

Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.

1.3.9-10 K

Read and comprehend literary fiction on grade level, reading independently and proficiently.

Keystone Eligible Content:

L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.

L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.

L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.

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

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

East Stroudsburg Area School District

9 College Prep English

What is Love?: Drama

L.F.1.2.4 Draw conclusions about connotations of words.

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.

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

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.

L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.

L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.

L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)

L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action

L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style

L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole

L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.

L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.

L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.

L.F.2.5.3 Identify and analyze how stage direction, monologue, and dialog, soliloquy, and dialect support dramatic script

Keystone Content Module Standards / Anchors:

L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.

L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.

L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.

L.F.2.1 Use appropriate strategies to make and support interpretations of literature.

L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.

L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.

L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.

L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.

Course Time/Pacing (number of days): ¼ of the class duration

East Stroudsburg Area School District
9 College Prep English
What is Love?: Drama

Essential Questions:

What is love?

If any, what are the boundaries of love and sacrifice, and where does one draw the line between them?

What degree of importance does love play in one's life?

To what extent does a culture/society shape an individual's understanding or concept of love?

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<ul style="list-style-type: none"> 1. <i>The Tragedy of Romeo and Juliet</i> Concepts: Aside Characterization Climax Conflict Connotation Couplet Dialogue Exposition Falling action Fiction Foil Novel Flashback Foreshadowing Genre Iambic Pentameter Innuendo Irony Monologue Paraphrase Plot Point of view 	<ul style="list-style-type: none"> Find the central idea/theme in text Break the writing structure into its parts Find specific ideas that reflect or changes in the central idea/theme from the structure of the text Write an objective summary based on facts and examples from text Cite details from text Students will find clearly stated facts and examples from the text Students will find and list the statement or words the author uses to lead the reader to the central idea Students will cite clearly stated facts and examples from the text Students will analyze the explicit and implicit assumptions the author has made about the text 	<p>Identify – find/locate Analyze – break into parts/explore/examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author's conclusions Explicit – facts and examples Synthesize – make new meaning from the parts Inference – draw a conclusion based on what did you find in the text to support your assumption(s) Making Connections – connecting one idea from the text to another idea in the text and/or using prior knowledge Rhetoric- author's use</p>	<ul style="list-style-type: none"> <i>Prentice Hall 2012: The Tragedy of Romeo and Juliet</i> <i>The Tragedy of Romeo and Juliet</i> 1968 video version <i>The Tragedy of Romeo and Juliet</i> 1996 video version <i>Prentice Hall</i> provided audio texts. <i>A&E Biography: The Life and Times of William Shakespeare</i> Additional supplemental resources may be used at teacher discretion. 	<ul style="list-style-type: none"> tests and quizzes classroom discussions shared inquiry teacher generated activities cooperative learning activities oral presentations written responses: reader response journals writing logs readers notebooks essays listening logs talk to the text

East Stroudsburg Area School District

9 College Prep English

What is Love?: Drama

<ul style="list-style-type: none"> • Prologue • Pun • Resolution • Setting • Soliloquy • Summarize • Symbolism • Theme • Tragedy • Tragic Hero 	<ul style="list-style-type: none"> • Students will examine how characters develop • Students will examine how characters respond to each other • Students will examine how the characters move the story along or develop the theme • Students will decide what the author's perspective (point of view) is based on the words the author uses (rhetoric) • Students will use sentence structure and paragraphs to determine the author's idea, how it is developed and how it effects the meaning of the text • Students will explore the author's process in creating linear and non-linear plots • Students will break down the words and phrases by their connotative and denotative meaning to determine the author's attitude (tone) toward the text • Students will compare and contrast a key scene from two different perspectives / mediums stating what appears and what is absent • Students will analyze the authorial changes in themes, topics and character types made to a primary source • Students will find and use appropriate strategies to 	<p>of words to communicate</p> <p>Point of View – Perspective:</p> <p><i>Nonfiction</i> – author's perspective or reader's perspective</p> <p><i>Fiction</i> – narrator or speaker's perspective</p> <p>Tone – the author's attitude</p> <p>Account(s) of Subject – character/person/ topic</p> <p>Delineate – outline</p> <p>Argument – author's main position</p> <p>Specific Claims – exact support /evidence author uses</p> <p>Assess the Validity of reasoning - weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>		
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East Stroudsburg Area School District

9 College Prep English

What is Love?: Drama

	<p>demonstrate the meaning of the words to comprehend grade level literary text</p> <ul style="list-style-type: none">• Students will transfer their knowledge of figurative, connotative and denotative language across content areas• Students will be able to read and comprehend literary fiction independently with understanding			
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ELL Remediation: Audio, Video, translated Ebook, building level ELL teacher, teacher adapted/alternative assignments and assessments

Enrichment: Teacher and student driven research/materials

Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group differentiated instruction,

IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

East Stroudsburg Area School District
9 Honors English
What is Love?: Drama

Unit: What is Love?: Drama

PA Common Core Standard(s):

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.
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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.

