



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



East Stroudsburg Area School District

English 9



I Am the Cheese by Robert Cormier

Unit 2: Writing

- o Promote a process to convey thoughts, ideas, and feelings
- o 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

- o 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

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





Unit 5: Keystone Preparation

- Enhance critical thinking as applicable to the Keystone Literature test
- o 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

- o 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
English Essentials copyright 2005 Townsend Press **Note: Book is to be used during freshmen, sophomore, and junior years. Part 4: Related Matters Chapter 35: Spelling Improvement Chapter 36: Parts of speech Chapter 37: Dictionary Use Subject-Verb Agreement Chapter 3: Subject-Verb Agreement Chapter 24: More about Subject-Verb Agreement Chapter 25: More about Verbs	 Students will improve spelling. Students will identify the parts of speech within a sentence. Students will be able to understand dictionary entries. Part 4 Students will construct subject-verb agreement in their writing. Subject-Verb Agreement Students will be able to apply commas to a variety of sentences. Commas Students will be able to differentiate between a fragment and run-ons. 	 Recognize— identify/distinguish Categorize— label/sort Classifyorganize Construct— create/form Differentiate discern Apply concepts— relate/utilize 	English Essentials copyright 2005 Townsend Press	 Writing applications English Essentials book activities Supplemental worksheets Teacher generated activities Tests and quizzes Hands-on activities

East Stroudsburg Area School District English 9 Grammar

Commas Chapter 9: The Comma Chapter 28: More about the	 Students will be able to self-correct fragments and run-ons. Students will recognize different punctuation marks. 	
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	 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. Fragments and Run-ons 	

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
Prentice Hall Writing and Grammar Gold Level 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	• 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, adverbs.	 Recognize— identify/distinguish Categorize— label/sort Classifyorganize Construct— create/form Differentiate discern Apply concepts— relate/utilize 	Prentice Hall Writing and Grammar Gold Level copyright 2004	 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 College Prep Grammar

	Gran	
	Chapter 19: prepositions,	
	conjunctions, and interjections,	
	prepositional phrases,	
	preposition or adverb,	
	conjunctive adverbs.	
•	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.	
	Chapter 22: declarative,	
	interrogative, imperative,	
	exclamatory, sentence	
	combining, vary sentence	
	length, fragments, subordinate	
	clause, run-ons, end marks,	
	misplaced modifiers.	
•	Students will construct subject-	
	verb agreement in their writing.	
	Chapter 25: subject-verb	
	agreement, compound subjects,	
	confusing subjects.	
•	Students will construct a well-	
	organized sentence.	
•	Students will recognize	
	different punctuation marks.	
	Chapter 29: end marks,	
	commas, semicolons and	
	colons, quotation marks with	
	direct quotations, dashes,	
	parentheses, and hyphens, and	
	apostrophes.	
•	Students will apply appropriate	
	spelling rules.	

East Stroudsburg Area School District 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
Prentice Hall Writing and Grammar Gold Level 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	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, adverbs.	 Recognize— identify/distinguish Categorize— label/sort Classifyorganize Construct— create/form Differentiate discern Apply concepts— relate/utilize 	Prentice Hall Writing and Grammar Gold Level copyright 2004	 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

Grammar				
	Chapter 19: prepositions,			
	conjunctions, and interjections,			
	prepositional phrases,			
	preposition or adverb,			
	conjunctive adverbs.			
	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.			
	Chapter 22: declarative,			
	interrogative, imperative,			
	exclamatory, sentence			
	combining, vary sentence			
	length, fragments, subordinate			
	clause, run-ons, end marks,			
	misplaced modifiers.			
	Students will construct subject-			
	verb agreement in their writing.			
	Chapter 25: subject-verb			
	agreement, compound subjects,			
	confusing subjects.			
	Students will construct a well-			
	organized sentence.			
	Students will recognize			
	different punctuation marks.			
	Chapter 29: end marks,			
	commas, semicolons and			
	colons, quotation marks with			
	direct quotations, dashes,			
	parentheses, and hyphens, and			
	apostrophes.			
	Students will apply appropriate			
	spelling rules.			

East Stroudsburg Area School District English 9 Honors 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

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.

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.

East Stroudsburg Area School District 9th Grade

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, soliloguy, 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.

- 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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- 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	Unit Competencies	Keystone	Materials, Resources,	Assessments
What students need to know	What students need to be able to	Content	& Instructional	
	do (skills): (Students will:)	Vocabulary	Activities	
	Identify and evaluate essential	Identify – find/locate	 Study Island 	Timed Writing
Essential content, literary elements and	content between and among		 USA Test Prep 	 Open-Ended
devices inform meaning.	various text types.	Analyze – break into	• CDT	Response
		parts/explore/examine	 Prentice Hall 	Writing
Textual structure features and	Evaluate the effects of inclusion		Standardized Test	 Multiple Choice
organization inform meaning.	and exclusion of information in	Interpret – make	Prep Workbook	Questions
	persuasive text.	meaning	 PSSA Reading and 	 Formative
Acquiring and applying a robust			Writing Grade 11	Assessments
vocabulary assists in constructing	Use and cite evidence from	Evaluate – weigh the	• PA Dept. of	 Summative
meaning.	texts to make assertions,	evidence in	Education Online	Assessments
	inferences, generalizations, and	comparison to the	Resources	Work Book
	to draw conclusions.	author's conclusions	Prentice Hall	Exercises
			<i>Literature</i> Grade 9	• CDT
	Identify the use of bias,	Explicit – facts and	Copyright 2012	Study Island
	stereotype, and propaganda	examples	• Grammar and	Teacher
	where present.		Writing	Generated
		Synthesize – make	Communication in	Assessments
	Evaluate the effectiveness of the	new meaning from	Action Gold Level	1 155C55IIICIIC5
	author's use of literary devices	the parts	Copyright 2004	
	in various genres.		Copyright 2004	

	tone i reparation
	Inference – draw a • Teacher Generated
Analyze and evaluate	conclusion based on Materials
author's/authors' use of lite	erary what did you find in
elements within and among	the text to support
genres.	your assumption(s)
	Making
Analyze and evaluate	Connections-
author's/authors' use of	connecting one idea
conflict, theme and /or point	
view within and among tex	
view within and among tex	
C	text and/or using
Summarize, draw conclusion de la conclus	
and make generalizations f	
a variety of mediums.	Rhetoric- author's
	use of words to
Develop new and unique	communicate
insights based on extended	
understanding derived from	Point of View –
critical examinations of tex	t(s). Perspective
	Non-Fiction –
Evaluate the relevance and	author's perspective
reliability of information, o	
supportive evidence in text	
	Fiction –
Analyze the impact of soci	
and cultural influences in to	
and cultural influences in t	poispective
Analyze the use of facts an	d Tone – the author's
opinions across texts.	attitude
opinions across texts.	Account(s) of Subject
Evaluate the massartetion of	· · ·
Evaluate the presentation of	f character/person/topic
essential and nonessential	
information in texts, identition	
the author's implicit or exp	olicit
bias and assumptions.	

Tie j stone 11			
Evaluate the characteristics of	Argument – author's		
various genre (e.g. fiction and	main position		
nonfiction forms of narrative,			
poetry, drama and essay) to	Specific Claims –		
determine how the form relates	specific support		
to purpose.	/evidence author uses		
Evaluate organizational features	Assess the Validity		
of text (e.g. sequence,	of reasoning -		
question/answer,	weighing the		
-			
-			
as related to content to clarify			
•	Seminal – important		
C	1		
Evaluate the use of graphics in	Themes/Concepts –		
	main idea		
C	Domain Specific		
Articulate connections between	_		
and among words based on			
<u> </u>			
Analyze the context of literal.			
·			
Generalize the use of academic			
Use grade appropriate resources			
_			
	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. 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. Evaluate the use of graphics in text as they clarify and enhance meaning.	various genre (e.g. fiction and nonfiction forms of narrative, poetry, drama and essay) to determine how the form relates to purpose. 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. Evaluate the use of graphics in text as they clarify and enhance meaning. Evaluate connections between and among words based on meaning, content, and context to distinguish nuances or connotations. Analyze the context of literal, figurative, and idiomatic vocabulary to clarify meaning. Generalize the use of academic vocabulary across disciplines. In main position Specific Claims – specific 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 Content area language Use grade appropriate resources to confirm and extend meaning	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. 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. Evaluate the use of graphics in text as they clarify and enhance meaning. Evaluate connections between and among words based on meaning, content, and context to distinguish nuances or connotations. Analyze the context of literal, figurative, and idiomatic vocabulary to clarify meaning. Generalize the use of academic vocabulary across disciplines. Lise grade appropriate resources to confirm and extend meaning

ELL Differentia	tion: 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
Building Vocabulary Skills; Third Edition. Townsend Press (2002) Chapters 1-12 Vocabulary in literary texts that align with curriculum	 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. 	 Categorize label/sort Construct create/form Differentiate discern Apply concepts- relate/utilize 	Building Vocabulary Skills; Third Edition. Townsend Press (2002) Texts listed in thematic literature units	 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

•	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.		

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
Sadlier-Oxford Vocabulary Workshop, New Edition (Shostak) 2005 Units 1-6, Level D Vocabulary in literary texts that align with curriculum	 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. 	 Categorize label/sort Construct create/form Differentiate discern Apply concepts- relate/utilize 	Sadlier-Oxford Vocabulary Workshop, New Edition (Shostak)2005 Texts listed in thematic literature units	 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

•	 Students will demonstrate 		Context
	fluency in reading with new		Grammar in
	vocabulary.		Context
•	• Students will be able to		Two-Word
	pronounce words correctly.		Completions
•	• Students will be able to spell		Choosing the Right
	words correctly.		Meaning
	, and the second se		Word Families
			Word Associations
			Analogies
			Enriching Your
			Vocabulary

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
Sadlier-Oxford Vocabulary Workshop, New Edition (Shostak) 2005 Units 1-9, Level D Vocabulary in literary texts that align with curriculum	 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. 	 Categorize label/sort Construct create/form Differentiate discern Apply concepts- relate/utilize 	Sadlier-Oxford Vocabulary Workshop, New Edition (Shostak)2005 Texts listed in thematic literature units	 Assessments 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

•	Students will be able to spell	Context
	words correctly.	Grammar in
	·	Context
		Two-Word
		Completions
		Choosing the Right
		Meaning
		Word Families
		Word Associations
		Analogies
		Enriching Your
		Vocabulary

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

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.

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.

Keystone Eligible Content:

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.

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): 1/4 of the class duration

Essential Ouestions:

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	Unit Competencies	Key Vocabulary	Resources	Assessments
What students need to know	What students need to be able to do			
	(skills): (Students will:)			
 At Least Two Selections: 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" 	 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 	Identify – find/locate Analyze – break into parts/explore/ examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the	 Prentice Hall Literature grade 9 Copyright 2007 Additional supplemental resources may be used at teacher discretion. Additional 	 tests and quizzes classroom discussions shared inquiry teacher generated activities cooperative learning activities
 7. "New Directions" Concepts: Author purpose Autobiography Biography Connotation 	 central idea from the structure of the text Students will write an objective summary based on facts and examples from the text 	author's conclusions Explicit – facts and examples Synthesize – make new meaning from the parts Inference – draw a	supplemental nonfiction resources will be used in conjunction with each thematic unit to address all the	 oral presentations written responses: reader response journals writing logs readers notebooks essays

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

	Auversity and Ch			
• Diction	• Students will cite evidence	conclusion based on	nonfiction	 listening logs
• Diary	from the text	what did you find in	keystone anchors	 talk to the text
 Expository 		the text to support	by the end of the	
• Persuasive	• Students will find clearly stated	your assumption(s)	course.	
 Point of view 	facts and examples from the	Making Connections	Suggestions may	
Repetition	text	– connecting one idea	be found in	
• Style	•	from the text to	department	
• Syntax	 Students will find and list the 	another idea in the text	resource binder\	
• Tone	statement or words the author	and/or using prior	electronic storage.	
• Speech	uses to lead the reader to the	knowledge		
• Voice		Rhetoric - author's use		
Voice	central idea (stated or implied)	of words to		
	• Students will cite clearly stated	communicate		
	•	Point of View –		
	facts and examples from the	Perspective:		
	text	Nonfiction –		
	G. 1	author's perspective or		
	• Students will chose a strategy	reader's perspective		
	that helps them break down the	Fiction –		
	meaning and weigh how the	narrator or speaker's		
	author develops and connects	perspective Tone – the author's		
	the points within the text	attitude		
	•	Account(s) of Subject		
	• Students will make connections	- character/person/		
	to the sequence of events	topic		
	•	Delineate – outline		
	• Decide what the author's	Argument – author's		
	perspective (point of view) is	main position		
	based on the words the author	Specific Claims –		
	uses (rhetoric)	exact support		
	ases (metoric)	/evidence author uses		
	• Students will use sentence	Assess the Validity of		
	structure and paragraphs to	reasoning - weighing		
	determine the author's idea,	the accuracy of the		
	· · · · · · · · · · · · · · · · · · ·	support and evidence		
	how it is developed and how it	Seminal – important		
		·		

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

	Adversity and Ch		
	affects the meaning of the text	Themes/Concepts –	
	Students will break down the	main idea	
•		Domain Specific Language —content	
	words and phrases by their	area language	
	connotative and denotative	area language	
	meaning to determine the		
	author's attitude (tone) toward		
	the text		
	Students will compare and		
•	r		
	contrast which details are		
	emphasized in a variety of		
	texts, images and multimedia		
	Students will outline and weigh		
	the position of the text		
	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		
	G 1 4 211 1 241		
•	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		

Adversity	and	Change:	Nonfiction
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•	Students will transfer the use of these strategies when reading independently in all subject areas		
•	appropriate strategies to demonstrate the meaning of the words and phrases to comprehend grade level text		

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.

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.

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): 1/4 of the class duration

Essential Ouestions:

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	Unit Competencies	Key Vocabulary	Resources	Assessments
What students need to know	What students need to be able to do (skills): (Students will:)			
 At Least 1+ Selections: 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" Concepts: Author purpose Autobiography Biography Connotation 	 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 	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	 Prentice Hall Literature grade 9 Copyright 2007 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 	 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

		lange. Nonneuon		1
• Diction	Students will cite evidence	conclusion based on	nonfiction	 listening logs
• Diary	from the text	what did you find in	keystone anchors	• talk to the text
• Expository		the text to support	by the end of the	
• Persuasive	• Students will find clearly stated	your assumption(s)	course.	
• Point of view	facts and examples from the	Making Connections	Suggestions may	
Repetition	text	– connecting one idea	be found in	
• Style		from the text to	department	
• Syntax	• Students will find and list the	another idea in the text	resource binder\	
• Tone	statement or words the author	and/or using prior	electronic storage.	
• Speech	uses to lead the reader to the	knowledge		
• Voice	central idea (stated or implied)	Rhetoric- author's use		
Voice	central idea (stated of implied)	of words to		
	• Students will cite clearly stated	communicate		
		Point of View –		
	facts and examples from the	Perspective:		
	text	Nonfiction –		
	C. 1	author's perspective or		
	• Students will chose a strategy	reader's perspective		
	that helps them break down the	Fiction –		
	meaning and weigh how the	narrator or speaker's		
	author develops and connects	perspective Tone – the author's		
	the points within the text	attitude		
		Account(s) of Subject		
	• Students will make connections	- character/person/		
	to the sequence of events	topic		
	1	Delineate – outline		
	• Decide what the author's	Argument – author's		
	perspective (point of view) is	main position		
	based on the words the author	Specific Claims –		
	uses (rhetoric)	exact support		
	uses (metoric)	/evidence author uses		
	Students will use sentence	Assess the Validity of		
	structure and paragraphs to	reasoning - weighing		
		the accuracy of the		
	determine the author's idea,	support and evidence		
	how it is developed and how it	Seminal – important		
		~ This is the state of the stat		1

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

Adversity and Ch	Č	
affects the meaning of the text	Themes/Concepts –	
0. 1	main idea	
• Students will break down the	Domain Specific	
words and phrases by their	Language –content	
connotative and denotative	area language	
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		
merature		
• Students will apply unit themes		
and concepts		
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 		

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

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.

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.

Keystone Eligible Content:

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.

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): 1/4 of the class duration

Essential Ouestions:

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: 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" 	 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 	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	 Prentice Hall Literature grade 9 Copyright 2012/2007 Additional supplemental resources may be used at teacher discretion. Additional supplemental nonfiction resources will be 	 tests and quizzes classroom discussions shared inquiry teacher generated activities cooperative learning activities oral presentations written responses: reader response journals writing logs
Author purposeAutobiographyBiography	summary based on facts and examples from the text	new meaning from the parts Inference – draw a	used in conjunction with each thematic unit	readers notebooks essays

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

ConnotationDiction	Students will cite evidence from the text	conclusion based on to address all the what did you find in nonfiction	listening logstalk to the text
DiaryExpositoryPersuasivePoint of viewRepetition	Students will find clearly stated facts and examples from the text	the text to support your assumption(s) Making Connections - connecting one idea from the text to keystone anchors by the end of the course. Suggestions may be found in	
 Style Syntax Tone Speech Voice 	Students will find and list the statement or words the author uses to lead the reader to the central idea (stated or implied)	another idea in the text and/or using prior knowledge resource binder electronic storage. Rhetoric- author's use of words to communicate department resource binder electronic storage.	
	Students will cite clearly stated facts and examples from the text	Point of View – Perspective: Nonfiction – author's perspective or	
	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	reader's perspective Fiction — narrator or speaker's perspective Tone — the author's attitude	
	Students will make connections to the sequence of events	Account(s) of Subject - character/person/ topic	
	Decide what the author's perspective (point of view) is based on the words the author uses (rhetoric)	Delineate – outline Argument – author's main position Specific Claims – exact support /evidence author uses	
	Students will use sentence structure and paragraphs to determine the author's idea, how it is developed and how it	Assess the Validity of reasoning - weighing the accuracy of the support and evidence Seminal – important	

Adversity and Change: Nonfiction

Adversity and Change: Nonfiction						
	affects the meaning of the text	Themes/Concepts –				
		main idea				
	• Students will break down the	Domain Specific				
	words and phrases by their	Language –content				
	connotative and denotative	area language				
	meaning to determine the					
	author's attitude (tone) toward					
	the text					
	the test					
	• 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					
	the position of the text					
	• Students will assess the validity					
	of the argument by using					
	evidence from the text					
	evidence from the text					
	• Students will examine					
	important primary source					
	documents from history and					
	literature					
	• Students will apply unit themes					
	and concepts					
	and concepts					
	 Students will find and use 					
	appropriate strategies to					
	demonstrate the meaning of					
	_					
	words to comprehend the text					
	for career and college readiness					

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

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• 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 		

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

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.

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.