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.
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CC.1.3.9-10.D

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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.
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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.
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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.
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CC.1.3.9-10.J

Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.
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1.3.9-10 K

Read and comprehend literary fiction on grade level, reading independently and proficiently.
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Keystone Eligible Content:

L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.
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L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
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L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
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L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.
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L.F.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.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
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L.F.1.2.4 Draw conclusions about connotations of words.
L.F.2.1.2 Cite evidence from a text to support generalizations.
L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.
L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.
L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
L.F.2.1.2 Cite evidence from a text to support generalizations.
L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.
L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.
L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.
L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)
L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action
L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style
L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole
L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.
L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.
L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.
L.F.2.5.3 Identify and analyze how stage direction, monologue, and dialog, soliloquy, and dialect support dramatic script

Keystone Content Module Standards / Anchors:

L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.
L.F.2.1 Use appropriate strategies to make and support interpretations of literature.
L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.
L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.
L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.

Course Time/Pacing (number of days): ¼ of the class duration

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What is Love?: Drama

Essential Questions:

What is love?

If any, what are the boundaries of love and sacrifice, and where does one draw the line between them?

What degree of importance does love play in one's life?

To what extent does a culture/society shape an individual's understanding or concept of love?

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<ul style="list-style-type: none"> 1. <i>The Tragedy of Romeo and Juliet</i> Concepts: Aside Characterization Climax Conflict Connotation Couplet Dialogue Exposition Falling action Fiction Foil Novel Flashback Foreshadowing Genre Iambic Pentameter Innuendo Irony Monologue Paraphrase Plot Point of view 	<ul style="list-style-type: none"> Find the central idea/theme in text Break the writing structure into its parts Find specific ideas that reflect or changes in the central idea/theme from the structure of the text Write an objective summary based on facts and examples from text Cite details from text Students will find clearly stated facts and examples from the text Students will find and list the statement or words the author uses to lead the reader to the central idea Students will cite clearly stated facts and examples from the text Students will analyze the explicit and implicit assumptions the author has made about the text 	<p>Identify – find/locate Analyze – break into parts/explore/examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author's conclusions Explicit – facts and examples Synthesize – make new meaning from the parts Inference – draw a conclusion based on what did you find in the text to support your assumption(s) Making Connections – connecting one idea from the text to another idea in the text and/or using prior knowledge Rhetoric- author's use</p>	<ul style="list-style-type: none"> <i>Prentice Hall 2012: The Tragedy of Romeo and Juliet</i> <i>The Tragedy of Romeo and Juliet</i> 1968 video version <i>The Tragedy of Romeo and Juliet</i> 1996 video version <i>Prentice Hall</i> provided audio texts. <i>A&E Biography: The Life and Times of William Shakespeare</i> Additional supplemental resources may be used at teacher discretion. 	<ul style="list-style-type: none"> tests and quizzes classroom discussions shared inquiry teacher generated activities cooperative learning activities oral presentations written responses: reader response journals writing logs readers notebooks essays listening logs talk to the text

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<ul style="list-style-type: none"> • Prologue • Pun • Resolution • Setting • Soliloquy • Summarize • Symbolism • Theme • Tragedy • Tragic Hero 	<ul style="list-style-type: none"> • Students will examine how characters develop • Students will examine how characters respond to each other • Students will examine how the characters move the story along or develop the theme • Students will decide what the author's perspective (point of view) is based on the words the author uses (rhetoric) • Students will use sentence structure and paragraphs to determine the author's idea, how it is developed and how it effects the meaning of the text • Students will explore the author's process in creating linear and non-linear plots • Students will break down the words and phrases by their connotative and denotative meaning to determine the author's attitude (tone) toward the text • Students will compare and contrast a key scene from two different perspectives / mediums stating what appears and what is absent • Students will analyze the authorial changes in themes, topics and character types made to a primary source • Students will find and use appropriate strategies to 	<p>of words to communicate</p> <p>Point of View – Perspective:</p> <p><i>Nonfiction –</i> author's perspective or reader's perspective</p> <p><i>Fiction –</i> narrator or speaker's perspective</p> <p>Tone – the author's attitude</p> <p>Account(s) of Subject – character/person/ topic</p> <p>Delineate – outline</p> <p>Argument – author's main position</p> <p>Specific Claims – exact support /evidence author uses</p> <p>Assess the Validity of reasoning - weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>		
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	<p>demonstrate the meaning of the words to comprehend grade level literary text</p> <ul style="list-style-type: none">• Students will transfer their knowledge of figurative, connotative and denotative language across content areas• Students will be able to read and comprehend literary fiction independently with understanding			
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ELL Remediation: Audio, Video, translated Ebook, building level ELL teacher, teacher adapted/alternative assignments and assessments

Enrichment: Teacher and student driven research/materials

Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group differentiated instruction,

IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

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What is Love?: Nonfiction

Unit: What is Love?: Nonfiction

PA Common Core Standard(s):

CC.1.2.9-10.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.1.2.9-10.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.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.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.L

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

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What is Love?: Nonfiction

Keystone Eligible Content:

- L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.
- L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
- L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.
- L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.
- L.N.1.2.1 Identify and/or apply a synonym or antonym of a word
- 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.
- L.N.1.2.4 Draw conclusions about connotations of words.
- L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.
- L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.
- L.N.1.3.3 Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another.
- L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
- L.N.2.1.2 Cite evidence from a text to support generalizations.
- L.N.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.
- L.N.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.
- L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
- L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action.
 - elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)
 - the relationship between elements of the plot and other components of a text
 - how the author structures plot to advance the action
- L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:
 - the relationship between the theme and other components of a text
 - comparing and contrasting how major themes are developed across genres
 - the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres
 - the way in which a work of literature is related to the themes and issues of its historical period
- L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:
 - the relationship between the tone, style, and/or mood and other components of a text
 - how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text
 - how diction, syntax, figurative language, sentence variety, etc., determine the author's style
- L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:
 - the point of view of the narrator as first person or third person point of view
 - the impact of point of view on the meaning of a text as a whole
- L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts.
- L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.
- L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.
- L.N.2.4.4 Make connections between a text and the content of graphics and charts.
- L.N.2.4.5 Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.
- L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.
- L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.

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Keystone Content Module Standards / Anchors:

- L.N.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
- L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
- L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.
- L.N.2.1 Use appropriate strategies to make and support interpretations of literature.
- L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.
- L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
- L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.
- L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.

Course Time/Pacing (number of days): ¼ of the class duration

Essential Questions:

What is love?

If any, what are the boundaries of love and sacrifice, and where does one draw the line between them?

What degree of importance does love play in one's life?

To what extent does a culture/society shape an individual's understanding or concept of love?

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
Selection: <ul style="list-style-type: none"> • 1. "On Summer" • Teacher Discretion (optional) Concepts: <ul style="list-style-type: none"> • Author purpose • Autobiography • Biography • Connotation • Diction • Diary • Expository • Persuasive • Point of view • Repetition 	<ul style="list-style-type: none"> • Students will find the central idea in the text • Students will break the writing structure into its parts • Students will find specific ideas that reflect or changes the central idea from the structure of the text • Students will write an objective summary based on facts and examples from the text • Students will cite evidence from the text 	Identify – find/locate Analyze – break into parts/explore/examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author's conclusions Explicit – facts and examples Synthesize – make new meaning from the parts Inference – draw a	<ul style="list-style-type: none"> • <i>Prentice Hall Literature grade 9 Copyright 2012/2007</i> • <i>Prentice Hall</i> provided audio texts • Additional supplemental resources may be used at teacher discretion. • Additional supplemental nonfiction resources will be 	<ul style="list-style-type: none"> • tests and quizzes • classroom discussions • shared inquiry • teacher generated activities • cooperative learning activities • oral presentations • written responses: reader response journals writing logs readers notebooks essays