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
 Concepts: Characterization Climax Conflict Connotation Dialogue Exposition Falling action Fiction Novel Flashback Foreshadowing Genre Irony Paraphrase Plot Point of view Resolution Setting 	 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	 To Kill a Mockingbird Additional supplemental resources may be used at teacher discretion. 	 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

Summarize	central idea	another idea in the text
	central idea	and/or using prior
• Symbolism	Students will cite clearly stated	knowledge
• Theme	facts and examples from the	Rhetoric- author's use
	text	of words to
	toAt	
	Students will analyze the	communicate Doint of View
	explicit and implicit	Point of View –
	assumptions the author has	Perspective:
	made about the text	Nonfiction –
		author's perspective or
	 Students will examine how 	reader's perspective
	characters develop	Fiction –
	-	narrator or speaker's
	• Students will examine how	perspective
	characters respond to each	Tone – the author's
	other	attitude
		Account(s) of Subject
	• Students will examine how the	- character/person/
	characters move the story along	topic
	or develop the theme	Delineate – outline
		Argument – author's
	Students will decide what the	main position
	author's perspective (point of	Specific Claims –
	view) is based on the words the	exact support
	author uses (rhetoric)	/evidence author uses
	C4-1-4	Assess the Validity of
	• Students will use sentence	reasoning - weighing
	structure and paragraphs to	the accuracy of the
	determine the author's idea,	support and evidence
	how it is developed and how it	Seminal – important
	effects the meaning of the text	Themes/Concepts –
	a Students will evalers the	main idea
	• Students will explore the	Domain Specific
	author's process in creating	Language –content
	linear and non-linear plots	area language
	Students will break down the	area rangaage
	words and phrases by their	

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

Auversity and	Change, 1101ci	
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		
appropriate strategies to demonstrate the meaning of the words to comprehend grade level literary text		
knowledge of figurative, connotative and denotative language across content areas		
Students will be able to read and comprehend literary fiction independently with understanding		

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

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 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.

Course Time/Pacing (number of days): 1/4 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	Unit Competencies	Key Vocabulary	Resources	Assessments
What students need to know	What students need to be able to do			
	(skills): (Students will:)			
 Concepts: Characterization Climax Conflict Connotation Dialogue Exposition Falling action Fiction Novel Flashback Foreshadowing Genre Irony Paraphrase Plot Point of view Resolution Setting 	 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	 To Kill a Mockingbird Additional supplemental resources may be used at teacher discretion. 	 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

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Adversity	and	Change:	Novel

• Summarize	central idea	another idea in the text
• Symbolism		and/or using prior
• Theme	• Students will cite clearly stated	knowledge
	facts and examples from the	Rhetoric- author's use
	text	of words to
	Students will analyze the	communicate
	explicit and implicit	Point of View –
	assumptions the author has	Perspective:
	made about the text	Nonfiction –
	made about the text	author's perspective or
	Students will examine how	reader's perspective
	characters develop	Fiction –
		narrator or speaker's
	• Students will examine how	perspective
	characters respond to each	Tone – the author's
	other	attitude
		Account(s) of Subject
	• Students will examine how the	- character/person/
	characters move the story along	topic
	or develop the theme	Delineate – outline
	Students will decide what the	Argument – author's
	author's perspective (point of	main position
	view) is based on the words the	Specific Claims –
	author uses (rhetoric)	exact support
	addior dises (metorie)	/evidence author uses
	• Students will use sentence	Assess the Validity of
	structure and paragraphs to	reasoning - weighing
	determine the author's idea,	the accuracy of the
	how it is developed and how it	support and evidence Seminal – important
	effects the meaning of the text	Themes/Concepts –
		main idea
	Students will explore the	Domain Specific
	author's process in creating	Language –content
	linear and non-linear plots	area language
	Students will break down the	arou runguago
	words and phrases by their	
	words and pinases by then	

 Adversity and	Change. Novel	
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		
• 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		

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

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.

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.

Adversity and Change: Novel

Course Time/Pacing (number of days): 1/4 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	Unit Competencies	Key Vocabulary	Resources	Assessments
What students need to know	What students need to be able to do			
	(skills): (Students will:)			
 • 1. To Kill a Mockingbird • Concepts: • Characterization • Climax • Conflict • Connotation • Dialogue • Exposition • Falling action • Fiction • Novel • Flashback • Foreshadowing • Genre • Irony • Paraphrase • Plot • Point of view • Resolution • Setting 	 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	 To Kill a Mockingbird Additional supplemental resources may be used at teacher discretion. 	 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

Summarize	central idea	another idea in the text
	centrar idea	
• Symbolism	Students will cite clearly stated	and/or using prior
• Theme	facts and examples from the	knowledge
	text	Rhetoric- author's use
	text	of words to
	Students will analyze the	communicate
	explicit and implicit	Point of View –
	assumptions the author has	Perspective:
	made about the text	Nonfiction –
	made about the text	author's perspective or
	Students will examine how	reader's perspective
	characters develop	Fiction –
	characters develop	narrator or speaker's
	Students will examine how	perspective
	characters respond to each	Tone – the author's
	other	attitude
	other	Account(s) of Subject
	• Students will examine how the	- character/person/
	characters move the story along	topic
	or develop the theme	Delineate – outline
	or develop the theme	Argument – author's
	Students will decide what the	main position
	author's perspective (point of	Specific Claims –
	view) is based on the words the	
	author uses (rhetoric)	exact support
	author uses (metoric)	/evidence author uses
	• Students will use sentence	Assess the Validity of
	structure and paragraphs to	reasoning - weighing
	determine the author's idea,	the accuracy of the
	how it is developed and how it	support and evidence
	effects the meaning of the text	Seminal – important
	effects the meaning of the text	Themes/Concepts –
	Students will explore the	main idea
	author's process in creating	Domain Specific
	linear and non-linear plots	Language –content
	med and non inical proto	area language
	Students will break down the	
	words and phrases by their	
	ords and pinases of their	

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

	Auversity and	911011 <u>8</u> 01 110101	
	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		
	and what is desem		
•	Students will analyze the		
	authorial changes in themes,		
	topics and character types		
	made to a primary source		
	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		
	Charles will the nefer their		
•	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		

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

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.

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.

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): 1/4 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?

Unit Concepts	Unit Competencies	Key Vocabulary	Resources	Assessments
What students need to know	What students need to be able to do			
	(skills): (Students will:)			
	What students need to be able to do	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	 Prentice Hall Literature grade 9 Copyright 2012 Prentice Hall provided audio text. Additional supplemental resources may be used at teacher discretion. 	• 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
 Genre Imagery Irony Metaphor Meter Mood Paraphrase Personification Poetry Point of view Repetition Rhyme Rhythm 	 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 	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: Fiction – narrator or speaker's perspective Tone – the author's attitude		

• Simile	characters respond to each	Account(s) of Subject
• Sonnet	other	- character/person/
• Stanza		topic
• Summarize	Students will decide what the	Argument – author's
• Symbolism	author's perspective (point of	main position
• Tone	view) is based on the words the	Assess the Validity of
• Voice	author uses (rhetoric)	reasoning - weighing
. 5155	Students will break down the	the accuracy of the
	words and phrases by their	support and evidence
	connotative and denotative	Seminal – important
	meaning to determine the	Themes/Concepts –
	author's attitude (tone) toward	main idea
	the text	Domain Specific
		Language –content area language
	Students will compare and	area ranguage
	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	

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

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.

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 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): 1/4 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?

Unit Concents			Росонично	Aggoggmontg
		Key vocabulary	Resources	Assessments
What students need to know				
Unit Concepts What students need to know At Least Two Selections: 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) Concepts: Alliteration Analysis Connotation Couplet Figurative Language Flashback Foreshadowing Free Verse Genre Imagery	Unit Competencies What students need to be able to do (skills): (Students will:) • 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	Key Vocabulary 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	 Resources Prentice Hall Literature grade 9 Copyright 2012 Prentice Hall provided audio text. Additional supplemental resources may be used at teacher discretion. 	• 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
т		another idea in the text and/or using prior knowledge Rhetoric- author's use of words to communicate Point of View – Perspective: Fiction – narrator or speaker's perspective Tone – the author's attitude		

Adversity and Change: Poetry					
 Simile Sonnet Stanza Summarize Symbolism Tone Voice 	 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) 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 	Account(s) of Subject - character/person/ topic Argument – author's main position 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			

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

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.

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.

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): 1/4 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	Unit Competencies	Key Vocabulary	Resources	Assessments
What students need to know	What students need to be able to do			
	(skills): (Students will:)			
At Least Three Selections: 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) Concepts: Alliteration Analysis		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	 Prentice Hall Literature grade 9 Copyright 2012 Prentice Hall provided audio text. Additional supplemental resources may be used at teacher discretion. 	 tests and quizzes classroom discussions teacher generated activities cooperative learning activities written responses: reader response journals writing logs readers notebooks essays
 Connotation Couplet Figurative Language Flashback Foreshadowing Free Verse Genre Imagery Irony Metaphor Meter 	 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 	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		 listening logs talk to the text
 Mood Paraphrase Personification Poetry Point of view Repetition Rhyme Rhythm 	 Students will enalyze the explicit and implicit assumptions the author has made about the text Students will examine how 	of words to communicate Point of View – Perspective: Fiction – narrator or speaker's perspective Tone – the author's attitude		

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

a: !!	1 1 1 1	
• Simile	characters respond to each	Account(s) of Subject
• Sonnet	other	- character/person/
• Stanza		topic
Summarize	• Students will decide what the	Argument – author's
	author's perspective (point of	main position
• Symbolism	view) is based on the words the	Assess the Validity of
• Tone	author uses (rhetoric)	reasoning - weighing
• Voice	, ,	the accuracy of the
	Students will break down the	
	words and phrases by their	support and evidence
	connotative and denotative	Seminal – important
	meaning to determine the	Themes/Concepts –
	author's attitude (tone) toward	main idea
	the text	Domain Specific
	the text	Language –content
	Students will compare and	area language
	contrast a key scene from two	
	1	
	different perspectives /	
	mediums stating what appears	
	and what is absent	
	C4 1 4 '11 C' 1 1	
	• 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	
	1	

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

Adversity and Change: Short Story

Unit: Adversity and Change: 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.

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.

Adversity and Change: Short Story

Course Time/Pacing (number of days): 1/4 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 At Least One Selection:	Unit Competencies What students need to be able to do (skills): (Students will:) • Find the central idea/theme in	Key Vocabulary Identify – find/locate	Resources • Prentice Hall	Assessments • tests and quizzes
 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" Concepts: Characterization Climax Conflict Connotation Dialogue Exposition Falling action Flashback 	 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 	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	Literature grade 9 Copyright 2012 • Additional supplemental resources may be used at teacher discretion.	 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

	Auversity and Cit	ange: Short Story	
 Foreshadowing 	central idea	another idea in the text	
• Genre		and/or using prior	
• Irony	• Students will cite clearly stated	knowledge	
Paraphrase	facts and examples from the	Rhetoric - author's use	
• Plot	text	of words to	
Point of view	• Ctudente will analyze the	communicate	
Resolution	• Students will analyze the	Point of View –	
	explicit and implicit	Perspective:	
• Setting	assumptions the author has	Nonfiction –	
• Short Story	made about the text	author's perspective or	
• Summarize	Students will examine how	reader's perspective	
• Symbolism	characters develop	Fiction –	
• Theme	characters develop	narrator or speaker's	
	• Students will examine how	perspective	
	characters respond to each	Tone – the author's	
	other	attitude	
		Account(s) of Subject	
	• Students will examine how the	- character/person/	
	characters move the story along	topic	
	or develop the theme	Delineate – outline	
	_	Argument – author's	
	• Students will decide what the	main position	
	author's perspective (point of	Specific Claims –	
	view) is based on the words the	exact support	
	author uses (rhetoric)	/evidence author uses	
	G. 1	Assess the Validity of	
	• Students will use sentence	reasoning - weighing	
	structure and paragraphs to	the accuracy of the	
	determine the author's idea,	support and evidence	
	how it is developed and how it	Seminal – important	
	effects the meaning of the text	Themes/Concepts –	
	Students will explore the	main idea	
	author's process in creating	Domain Specific	
	linear and non-linear plots	Language –content	
	inical and non-inical piots	area language	
	Students will break down the		
	words and phrases by their		

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

Auversity and Cha	inger short story	
connotative and denotative meaning to determine the author's attitude (tone) toward		
 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		

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

Adversity and Change: Short Story

Unit: Adversity and Change: 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.

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.

Adversity and Change: Short Story

Course Time/Pacing (number of days): 1/4 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 At Least 1+ Selection:	Unit Competencies What students need to be able to do (skills): (Students will:) • Find the central idea/theme in	Key Vocabulary Identify – find/locate	Resources • Prentice Hall	Assessments • tests and quizzes
 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" Concepts: Characterization Climax Conflict Connotation Dialogue Exposition Falling action Flashback 	 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 	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	Literature grade 9 Copyright 2012 • Additional supplemental resources may be used at teacher discretion.	 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

	Tuversity and en	
• Foreshadowing	central idea	another idea in the text
• Genre	0, 1, , 21, 2, 1, 1, , , 1	and/or using prior
• Irony	Students will cite clearly stated	knowledge
Paraphrase	facts and examples from the	Rhetoric- author's use
• Plot	text	of words to
Point of view	Students will analyze the	communicate
Resolution	explicit and implicit	Point of View –
• Setting	assumptions the author has	Perspective:
	made about the text	Nonfiction –
• Short Story	made about the text	author's perspective or
• Summarize	Students will examine how	reader's perspective
• Symbolism	characters develop	Fiction –
• Theme	characters develop	narrator or speaker's
	• Students will examine how	perspective
	characters respond to each	Tone – the author's
	other	attitude
		Account(s) of Subject
	• Students will examine how the	- character/person/
	characters move the story along	topic
	or develop the theme	Delineate – outline
		Argument – author's
	• Students will decide what the	main position
	author's perspective (point of	Specific Claims –
	view) is based on the words the	exact support
	author uses (rhetoric)	/evidence author uses
	G. I	Assess the Validity of
	Students will use sentence	reasoning - weighing
	structure and paragraphs to	the accuracy of the
	determine the author's idea,	support and evidence
	how it is developed and how it	Seminal – important
	effects the meaning of the text	Themes/Concepts –
	• Students will avalers the	main idea
	• Students will explore the author's process in creating	Domain Specific
	1	Language –content
	linear and non-linear plots	area language
	Students will break down the	
	words and phrases by their	
	words and piliases by then	

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

	ange. Short Story	
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		
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		

East Stroudsburg Area School District 9 College Prep English Advarsity and Changes Short Story

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

Adversity and Change: Short Story

Unit: Adversity and Change: 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.

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.

Adversity and Change: Short Story

Course Time/Pacing (number of days): 1/4 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: 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" Concepts: Characterization Climax Conflict Connotation Dialogue Exposition Falling action Fiction Flashback	 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	 Prentice Hall Literature grade 9 Copyright 2012 Additional supplemental resources may be used at teacher discretion. 	 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

T 1 1 1	Traversity and en	
 Foreshadowing 	central idea	another idea in the text
• Genre	• Students will site aleasty stated	and/or using prior
• Irony	• Students will cite clearly stated	knowledge
 Paraphrase 	facts and examples from the	Rhetoric- author's use
• Plot	text	of words to
• Point of view	Students will analyze the	communicate
Resolution	explicit and implicit	Point of View –
• Setting	assumptions the author has	Perspective:
	made about the text	Nonfiction –
• Short Story	made about the text	author's perspective or
• Summarize	Students will examine how	reader's perspective
• Symbolism	characters develop	Fiction –
• Theme	characters develop	narrator or speaker's
	Students will examine how	perspective
	characters respond to each	Tone – the author's
	other	attitude
		Account(s) of Subject
	• Students will examine how the	- character/person/
	characters move the story along	topic
	or develop the theme	Delineate – outline
		Argument – author's
	Students will decide what the	main position
	author's perspective (point of	Specific Claims –
	view) is based on the words the	exact support
	author uses (rhetoric)	/evidence author uses
		Assess the Validity of
	Students will use sentence	reasoning - weighing
	structure and paragraphs to	the accuracy of the
	determine the author's idea,	support and evidence
	how it is developed and how it	Seminal – important
	effects the meaning of the text	Themes/Concepts –
	• Students will evaluate the	main idea
	• Students will explore the author's process in creating	Domain Specific
	linear and non-linear plots	Language –content
	inical and non-inical plots	area language
	Students will break down the	
	words and phrases by their	

	Adversity	and	Change:	Short Story
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T.	riaversity and on		1
	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		
•	Students will transfer their		
	knowledge of figurative,		
	connotative and denotative		
	language across content areas		
	C. 1 . 111 11		
•	Students will be able to read		
	and comprehend literary fiction		
	independently with		
	understanding		

East Stroudsburg Area School District 9 Honors English Advancity and Changes Short Story

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

Choice and Consequence: Drama

Unit: Choice and Consequence: 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.

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, soliloguy, 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.

Choice and Consequence: Drama

Course Time/Pacing (number of days): 1/4 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
 1. The Tragedy of Romeo and Juliet Concepts: Aside Characterization Climax Conflict Connotation Couplet Dialogue Exposition Falling action Fiction Foil Novel Flashback Foreshadowing Genre Iambic Pentameter Innuendo Irony Monologue 	 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 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	 Prentice Hall 2007: The Tragedy of Romeo and Juliet The Tragedy of Romeo and Juliet 1968 video version The Tragedy of Romeo and Juliet 1996 video version Prentice Hall provided audio texts. A&E Biography: The Life and Times of William Shakespeare Additional supplemental resources may be used at teacher discretion. 	 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

 Plot Point of view Prologue Pun Resolution Setting Soliloquy Summarize Symbolism Theme Tragedy Tragic Hero 	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	and/or using prior knowledge Rhetoric- author's use of words to communicate Point of View – Perspective: Nonfiction – author's perspective or reader's perspective Fiction – narrator or speaker's	
	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	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	
a	Students will analyze the		

Choice and	Consequence:	Drama
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	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		

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

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.

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.

Keystone Eligible Content:

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.

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): 1/4 of the class duration

Essential Ouestions:

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: 1. "Carolina Way" 2. "Libraries Face Sad Chapters" 3. "Silent Spring" 4. "The News" 5. "On Summer" Teacher Discretion (optional) Concepts: Author purpose Autobiography Biography Connotation Diction Diary 	 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	 Prentice Hall Literature grade 9 Copyright 2012/2007 Prentice Hall provided audio texts Additional supplemental resources may be used at teacher discretion. Additional supplemental nonfiction resources will be used in 	 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

-	Choice and Consec	quence: Nonneuon		
 Expository Persuasive Point of view Repetition Style Syntax Tone Speech Voice 	 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 	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: Nonfiction — author's perspective or reader's perspective or reader'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	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.	• talk to the text
	determine the author's idea, how it is developed and how it affects the meaning of the text	Argument – author's main position Specific Claims – exact support		

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

	contrast which details are	main idea	
		Domain Specific	
	emphasized in a variety of	Language –content	
	texts, images and multimedia	area language	
•	Students will outline and weigh	8 8	
	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		
	and or a minding		

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

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.

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.

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.

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): 1/4 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 Two Selections: 1. "Carolina Way" 2. "Libraries Face Sad Chapters" 3. "Silent Spring" 4. "The News" Teacher Discretion (optional) 	 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 	Identify – find/locate Analyze – break into parts/explore/ examine Interpret – make meaning Evaluate – weigh the evidence in	 Prentice Hall Literature grade 9 Copyright 2012/2007 Prentice Hall provided audio texts Additional 	 tests and quizzes classroom discussions shared inquiry teacher generated activities cooperative learning activities
 Concepts: Author purpose Autobiography Biography Connotation Diction 	 of the text Students will write an objective summary based on facts and examples from the text Students will cite evidence from the text 	comparison to the author's conclusions Explicit – facts and examples Synthesize – make new meaning from the parts	supplemental resources may be used at teacher discretion. • Additional supplemental nonfiction	 oral presentations written responses: reader response journals writing logs readers notebooks essays

Choice and Consequence: Nonfiction

• Diary		•	Students
 Expository 			facts and
 Persuasive 			text
 Point of view 	V	•	Students
 Repetition 			statement
• Style			uses to le
 Syntax 			central id
• Tone			central lu

Speech

Voice

- 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

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:

Nonfiction – author's perspective or reader's perspective

Fiction – 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

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.