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What is Love?: Nonfiction

<ul style="list-style-type: none"> • Style • Syntax • Tone • Speech • Voice 	<ul style="list-style-type: none"> • Students will find clearly stated facts and examples from the text • Students will find and list the statement or words the author uses to lead the reader to the central idea (stated or implied) • Students will cite clearly stated facts and examples from the text • Students will chose a strategy that helps them break down the meaning and weigh how the author develops and connects the points within the text • Students will make connections to the sequence of events • Decide what the author's perspective (point of view) is based on the words the author uses (rhetoric) • Students will use sentence structure and paragraphs to determine the author's idea, how it is developed and how it affects the meaning of the text • Students will break down the words and phrases by their connotative and denotative meaning to determine the author's attitude (tone) toward the text 	<p>conclusion based on what did you find in the text to support your assumption(s)</p> <p>Making Connections – connecting one idea from the text to another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author's use of words to communicate</p> <p>Point of View – Perspective: <i>Nonfiction</i> – author's perspective or reader's perspective <i>Fiction</i> – narrator or speaker's perspective</p> <p>Tone – the author's attitude</p> <p>Account(s) of Subject – character/person/ topic</p> <p>Delineate – outline</p> <p>Argument – author's main position</p> <p>Specific Claims – exact support /evidence author uses</p> <p>Assess the Validity of reasoning - weighing the accuracy of the support and evidence</p> <p>Seminal – important</p>	<p>used in conjunction with each thematic unit to address all the nonfiction keystone anchors by the end of the course.</p> <p>Suggestions may be found in department resource binder\ electronic storage.</p>	<ul style="list-style-type: none"> • listening logs • talk to the text
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	<ul style="list-style-type: none"> • Students will compare and contrast which details are emphasized in a variety of texts, images and multimedia • Students will outline and weigh the position of the text • Students will assess the validity of the argument by using evidence from the text • Students will examine important primary source documents from history and literature • Students will apply unit themes and concepts • Students will find and use appropriate strategies to demonstrate the meaning of words to comprehend the text for career and college readiness • Students will transfer the use of these strategies when reading independently in all subject areas • Students will find and use appropriate strategies to demonstrate the meaning of the words and phrases to comprehend grade level text • Students will be able to read non-fiction independently with 	<p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>		
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What is Love?: Nonfiction

	understanding			
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ELL Remediation: Prentice Hall Audio CD Pack, available United Streaming Videos/Internet Downloads, translated Etext, building level ELL teacher, teacher adapted/alternative assignments and assessments

Enrichment: Teacher and student driven research/materials

Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group differentiated instruction,

IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

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Unit: What is Love?: Nonfiction

PA Common Core Standard(s):

CC.1.2.9-10.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.1.2.9-10.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.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.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.L

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

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What is Love?: Nonfiction

Keystone Eligible Content:

L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text.

L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.

L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.

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

L.N.1.2.1 Identify and/or apply a synonym or antonym of a word

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.

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

L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.

L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.

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

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

L.N.2.1.2 Cite evidence from a text to support generalizations.

L.N.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.

L.N.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.

L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action.

• elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action

L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction: • the relationship between the theme and other components of a text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period

L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style

L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction: • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole

L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts.

L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.

L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.

L.N.2.4.4 Make connections between a text and the content of graphics and charts.

L.N.2.4.5 Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.

L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.

L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.

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What is Love?: Nonfiction

Keystone Content Module Standards / Anchors:

L.N.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.

L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.

L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.

L.N.2.1 Use appropriate strategies to make and support interpretations of literature.

L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.

L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.

L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.

L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.

Course Time/Pacing (number of days): ¼ of the class duration

Essential Questions:

What is love?

If any, what are the boundaries of love and sacrifice, and where does one draw the line between them?

What degree of importance does love play in one's life?

To what extent does a culture/society shape an individual's understanding or concept of love?

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
Selection: <ul style="list-style-type: none"> 1. "On Summer" Teacher Discretion (optional) Concepts: <ul style="list-style-type: none"> Author purpose Autobiography Biography Connotation Diction Diary Expository Persuasive Point of view Repetition Style 	<ul style="list-style-type: none"> Students will find the central idea in the text Students will break the writing structure into its parts Students will find specific ideas that reflect or changes the central idea from the structure of the text Students will write an objective summary based on facts and examples from the text Students will cite evidence from the text Students will find clearly stated 	Identify – find/locate Analyze – break into parts/explore/examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author's conclusions Explicit – facts and examples Synthesize – make new meaning from the parts Inference – draw a conclusion based on	<ul style="list-style-type: none"> <i>Prentice Hall Literature grade 9 Copyright 2012/2007</i> <i>Prentice Hall</i> provided audio texts Additional supplemental resources may be used at teacher discretion. Additional supplemental nonfiction resources will be used in 	<ul style="list-style-type: none"> tests and quizzes classroom discussions shared inquiry teacher generated activities cooperative learning activities oral presentations written responses: reader response journals writing logs readers notebooks essays listening logs