- listening logs
- talk to the text

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

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 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	T		dence. Nonnedon	T	1
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			Seminal – important		
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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		evidence from the text			
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 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 		documents from history and			
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		literature			
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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		• Students will find and use			
words to comprehend the text for career and college readiness Students will transfer the use of these strategies when reading independently in all subject		appropriate strategies to			
for career and college readiness • Students will transfer the use of these strategies when reading independently in all subject		demonstrate the meaning of			
• Students will transfer the use of these strategies when reading independently in all subject		words to comprehend the text			
these strategies when reading independently in all subject		for career and college readiness			
independently in all subject		• Students will transfer the use of			
		these strategies when reading			
areas		independently in all subject			
		areas			
Students will find and use		• Students will find and use			
appropriate strategies to		appropriate strategies to			
demonstrate the meaning of the		demonstrate the meaning of the			
words and phrases to		words and phrases to			
comprehend grade level text		comprehend grade level text			
Students will be able to read		• Students will be able to read			
non-fiction independently with		non-fiction independently with			
understanding		understanding			

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

Choice and Consequence: 1 tomiction							

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

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.

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.

Keystone Eligible Content:

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.

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): 1/4 of the class duration

Essential Ouestions:

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 At Least Two Selections:	Unit Competencies What students need to be able to do (skills): (Students will:) Students will find the central	Key Vocabulary Identify – find/locate	Resources Prantice Hall	Assessments
 1. "Carolina Way" 2. "Libraries Face Sad Chapters" 3. "Silent Spring" 4. "The News" Teacher Discretion (optional) Concepts: Author purpose Autobiography 	 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 	Analyze – break into parts/explore/ examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author's conclusions Explicit – facts and examples	 Prentice Hall Literature grade 9 Copyright 2012/2007 Prentice Hall provided audio texts Additional supplemental resources may be used at teacher discretion. 	 tests and quizzes classroom discussions shared inquiry teacher generated activities cooperative learning activities oral presentations written responses: reader response journals
BiographyConnotationDictionDiaryExpository	 examples from the text Students will cite evidence from the text Students will find clearly stated 	Synthesize – make new meaning from the parts Inference – draw a conclusion based on	Additional supplemental nonfiction resources will be used in	writing logs readers notebooks essays • listening logs

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 Point of view Repetition Style Syntax Tone Speech Voice 	 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 	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: Nonfiction - author's perspective or reader's perspective Fiction - 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	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.	
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East Stroudsburg Area School District 9 Honors English Choice and Consequence: Nonfiction

	contrast which details are	main idea	
	emphasized in a variety of	Domain Specific	
	texts, images and multimedia	Language –content	
	_	area language	
•	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		

Choice and Consequence: 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

Choice and Consequence: Novel

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.

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.

Choice and Consequence: Novel

Course Time/Pacing (number of days): 1/4 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	Unit Competencies	Key Vocabulary	Resources	Assessments
What students need to know	What students need to be able to do (skills): (Students will:)			
 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 	 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 cite clearly stated facts and examples from the text Students will analyze the explicit and implicit 	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	 Tears of a Tiger Additional supplemental resources may be used at teacher discretion. 	 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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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, knowledge Rhetoric- author's use of words to communicate Point of View - Perspective: Nonfiction - author's perspective or reader's perspective Fiction - narrator or speaker's perspective Tone - the author's attitude Account(s) of Subject - character/person/ topic
 Students will examine how characters develop Students will examine how characters respond to each other 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 of words to communicate Point of View – Perspective: Nonfiction – author's perspective or reader's perspective Fiction – narrator or speaker's perspective Tone – the author's attitude Account(s) of Subject – character/person/
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 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 Point of View – Perspective: Nonfiction – author's perspective or reader's perspective Fiction – narrator or speaker's perspective Tone – the author's attitude Account(s) of Subject – character/person/
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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 reader's perspective Fiction – narrator or speaker's perspective Tone – the author's attitude Account(s) of Subject – character/person/
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• Students will use sentence structure and paragraphs to Account(s) of Subject - character/person/
structure and paragraphs to - character/person/
structure and paragraphs to
determine the author's idea topic
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how it is developed and how it Delineate – outline
effects the meaning of the text Argument – author's
• Students will explore the main position
author's process in creating Specific Claims –
linear and non-linear plots exact support
• Students will break down the /evidence author uses
words and phrases by their Assess the Validity of
connotative and denotative reasoning - weighing
meaning to determine the the accuracy of the
author's attitude (tone) toward support and evidence
the text Seminal – important
• Students will compare and Themes/Concepts –
contrast a key scene from two main idea
different perspectives / Domain Specific
mediums stating what appears Language –content area language
and what is absent area language
Students will analyze the
authorial changes in themes,
topics and character types
made to a primary source

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 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		

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

Choice and Consequence: Novel

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.

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.

Choice and Consequence: Novel

Course Time/Pacing (number of days): 1/4 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	Unit Competencies	Key Vocabulary	Resources	Assessments
What students need to know	What students need to be able to do (skills): (Students will:)			
 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 	 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 cite clearly stated facts and examples from the text Students will analyze the explicit and implicit 	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	Additional supplemental resources may be used at teacher discretion.	 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: Novel

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

	 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

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.

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): 1/4 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	Unit Competencies	Key Vocabulary	Resources	Assessments
What students need to know	What students need to be able to do	Key vocabulary	Resources	Assessments
What students need to know	(skills): (Students will:)			
AAT as a Tour Calastians		Identify – find/locate	D II 11	
At Least Two Selections:	• Find the central idea/theme in		Prentice Hall	tests and quizzes
• 1. "Casey at Bat"	text	Analyze – break into	Literature grade 9	• classroom
• 2. "Fire and Ice"	Break the writing structure into	parts/explore/	Copyright 2007	discussions
• 3. "Macavity: The Mystery	its parts	examine	• Prentice Hall	 teacher generated
Cat"	• Find specific ideas that reflect	Interpret – make	provided audio	activities
• 4. "maggie and millie and	or changes in the central	meaning	text.	 cooperative
molly and may"	idea/theme from the structure	Evaluate – weigh the	 Additional 	learning activities
• 5. "The Road Not Taken"	of the text	evidence in	supplemental	• written responses:
• 6. "The War Against the Trees"	Write an objective summary	comparison to the	resources may be	reader response
• 7. "Sonnets on Love"	based on facts and examples	author's conclusions	used at teacher	journals
• 8. "The Writer"	from text	Synthesize – make	discretion.	writing logs
• 9. "Sonnet 30"	Cite details from text	new meaning from the		readers notebooks
• Teacher Discretion (optional)	Students will find clearly stated	parts		essays
reaction (optional)	facts and examples from the	Inference – draw a		 listening logs
• Concepts:	text	conclusion based on		• talk to the text
• Alliteration	• Students will find and list the	what did you find in		
• Analysis	statement or words the author	the text to support		
• Connotation	uses to lead the reader to the	your assumption(s)		
Q 1.	central idea	Making Connections		
-	• Students will cite clearly stated	connecting one ideafrom the text to		
Figurative Language	facts and examples from the			
• Flashback	text	another idea in the text		
Foreshadowing	Students will analyze the	and/or using prior		
• Free Verse	explicit and implicit	knowledge Rhetoric - author's use		
• Genre	assumptions the author has	of words to		
• Imagery	made about the text	communicate		
• Irony	Students will examine how	Point of View –		
 Metaphor 	characters respond to each	Point of view – Perspective:		
• Meter	other	Fiction –		
• Mood	Students will decide what the	narrator or speaker's		
 Paraphrase 	author's perspective (point of	perspective		
 Personification 	view) is based on the words the	Tone – the author's		
• Poetry	author uses (rhetoric)	attitude		
	` ′	attituuc		

Choice and Consequence: Poetry

Point of view	Students will break down the	Account(s) of Subject
 Repetition 	words and phrases by their	- character/person/
Rhyme	connotative and denotative	topic
• Rhythm	meaning to determine the	Argument – author's
• Simile	author's attitude (tone) toward	main position
• Sonnet	the text	Assess the Validity of
• Stanza	• Students will compare and	reasoning - weighing
Summarize	contrast a key scene from two	the accuracy of the
• Symbolism	different perspectives /	support and evidence
• Tone	mediums stating what appears	Seminal – important
Voice	and what is absent	Themes/Concepts –
• Voice	• Students will find and use	main idea
	appropriate strategies to	Domain Specific
	demonstrate the meaning of the	
	words to comprehend grade	area language
	level literary text	
	• Students will transfer their	
	knowledge of figurative,	
	connotative and denotative	
	language across content areas	
	• Students will be able to read	
I	and comprehend literary fiction	
I	independently with	
	understanding	

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

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.

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): 1/4 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 Unit Competencies	Key Vocabulary	Resources	Assessments
What students need to know What students need to be able to do			
What students need to be able to do (skills): (Students will:) At Least Two Selections: 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) Concepts: Alliteration Analysis Connotation Couplet Figurative Language Flashback Foreshadowing Free Verse Genre Imagery Irony Metaphor Meter Mood Paraphrase Personification Poetry Point of view Repetition What students need to be able to do (skills): (Students will:) 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 Students will find 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 decide what the author's perspective (point of view) is based on the words the	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: Fiction – narrator or speaker's perspective Tone – the author's	 Prentice Hall Literature grade 9 Copyright 2007 Prentice Hall provided audio text. Additional supplemental resources may be used at teacher discretion. 	 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

Choice and Consequence: Poetry

 Rhythm Simile Sonnet Stanza Summarize Symbolism Tone Voice 	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	Account(s) of Subject - character/person/ topic Argument – author's main position 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	
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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

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.

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): 1/4 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 Honors English Choice and Consequence: Poetry

Unit Concepts	Unit Competencies	Key Vocabulary	Resources	Assessments
What students need to know	What students need to be able to do	J T T T T T T T T T T T T T T T T T T T		
	(skills): (Students will:)			
At Least Three Selections: 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) Concepts: Alliteration Analysis Connotation Couplet Figurative Language Flashback Foreshadowing Free Verse Genre Imagery Irony Metaphor Meter Mood Paraphrase Personification Poetry Point of view Repetition Rhyme	 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 	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: Fiction – narrator or speaker's perspective Tone – the author's	 Prentice Hall Literature grade 9 Copyright 2012 Prentice Hall provided audio text. Additional supplemental resources may be used at teacher discretion. 	 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

Choice and Consequence: Poetry

 Rhythm Simile Sonnet Stanza Summarize Symbolism Tone Voice 	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	Account(s) of Subject - character/person/ topic Argument – author's main position 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	
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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: Poetry

Choice and Consequence: Short Story

Unit: Choice and Consequence: 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.

Choice and Consequence: 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.

Choice and Consequence: Short Story

Course Time/Pacing (number of days): 1/4 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	Unit Competencies	Key Vocabulary	Resources	Assessments
What students need to know	What students need to be able to do (skills): (Students will:)			
 At Least One Selections: 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: Characterization Climax Conflict Connotation Dialogue Exposition 	 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 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	 Prentice Hall Literature grade 9 Copyright 2007 Prentice Hall provided audio texts Additional supplemental resources may be used at teacher discretion. 	 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

Choice and Consequence: Short Story

Falling action Fiction Fiction Flashback Foreshadowing Genre Irony Paraphrase Proint of view Resolution Summarize Summarize Summarize Symbolism Theme Fine Firetion Fund Summarize Summ		Choice and Conseq	uence: Short Story
Flashback Foreshadowing Genre Irony Paraphrase Piot of view Resolution Setting Students will examine how characters develop of ther Students will examine how the characters respond to each other Students will examine how the characters move the story along or develop the theme Stuting Students will decide what the author's perspective (point of view) is based on the words the author is perspective (point of view) 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 and contrast a key scene from two different perspectives / mediums stating what appears and what is absent 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,	• Falling action	1 1	and/or using prior
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• Students will analyze the authorial changes in themes,			
authorial changes in themes,		and what is absent	area ranguage
		• Students will analyze the	
		authorial changes in themes,	
topics and character types		topics and character types	

Choice and	Consequence:	Short Story
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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

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

Choice and Consequence: Short Story

Unit: Choice and Consequence: 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.

Choice and Consequence: 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
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- 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.2.1 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.

Choice and Consequence: Short Story

Course Time/Pacing (number of days): 1/4 of the class duration

Essential Questions:

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

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Unit Concepts	Unit Competencies	Key Vocabulary	Resources	Assessments
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East Stroudsburg Area School District 9 College Prep English Choice and Consequence: Short Story

		uence. Short Story	T	1
 Genre Irony Paraphrase Plot Point of view Resolution Setting Short Story Summarize Symbolism Theme 	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 connotative and denotative meaning to determine the author's attitude (tone) toward the text Students will compare and	and/or using prior knowledge Rhetoric- author's use of words to communicate Point of View – Perspective: Nonfiction – author's perspective or reader's perspective Fiction – 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 –		
	Students will break down the words and phrases by their connotative and denotative meaning to determine the author's attitude (tone) toward the text	Assess the Validity of reasoning - weighing the accuracy of the support and evidence Seminal – important		

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

Choice and Cons	equence. Short Story
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	1
independently with	
understanding	

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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Choice and Consequence: Short Story

Unit: Choice and Consequence: Short Story

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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.

Choice and Consequence: 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): 1/4 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?

Choice and Consequence: Short Story

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	Unit Competencies	Key Vocabulary	Resources	Assessments
What students need to know	What students need to be able to do (skills): (Students will:)			
 At Least Two Selections: 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) Concepts: Characterization Climax Conflict Connotation Dialogue Exposition Falling action Fiction Flashback Foreshadowing Genre Irony Paraphrase Plot 	 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 	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	 Prentice Hall Literature grade 9 Copyright 2012 Prentice Hall provided audio texts Additional supplemental resources may be used at teacher discretion. 	 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

		uence: Short Story
• Point of view	Students will examine how	Point of View –
• Resolution	characters respond to each	Perspective:
• Setting	other	Nonfiction –
Short Story	Students will examine how the	author's perspective or
• Summarize	characters move the story along	reader's perspective
• Symbolism	or develop the theme	Fiction –
• Theme	Students will decide what the	narrator or speaker's
	author's perspective (point of	perspective
	view) is based on the words the	Tone – the author's
	author uses (rhetoric)	attitude
	Students will use sentence	Account(s) of Subject
	structure and paragraphs to	- character/person/
	determine the author's idea,	topic
	how it is developed and how it	Delineate – outline
	effects the meaning of the text	Argument – author's
	Students will explore the	main position
	author's process in creating	Specific Claims –
	linear and non-linear plots	exact support
	Students will break down the	/evidence author uses
	words and phrases by their	Assess the Validity of
	connotative and denotative	reasoning - weighing
	meaning to determine the	the accuracy of the
	author's attitude (tone) toward	support and evidence
	the text	Seminal – important
	Students will compare and	Themes/Concepts –
	contrast a key scene from two	main idea
	different perspectives /	Domain Specific
	mediums stating what appears	Language –content
	and what is absent	area language
	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	

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

Choice and Consequence: Short Story			
	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		

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

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.

Keystone Eligible Content:

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.

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): 1/4 of the class duration

Essential Ouestions:

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 At Least 1+ Selections:	Unit Competencies What students need to be able to do (skills): (Students will:) • Students will find the central	Key Vocabulary Identify – find/locate	Resources • Prentice Hall	Assessments • tests and quizzes
 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: Author purpose Autobiography Biography Connotation 	 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 	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	Literature grade 9 Copyright 2012/2007 Prentice Hall provided audio texts Additional supplemental nonfiction resources will be used in conjunction with each thematic unit to address all the nonfiction keystone anchors	 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

<u></u>	Constructing fuer	innes: Nomicuon	T	T
DictionDiaryExpositoryPersuasive	facts and examples from the text • Students will find and list the statement or words the author	what did you find in the text to support your assumption(s) Making Connections	by the end of the course. Suggestions may be found in	• talk to the text
 Persuasive Point of view Repetition Style Syntax Tone Speech Voice 	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	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: Nonfiction - author's perspective or reader's perspective Fiction - 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	be found in department resource binder\ electronic storage. • Additional supplemental resources may be used at teacher discretion.	
	Students will compare and	Themes/Concepts –		

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

	contrast which details are	main idea	
	emphasized in a variety of	Domain Specific	
	texts, images and multimedia	Language –content	
•	Students will outline and weigh	area language	
	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		
•			
	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		

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

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.

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.

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): 1/4 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	Unit Competencies	Key Vocabulary	Resources	Assessments
What students need to know	What students need to be able to do			
	(skills): (Students will:)			
At Least 1+ Selections:	Students will find the central	Identify – find/locate	Prentice Hall	• tests and quizzes
• 1. "Before Hip Hop was Hip	idea in the text	Analyze – break into	Literature grade 9	• classroom
Hop"	Students will break the writing	parts/explore/ examine	Copyright	discussions
• 2. "Libraries Face Sad	structure into its parts	Interpret – make	2012/2007 • Prentice Hall	• shared inquiry
Chapters" • 3. "My English"	Students will find specific ideas	meaning	provided audio	• teacher generated activities
• 4. "The Talk"	that reflect or changes the	Evaluate – weigh the	texts	cooperative
• 5. "New Directions"	central idea from the structure	evidence in	Additional	learning activities
• 6. "The Washwoman"	of the text	comparison to the	supplemental	• oral presentations
• 7. "Carry Your Own Skis"	Students will write an objective	author's conclusions	nonfiction	• written responses:
	summary based on facts and	Explicit – facts and	resources will be	reader response
• Concepts:	examples from the text	examples Synthesize – make	used in	journals
Author purpose	Students will cite evidence	new meaning from the	conjunction with each thematic unit	writing logs
Autobiography	from the text	parts	to address all the	readers notebooks
• Biography		Inference – draw a	nonfiction	essays

onstructing Identities: Nonfiction

			7 1211
			Constructing Idea
•	Connotation	•	Students will find clearly stated
•	Diction		facts and examples from the
•	Diary		text
•	Expository	•	Students will find and list the
•	Persuasive		statement or words the author
•	Point of view		uses to lead the reader to the
•	Repetition		antivolidae (stated or implied)

Style

Syntax

Speech

Voice

Tone

- nd and list the rds the author 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

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:**

Nonfiction – author's perspective or reader's perspective Fiction – 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

keystone anchors by the end of the course. Suggestions may be found in department

resource binder\

electronic storage. Additional supplemental resources may be used at teacher discretion.

- listening logs
- talk to the text

East Stroudsburg Area School District 9 English Constructing Identities: Nonfiction

• Students will compare and Themes/Concepts –	
contrast which details are main idea	
emphasized in a variety of Domain Specific Language content	
texts, images and multimedia Language –content area language	
• 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	

East Stroudsburg Area School District 9 English Constructing Identities: Nonfiction

Constituting remained from the first					

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

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.

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.

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): 1/4 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: 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: Author purpose Autobiography 	 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	 Prentice Hall Literature grade 9 Copyright 2012/2007 Prentice Hall provided audio texts Additional supplemental nonfiction resources will be used in conjunction with each thematic unit to address all the 	 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

Constructing Identities: Nonfiction

•	Biogra	phy
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- Connotation
- Diction
- Diary
- **Expository**
- Persuasive
- Point of view
- Repetition
- Style
- **Syntax**
- Tone
- Speech
- Voice

- 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

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:**

Nonfiction – author's perspective or reader's perspective

Fiction – 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

- keystone anchors
- by the end of the course. Suggestions may be found in department resource binder\

electronic storage.