East Stroudsburg Area School District

9 Honors English

What is Love?: Nonfiction

<ul style="list-style-type: none"> • Syntax • Tone • Speech • Voice 	<p>facts and examples from the text</p> <ul style="list-style-type: none"> • Students will find and list the statement or words the author uses to lead the reader to the central idea (stated or implied) • Students will cite clearly stated facts and examples from the text • Students will chose a strategy that helps them break down the meaning and weigh how the author develops and connects the points within the text • Students will make connections to the sequence of events • Decide what the author's perspective (point of view) is based on the words the author uses (rhetoric) • Students will use sentence structure and paragraphs to determine the author's idea, how it is developed and how it affects the meaning of the text • Students will break down the words and phrases by their connotative and denotative meaning to determine the author's attitude (tone) toward the text • Students will compare and 	<p>what did you find in the text to support your assumption(s)</p> <p>Making Connections – connecting one idea from the text to another idea in the text and/or using prior knowledge</p> <p>Rhetoric- author's use of words to communicate</p> <p>Point of View – Perspective:</p> <p><i>Nonfiction</i> – author's perspective or reader's perspective</p> <p><i>Fiction</i> – narrator or speaker's perspective</p> <p>Tone – the author's attitude</p> <p>Account(s) of Subject – character/person/ topic</p> <p>Delineate – outline</p> <p>Argument – author's main position</p> <p>Specific Claims – exact support /evidence author uses</p> <p>Assess the Validity of reasoning - weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts –</p>	<p>conjunction with each thematic unit to address all the nonfiction keystone anchors by the end of the course.</p> <p>Suggestions may be found in department resource binder\ electronic storage.</p>	<ul style="list-style-type: none"> • talk to the text
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East Stroudsburg Area School District

9 Honors English

What is Love?: Nonfiction

	<p>contrast which details are emphasized in a variety of texts, images and multimedia</p> <ul style="list-style-type: none">• Students will outline and weigh the position of the text• Students will assess the validity of the argument by using evidence from the text• Students will examine important primary source documents from history and literature• Students will apply unit themes and concepts• Students will find and use appropriate strategies to demonstrate the meaning of words to comprehend the text for career and college readiness• Students will transfer the use of these strategies when reading independently in all subject areas• Students will find and use appropriate strategies to demonstrate the meaning of the words and phrases to comprehend grade level text• Students will be able to read non-fiction independently with understanding	<p>main idea Domain Specific Language –content area language</p>		
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East Stroudsburg Area School District

9 Honors English

What is Love?: Nonfiction

ELL Remediation: Prentice Hall Audio CD Pack, available United Streaming Videos/Internet Downloads, translated Etext, building level ELL teacher, teacher adapted/alternative assignments and assessments
Enrichment: Teacher and student driven research/materials
Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group differentiated instruction,
IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

East Stroudsburg Area School District
9 College Prep English
What is Love: Poetry

Unit: What is Love: Poetry

PA Common Core Standard(s):

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.
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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.

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.
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CC.1.3.9-10.D

Determine an author's particular point of view and analyze how rhetoric advances the point of view.

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.
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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.
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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.
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CC.1.3.9-10.J

Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.
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1.3.9-10 K

Read and comprehend literary fiction on grade level, reading independently and proficiently

Keystone Eligible Content:

L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.
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L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
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L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
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L.F.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.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
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L.F.1.2.4 Draw conclusions about connotations of words.

East Stroudsburg Area School District

9 College Prep English

What is Love: Poetry

L.F.2.1.2 Cite evidence from a text to support generalizations.
L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.
L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.
L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)
L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style
L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.
L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.
L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.

Keystone Content Module Standards / Anchors:

L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.
L.F.2.1 Use appropriate strategies to make and support interpretations of literature.
L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.
L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.
L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.

Course Time/Pacing (number of days): ¼ the duration of the course

Essential Questions:

What is love?

If any, what are the boundaries of love and sacrifice, and where does one draw the line between them?

What degree of importance does love play in one's life?

To what extent does a culture/society shape an individual's understanding or concept of love?