Additional supplemental resources may be used at teacher discretion.

nonfiction

- listening logs
- talk to the text

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

 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 	Seminal – important Themes/Concepts – main idea Domain Specific Language –content area language	
 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 		

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

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

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.

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): 1/4 of the class duration

Essential Questions:

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

How is literature like life?

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	Unit Competencies	Key Vocabulary	Resources	Assessments
What students need to know	What students need to be able to do (skills): (Students will:)			
 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 	 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 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 	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	 Of Mice and Men Of Mice and Men 1992 Video version Of Mice and Men audio text Additional supplemental resources may be used at teacher discretion. 	 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

Constructing Identities: Novel

Constructing I	Identities: Novel
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	Fiction — 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

Constructing	Identities:	Novel
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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 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.

- 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): 1/4 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

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	Unit Competencies	Key Vocabulary	Resources	Assessments
What students need to know	What students need to be able to do (skills): (Students will:)			
 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 	 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 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 	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	 Of Mice and Men Of Mice and Men 1992 Video version Of Mice and Men audio text Additional supplemental resources may be used at teacher discretion. 	 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

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Constructing	Identities: Novel	
Students will examine how	Point of View –	
characters respond to each	Perspective:	
other	Nonfiction –	
Students will examine how the	author's perspective or	
characters move the story alon	g reader's perspective	
or develop the theme	Fiction –	
Students will decide what the	narrator or speaker's	
author's perspective (point of	perspective	
view) is based on the words th		
author uses (rhetoric)	attitude	
Students will use sentence	Account(s) of Subject	
structure and paragraphs to	- character/person/	
determine the author's idea,	topic	
how it is developed and how it	Delineate – outline	
effects the meaning of the text	Argument – author's	
Students will explore the	main position	
author's process in creating	Specific Claims –	
linear and non-linear plots	exact support	
Students will break down the	/evidence author uses	
words and phrases by their	Assess the Validity of	
connotative and denotative	reasoning - weighing	
meaning to determine the	the accuracy of the	
author's attitude (tone) toward	support and evidence	
the text	Seminal – important	
Students will compare and	Themes/Concepts –	
contrast a key scene from two	main idea	
different perspectives /	Domain Specific	
mediums stating what appears	Language –content	
and what is absent	area language	
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 th		

words to comprehend grade

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

 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 		 connotative and denotative language across content areas Students will be able to read and comprehend literary fiction independently with 			
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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

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.

- 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.

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): 1/4 of the class duration

Essential Questions:

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

How is literature like life?

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	Unit Competencies	Key Vocabulary	Resources	Assessments
What students need to know	What students need to be able to do (skills): (Students will:)			
 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 	 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 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 	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	 Of Mice and Men Of Mice and Men 1992 Video version Of Mice and Men audio text Additional supplemental resources may be used at teacher discretion. 	 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

Constructing Identities: Novel

Constructing 1	Identities: Novel
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	Fiction — 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

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

	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.		

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

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.

- 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.

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): 1/4 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	Unit Competencies	Key Vocabulary	Resources	Assessments
What students need to know	What students need to be able to do			
	(skills): (Students will:)			
At Least Two Selections: 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) Concepts: Alliteration Analysis Connotation Couplet Figurative Language Flashback Foreshadowing Free Verse Genre Imagery Irony Metaphor Meter Mood Paraphrase Personification Poetry	 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 	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: Fiction – narrator or speaker's perspective	 Prentice Hall Literature grade 9 Copyright 2012 Prentice Hall provided audio text. Additional supplemental resources may be used at teacher discretion. 	 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

Constructing Identities: Poetry

Repetition	Students will break down the	Account(s) of Subject
• Rhyme	words and phrases by their	- character/person/
• Rhythm	connotative and denotative	topic
• Simile	meaning to determine the	Argument – author's
• Sonnet	author's attitude (tone) toward	main position
• Stanza	the text	Assess the Validity of
• Summarize	Students will compare and	reasoning - weighing
• Symbolism	contrast a key scene from two	the accuracy of the
• Tone	different perspectives /	support and evidence
• Voice	mediums stating what appears	Seminal – important
Voice	and what is absent	Themes/Concepts –
	Students will find and use	main idea
	appropriate strategies to	Domain Specific
	demonstrate the meaning of the	Language –content
	words to comprehend grade	area language
	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.	

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: Postry

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.

- 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 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.
- 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): 1/4 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: Postry

Constructin	o Ide	entities	: Poetry
Construction	ig ruc	muncs	· I och y

Unit Concepts	Unit Competencies	Key Vocabulary	Resources	Assessments
What students need to know	What students need to be able to do		21000012000	12550552220105
	(skills): (Students will:)			
At Least Two Selections: 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) Concepts: Alliteration Analysis Connotation Couplet Figurative Language Flashback Foreshadowing Free Verse Genre Imagery Irony Metaphor Meter Mood Paraphrase Personification Poetry Point of view	 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: Fiction – narrator or speaker's perspective Tone – the author's attitude	 Prentice Hall Literature grade 9 Copyright 2012 Prentice Hall provided audio text. Additional supplemental resources may be used at teacher discretion. 	 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

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 Repetition Rhyme Rhythm Simile Sonnet Stanza Summarize Symbolism Tone Voice 	 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 	Account(s) of Subject - character/person/ topic Argument – author's main position 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	
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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

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.

- 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.

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): 1/4 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	Unit Competencies	Key Vocabulary	Resources	Assessments
What students need to know	What students need to be able to do			
	(skills): (Students will:)			
At Least Three Selections: 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) Concepts: Alliteration Analysis Connotation Couplet Figurative Language Flashback Foreshadowing Free Verse Genre Imagery Irony Metaphor Meter Mood Paraphrase Personification Poetry Point of view	 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: Fiction – narrator or speaker's perspective Tone – the author's attitude	 Prentice Hall Literature grade 9 Copyright 2012 Prentice Hall provided audio text. Additional supplemental resources may be used at teacher discretion. 	 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

Constructing Identities: Poetry

 Rhythm Simile Sonnet Stanza Summarize Symbolism Tone Voice Sa <l< th=""><th>connotative and denotative meaning to determine the author's attitude (tone) toward he 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</th><th>character/person/ opic Argument — author's main position Assess the Validity of reasoning - weighing the accuracy of the apport and evidence Seminal — important Themes/Concepts — main idea Domain Specific Language —content area language</th><th></th></l<>	connotative and denotative meaning to determine the author's attitude (tone) toward he 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	character/person/ opic Argument — author's main position Assess the Validity of reasoning - weighing the accuracy of the apport and evidence Seminal — important Themes/Concepts — main idea Domain Specific Language —content area language	
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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 Constructing Identities: Poetry

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.

- 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.

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): 1/4 of the class duration

Essential Questions:

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

How is literature like life?

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	Unit Competencies	Key Vocabulary	Resources	Assessments
What students need to know	What students need to be able to do (skills): (Students will:)			
 At Least 1+ Selections: 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" Concepts: Characterization Climax Conflict Connotation Dialogue Exposition Falling action Fiction Flashback Foreshadowing Genre Irony Paraphrase Plot Point of view Resolution Setting Short Story 	 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 	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	 Prentice Hall Literature grade 9 Copyright 2012 Prentice Hall provided audio texts Additional supplemental resources may be used at teacher discretion. 	 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

- Crammanina	Ctudents will examine here	
• Summarize	Students will examine how	Point of View –
• Symbolism	characters respond to each	Perspective:
• Theme	other	Nonfiction –
	• Students will examine how the	author's perspective or
	characters move the story along	reader's perspective
	or develop the theme	Fiction –
	Students will decide what the	narrator or speaker's
	author's perspective (point of	perspective
	view) is based on the words the	Tone – the author's
	author uses (rhetoric)	attitude
	Students will use sentence	Account(s) of Subject
	structure and paragraphs to	- character/person/
	determine the author's idea,	topic
	how it is developed and how it	Delineate – outline
	effects the meaning of the text	Argument – author's
	 Students will explore the 	main position
	author's process in creating	Specific Claims –
	linear and non-linear plots	exact support
	±	/evidence author uses
	• Students will break down the	Assess the Validity of
	words and phrases by their	reasoning - weighing
	connotative and denotative	the accuracy of the
	meaning to determine the	support and evidence
	author's attitude (tone) toward	Seminal – important
	the text	Themes/Concepts –
	Students will compare and	main idea
	contrast a key scene from two	Domain Specific
	different perspectives /	Language –content
	mediums stating what appears	area language
	and what is absent	area ranguage
	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	
	17 or as 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		
5		

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: Short Story

Unit: Constructing Identities: Short Story

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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.