East Stroudsburg Area School District

9 College Prep English

What is Love: Poetry

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
Selections: <ul style="list-style-type: none"> 1. “Sonnet on Love” 2. “The Writer” 3. “Sonnet 30” Teacher Discretion (optional) Concepts: <ul style="list-style-type: none"> Alliteration Analysis Connotation Couplet Figurative Language Flashback Foreshadowing Free Verse Genre Imagery Irony Metaphor Meter Mood Paraphrase Personification Poetry Point of view Repetition Rhyme Rhythm Simile Sonnet Stanza Summarize 	<ul style="list-style-type: none"> Find the central idea/theme in text Break the writing structure into its parts Find specific ideas that reflect or changes in the central idea/theme from the structure of the text Write an objective summary based on facts and examples from text Cite details from text Students will find clearly stated facts and examples from the text Students will find and list the statement or words the author uses to lead the reader to the central idea Students will cite clearly stated facts and examples from the text Students will analyze the explicit and implicit assumptions the author has made about the text Students will examine how characters respond to each other Students will decide what the author’s perspective (point of view) is based on the words the author uses (rhetoric) 	Identify – find/locate Analyze – break into parts/explore/examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author’s conclusions Synthesize – make new meaning from the parts Inference – draw a conclusion based on what did you find in the text to support your assumption(s) Making Connections – connecting one idea from the text to another idea in the text and/or using prior knowledge Rhetoric - author’s use of words to communicate Point of View – Perspective: <i>Fiction</i> – narrator or speaker’s perspective Tone – the author’s attitude	<ul style="list-style-type: none"> <i>Prentice Hall Literature grade 9 Copyright 2012</i> <i>Prentice Hall</i> provided audio text. Additional supplemental resources may be used at teacher discretion. 	<ul style="list-style-type: none"> tests and quizzes classroom discussions teacher generated activities cooperative learning activities written responses: reader response journals writing logs readers notebooks essays listening logs talk to the text

East Stroudsburg Area School District

9 College Prep English

What is Love: Poetry

<ul style="list-style-type: none"> • Symbolism • Tone • Voice 	<ul style="list-style-type: none"> • Students will break down the words and phrases by their connotative and denotative meaning to determine the author's attitude (tone) toward the text • Students will compare and contrast a key scene from two different perspectives / mediums stating what appears and what is absent • Students will find and use appropriate strategies to demonstrate the meaning of the words to comprehend grade level literary text • Students will transfer their knowledge of figurative, connotative and denotative language across content areas • Students will be able to read and comprehend literary fiction independently with understanding 	<p>Account(s) of Subject – character/person/ topic</p> <p>Argument – author's main position</p> <p>Assess the Validity of reasoning - weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>		
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ELL Remediation: Prentice Hall Audio CD Pack, available United Streaming Videos/Internet Downloads, translated Etext, building level ELL teacher, teacher adapted/alternative assignments and assessments

Enrichment: Teacher and student driven research/materials

Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction

IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

East Stroudsburg Area School District
9 College Prep English
What is Love: Poetry

East Stroudsburg Area School District

9 Honors English

What is Love: Poetry

Unit: What is Love: Poetry

PA Common Core Standard(s):

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.

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 an author's particular point of view and analyze how rhetoric advances the point of view.

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

Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.

1.3.9-10 K

Read and comprehend literary fiction on grade level, reading independently and proficiently.

Keystone Eligible Content:

L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.

L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.

L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.

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

L.F.1.2.4 Draw conclusions about connotations of words.

East Stroudsburg Area School District

9 Honors English

What is Love: Poetry

L.F.2.1.2 Cite evidence from a text to support generalizations.

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

L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.

L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.

L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)

L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style

L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.

L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.

L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.

Keystone Content Module Standards / Anchors:

L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.

L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.

L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.

L.F.2.1 Use appropriate strategies to make and support interpretations of literature.

L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.

L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.

L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.

L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.

Course Time/Pacing (number of days): ¼ the duration of the course

Essential Questions:

What is love?

If any, what are the boundaries of love and sacrifice, and where does one draw the line between them?

What degree of importance does love play in one's life?

To what extent does a culture/society shape an individual's understanding or concept of love?

East Stroudsburg Area School District

9 Honors English

What is Love: Poetry

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
Selections: <ul style="list-style-type: none"> 1. “Sonnet on Love” 2. “The Writer” 3. “Sonnet 30” Teacher Discretion (optional) Concepts: <ul style="list-style-type: none"> Alliteration Analysis Connotation Couplet Figurative Language Flashback Foreshadowing Free Verse Genre Imagery Irony Metaphor Meter Mood Paraphrase Personification Poetry Point of view Repetition Rhyme Rhythm Simile Sonnet Stanza Summarize 	<ul style="list-style-type: none"> Find the central idea/theme in text Break the writing structure into its parts Find specific ideas that reflect or changes in the central idea/theme from the structure of the text Write an objective summary based on facts and examples from text Cite details from text Students will find clearly stated facts and examples from the text Students will find and list the statement or words the author uses to lead the reader to the central idea Students will cite clearly stated facts and examples from the text Students will analyze the explicit and implicit assumptions the author has made about the text Students will examine how characters respond to each other Students will decide what the author’s perspective (point of view) is based on the words the author uses (rhetoric) 	Identify – find/locate Analyze – break into parts/explore/examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author’s conclusions Synthesize – make new meaning from the parts Inference – draw a conclusion based on what did you find in the text to support your assumption(s) Making Connections – connecting one idea from the text to another idea in the text and/or using prior knowledge Rhetoric - author’s use of words to communicate Point of View – Perspective: <i>Fiction</i> – narrator or speaker’s perspective Tone – the author’s attitude	<ul style="list-style-type: none"> <i>Prentice Hall Literature grade 9 Copyright 2012</i> <i>Prentice Hall</i> provided audio text. Additional supplemental resources may be used at teacher discretion. 	<ul style="list-style-type: none"> tests and quizzes classroom discussions teacher generated activities cooperative learning activities written responses: reader response journals writing logs readers notebooks essays listening logs talk to the text

East Stroudsburg Area School District

9 Honors English

What is Love: Poetry

<ul style="list-style-type: none"> • Symbolism • Tone • Voice 	<ul style="list-style-type: none"> • Students will break down the words and phrases by their connotative and denotative meaning to determine the author's attitude (tone) toward the text • Students will compare and contrast a key scene from two different perspectives / mediums stating what appears and what is absent • Students will find and use appropriate strategies to demonstrate the meaning of the words to comprehend grade level literary text • Students will transfer their knowledge of figurative, connotative and denotative language across content areas • Students will be able to read and comprehend literary fiction independently with understanding 	<p>Account(s) of Subject – character/person/ topic</p> <p>Argument – author's main position</p> <p>Assess the Validity of reasoning - weighing the accuracy of the support and evidence</p> <p>Seminal – important</p> <p>Themes/Concepts – main idea</p> <p>Domain Specific Language –content area language</p>		
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ELL Remediation: Prentice Hall Audio CD Pack, available United Streaming Videos/Internet Downloads, translated Etext, building level ELL teacher, teacher adapted/alternative assignments and assessments

Enrichment: Teacher and student driven research/materials

Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction

IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

East Stroudsburg Area School District
9 Honors English
What is Love: Poetry

East Stroudsburg Area School District
9 College Prep English
What is Love?: Short Story

Unit: What is Love?: Short Story
PA Common Core Standard(s): 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. 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 an author's particular point of view and analyze how rhetoric advances the point of view. 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 Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words. 1.3.9-10 K Read and comprehend literary fiction on grade level, reading independently and proficiently.
Keystone Eligible Content: L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept. L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.F.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.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.

East Stroudsburg Area School District

9 College Prep English

What is Love?: Short Story

L.F.1.2.4 Draw conclusions about connotations of words.

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.

L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.

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

L.F.2.1.2 Cite evidence from a text to support generalizations.

L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.

L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.

L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.

L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)

L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action

L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style

L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole

L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.

L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.

L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.

Keystone Content Module Standards / Anchors:

L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.

L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.

L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.

L.F.2.1 Use appropriate strategies to make and support interpretations of literature.

L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.

L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.

L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.

L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.

Course Time/Pacing (number of days): ¼ of the class duration

Essential Questions:

What is love?

If any, what are the boundaries of love and sacrifice, and where does one draw the line between them?

East Stroudsburg Area School District

9 College Prep English

What is Love?: Short Story

What degree of importance does love play in one's life?

To what extent does a culture/society shape an individual's understanding or concept of love?

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
<p>At Least 1+ Selections:</p> <ul style="list-style-type: none"> 1. "Checkouts" 2. "Gift of the Magi" 3. "Pyramus and Thisbe" 5. "The Scarlet Ibis" 6. "Sonata for a Harp and Bicycle" Teacher Discretion (optional) <p>Concepts:</p> <ul style="list-style-type: none"> Characterization Climax Conflict Connotation Dialogue Exposition Falling action Fiction Flashback Foreshadowing Genre Irony Paraphrase Plot Point of view Resolution Setting Short Story 	<ul style="list-style-type: none"> Find the central idea/theme in text Break the writing structure into its parts Find specific ideas that reflect or changes in the central idea/theme from the structure of the text Write an objective summary based on facts and examples from text Cite details from text Students will find clearly stated facts and examples from the text Students will find and list the statement or words the author uses to lead the reader to the central idea Students will cite clearly stated facts and examples from the text Students will analyze the explicit and implicit assumptions the author has made about the text Students will examine how characters develop Students will examine how 	<p>Identify – find/locate Analyze – break into parts/explore/examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author's conclusions Explicit – facts and examples Synthesize – make new meaning from the parts Inference – draw a conclusion based on what did you find in the text to support your assumption(s) Making Connections – connecting one idea from the text to another idea in the text and/or using prior knowledge Rhetoric- author's use of words to communicate Point of View –</p>	<ul style="list-style-type: none"> <i>Prentice Hall Literature grade 9 Copyright 2012</i> <i>Prentice Hall</i> provided audio texts Video support materials appropriate to board approved texts. Additional supplemental resources may be used at teacher discretion. 	<ul style="list-style-type: none"> tests and quizzes classroom discussions shared inquiry teacher generated activities cooperative learning activities oral presentations written responses: reader response journals writing logs readers notebooks essays listening logs talk to the text

East Stroudsburg Area School District

9 College Prep English

What is Love?: Short Story

<ul style="list-style-type: none"> Summarize Symbolism Theme 	<p>characters respond to each other</p> <ul style="list-style-type: none"> Students will examine how the characters move the story along or develop the theme Students will decide what the author's perspective (point of view) is based on the words the author uses (rhetoric) Students will use sentence structure and paragraphs to determine the author's idea, how it is developed and how it effects the meaning of the text Students will explore the author's process in creating linear and non-linear plots Students will break down the words and phrases by their connotative and denotative meaning to determine the author's attitude (tone) toward the text Students will compare and contrast a key scene from two different perspectives / mediums stating what appears and what is absent Students will analyze the authorial changes in themes, topics and character types made to a primary source Students will find and use appropriate strategies to demonstrate the meaning of the words to comprehend grade level literary text 	<p>Perspective: <i>Nonfiction</i> – author's perspective or reader's perspective <i>Fiction</i> – narrator or speaker's perspective Tone – the author's attitude Account(s) of Subject – character/person/ topic Delineate – outline Argument – author's main position Specific Claims – exact support /evidence author uses Assess the Validity of reasoning - weighing the accuracy of the support and evidence Seminal – important Themes/Concepts – main idea Domain Specific Language –content area language</p>		
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East Stroudsburg Area School District

9 College Prep English

What is Love?: Short Story

	<ul style="list-style-type: none">• Students will transfer their knowledge of figurative, connotative and denotative language across content areas• Students will be able to read and comprehend literary fiction independently with understanding			
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ELL Remediation: Prentice Hall Audio CD Pack, available United Streaming Videos/Internet Downloads, translated Etext, building level ELL teacher, teacher adapted/alternative assignments and assessments

Enrichment: Teacher and student driven research/materials

Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction

IEP/GIEP: Teacher adapted/alternative assignments and assessments, classroom instructional aide, collaboration with students' case managers

East Stroudsburg Area School District

9 Honors English

What is Love?: Short Story

Unit: What is Love?: Short Story
PA Common Core Standard(s): 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. 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 an author's particular point of view and analyze how rhetoric advances the point of view. 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 Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words. 1.3.9-10 K Read and comprehend literary fiction on grade level, reading independently and proficiently.
Keystone Eligible Content: L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept. L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.F.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.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.

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What is Love?: Short Story

L.F.1.2.4 Draw conclusions about connotations of words.
L.F.2.1.2 Cite evidence from a text to support generalizations.
L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.
L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.
L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
L.F.2.1.2 Cite evidence from a text to support generalizations.
L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.
L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.
L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.
L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)
L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action
L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style
L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole
L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.
L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.
L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.

Keystone Content Module Standards / Anchors:

L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.
L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.
L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.
L.F.2.1 Use appropriate strategies to make and support interpretations of literature.
L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.
L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.
L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.
L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.

Course Time/Pacing (number of days): ¼ of the class duration

Essential Questions:

What is love?

If any, what are the boundaries of love and sacrifice, and where does one draw the line between them?

East Stroudsburg Area School District

9 Honors English

What is Love?: Short Story

What degree of importance does love play in one's life?

To what extent does a culture/society shape an individual's understanding or concept of love?

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
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