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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.
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Essential Questions:

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East Stroudsburg Area School District 9 College Prep English Constructing Identified, Short Story

Constructing Identities: Short Story

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

Unit Concepts	Unit Competencies	Key Vocabulary	Resources	Assessments
What students need to know	What students need to be able to do (skills): (Students will:)			
 At Least 1+ Selections: 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" Concepts: Characterization Climax Conflict Connotation Dialogue Exposition Falling action Fiction Flashback Foreshadowing Genre Irony Paraphrase Plot Point of view Resolution Setting Short Story 	 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 	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	 Prentice Hall Literature grade 9 Copyright 2012 Prentice Hall provided audio texts Additional supplemental resources may be used at teacher discretion. 	 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 Iden	uties. Short Story	
Summarize	• Students will examine how	Point of View –	
• Symbolism	characters respond to each	Perspective:	
• Theme	other	Nonfiction –	
	• Students will examine how the	author's perspective or	
	characters move the story along	reader's perspective	
	or develop the theme	Fiction –	
	Students will decide what the	narrator or speaker's	
	author's perspective (point of	perspective	
	view) is based on the words the	Tone – the author's	
	author uses (rhetoric)	attitude	
	• Students will use sentence	Account(s) of Subject	
	structure and paragraphs to	- character/person/	
	determine the author's idea,	topic	
	how it is developed and how it	Delineate – outline	
	effects the meaning of the text	Argument – author's	
	• Students will explore the	main position	
	author's process in creating	Specific Claims –	
	linear and non-linear plots	exact support	
	Students will break down the	/evidence author uses	
	words and phrases by their	Assess the Validity of	
	connotative and denotative	reasoning - weighing	
	meaning to determine the	the accuracy of the	
	author's attitude (tone) toward	support and evidence	
	the text	Seminal – important	
	Students will compare and	Themes/Concepts –	
	contrast a key scene from two	main idea	
	different perspectives /	Domain Specific	
	mediums stating what appears	Language –content	
	and what is absent	area language	
	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		

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

Completed Billion Billion				
	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			
	_			

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

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.

- 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.

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): 1/4 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	Unit Competencies	Key Vocabulary	Resources	Assessments
What students need to know	What students need to be able to do (skills): (Students will:)			
 At Least Two Selections: 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" Concepts: Characterization Climax Conflict Connotation Dialogue Exposition Falling action Fiction Flashback Foreshadowing Genre Irony Paraphrase Plot Point of view Resolution Setting Short Story 	 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 	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	 Prentice Hall Literature grade 9 Copyright 2012 Prentice Hall provided audio texts Additional supplemental resources may be used at teacher discretion. 	 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

Summarize	Students will examine how	Point of View –
• Symbolism	characters respond to each	Perspective:
• Theme	other	Nonfiction –
Theme	Students will examine how the	author's perspective or
	characters move the story along	reader's perspective
	or develop the theme	Fiction –
	Students will decide what the	narrator or speaker's
	author's perspective (point of	perspective
	view) is based on the words the	Tone – the author's
	author uses (rhetoric)	attitude
	Students will use sentence	Account(s) of Subject
	structure and paragraphs to	- character/person/
	determine the author's idea,	topic
	how it is developed and how it	Delineate – outline
	effects the meaning of the text	Argument – author's
	Students will explore the	main position
	author's process in creating	Specific Claims –
	linear and non-linear plots	exact support
	Students will break down the	/evidence author uses
	words and phrases by their	Assess the Validity of
	connotative and denotative	reasoning - weighing
	meaning to determine the	the accuracy of the
	author's attitude (tone) toward	support and evidence
	the text	Seminal – important Themes/Concepts –
	Students will compare and	main idea
	contrast a key scene from two	Domain Specific
	different perspectives /	Language –content
	mediums stating what appears	area language
	and what is absent	area ranguage
	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	

East Stroudsburg Area School District 9 Honors English Constructing Lightities, Short Storm

Constructing Identities:	Short Story
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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		

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

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

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.1.4.9-10.0

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?

Unit Concepts	Unit Competencies	Key Vocabulary	Resources	Assessments
What students need to know	What students need to be able to do			
	(skills): (Students will:)			
Response to Literature	Write at least 4 multi-paragraph	Keystone Vocabulary	Prentice Hall	• Essays
Prentice Hall Writing and	essays that include:	• Construct – form	Writing and	Book Reports
Grammar Gold Level	• 3 or more sentence	an idea; write	Grammar Gold	Writing Prompts
Chapter 13	introductions and	• Quote – cite from	Level.	• Teacher generated
Teacher generated prompts	conclusions	the source	Teacher generated	projects
• Persuasive	8 or more body sentences	Organize – logical	prompts	MLA formatting
Prentice Hall Writing and Grammar Gold Level	Brainstorm, draft, revise	pattern	Released items	• Student
	and edit	• Summarize –	from SAS	presentations
Chapter 7	Publish writing that has a	provide main	Portal/PDE	
Teacher generated promptsCause and Effect	clear focus	points	Supplemental	
• Cause and Effect Prentice Hall Writing and	Publish writing that has	• Cite – provide	teacher resources	
Grammar Gold Level	accurate and detailed	evidence	USA Test Prep	
Chapter 10	content	• Formulate - create	Study Island	
Teacher generated prompts	Publish writing that has a	• Critique- give a		
 Compare and Contrast 	clear organizational pattern	review		
Prentice Hall Writing and	Publish writing that has	• Expository –		
Grammar Gold Level	varied sentence structure	detailed		
Chapter 9	for style	description or		
Teacher generated prompts	Publish writing that has	discussion		
• Research	been proofread for proper conventions	• Cause and Effect –		
Prentice Hall Writing and	RESPONSE to LITERATURE	showing a		
Grammar Gold Level		connection between two or		
Chapter 9	 Understand the characteristics of written 			
Teacher generated prompts	response to literature	more thingsCompare and		
• Timed Writing	 Choose and narrow topic 	Contrast – showing		
Prentice Hall Writing and	for written response to	how two or more		
Grammar Gold Level	literature	things are alike		
Chapters 7,9,10, 13 based on	 Consider audience and 	and different		
teacher discretion AND/OR	purpose in developing a	Research –		
teacher generated prompts	writing topic	organized		
	Apply strategies for	investigation to		
	gathering and organizing	find accurate		
	gamering and organizing	IIIIa accurate		

Writing		
details 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	information of a topic Persuasion — writing that influences others to act or do as you believe supported by research Writing Vocabulary Introduction Conclusion Main idea Supporting details Elaboration Focus Content	
 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 	 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 	

writing			
	ensure standard English	Indirect Quotes	
	usage and grammar	Brainstorm	
	 Evaluate writing for both 	Drafting	
	mechanics and content	• Revising	
	 Refine selected work for 	• Editing	
	publication	Latting	
	r		
	CAUSE and EFFECT		
	 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		
	organize, and support what		
	is known and what needs to		
	be learned about a topic		
	Evaluate writing for both		
	mechanics and content		
	COMPARE and CONTRAST		
	Recognize the elements of an effective comparison and		
	an effective comparison and		

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		

 Use proper MLA formatting for parenthetical citation and Work Cited page Avoiding plagiarism 	V	
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		

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, inclass writing workshops

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

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.1.4.9-10.0

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?

Unit Concepts	Unit Competencies	Key Vocabulary	Resources	Assessments
What students need to know	What students need to be able to do			
	(skills): (Students will:)			
Response to Literature	Write at least 4 multi-paragraph	Keystone Vocabulary	Prentice Hall	• Essays
Prentice Hall Writing and	essays that include:	• Construct – form	Writing and	Book Reports
Grammar Gold Level	• 5 or more sentence	an idea; write	Grammar Gold	Writing Prompts
Chapter 13	introductions and	• Quote – cite from	Level.	• Teacher generated
Teacher generated prompts	conclusions	the source	Teacher generated	projects
• Persuasive	• 10 or more body sentences	Organize – logical	prompts	 MLA formatting
Prentice Hall Writing and	Brainstorm, draft, revise	pattern	 Released items 	Student
Grammar Gold Level	and edit	• Summarize –	from SAS	presentations
Chapter 7	 Publish writing that has a 	provide main	Portal/PDE	
Teacher generated prompts	clear focus	points	 Supplemental 	
• Cause and Effect	 Publish writing that has 	• Cite – provide	teacher resources	
Prentice Hall Writing and	accurate and detailed	evidence	 USA Test Prep 	
Grammar Gold Level	content	• Formulate - create	 Study Island 	
Chapter 10	 Publish writing that has a 	• Critique- give a		
Teacher generated prompts	clear organizational pattern	review		
• Compare and Contrast	 Publish writing that has 	Expository –		
Prentice Hall Writing and	varied sentence structure	detailed		
Grammar Gold Level	for style	description or		
Chapter 9	 Publish writing that has 	discussion		
Teacher generated prompts	been proofread for proper	 Cause and Effect – 		
• Research	conventions	showing a		
Prentice Hall Writing and	RESPONSE to LITERATURE	connection		
Grammar Gold Level	 Understand the 	between two or		
Chapter 9	characteristics of written	more things		
Teacher generated prompts	response to literature	 Compare and 		
• Timed Writing	 Choose and narrow topic 	Contrast – showing		
Prentice Hall Writing and	for written response to	how two or more		
Grammar Gold Level	literature	things are alike		
Chapters 7,9,10, 13 based on	 Consider audience and 	and different		
teacher discretion AND/OR	purpose in developing a	• Research –		
teacher generated prompts	writing topic	organized		
	 Apply strategies for 	investigation to		
	gathering and organizing	find accurate		

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* *		

	Engusii
	Wı
d	etails
• D	raft a response to
li	terature with an
ir	ntroduction, body and
C	onclusion
• E	valuate and revise the
O	verall structure of a draft
0	f a response to literature
• V	Vrite strong topic
Se	entences for paragraphs
• R	evise sentences for clarity

PERSUASIVE

literature

• Write a persuasive essay appropriate to audience and purpose

Add evaluative modifiers

a written response to

Edit, proofread, and publish

- 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

information of a topic

Persuasion –
 writing that
 influences others
 to act or do as you
 believe supported
 by research

Writing Vocabulary

- 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

		ting	
	ensure standard English	 Indirect Quotes 	
	usage and grammar	 Brainstorm 	
	 Evaluate writing for both 	 Drafting 	
	mechanics and content	 Revising 	
	 Refine selected work for 	• Editing	
	publication	Zumg	
	-		
C	CAUSE and EFFECT		
	• 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		
	SOMDADE and CONTRDACT		
	COMPARE and CONTRAST		
	• Recognize the elements of		
	an effective comparison and		

	VVII	ting	
co	ntrast essay		
• Le	arn strategies for		
ge	nerating and narrowing a		
to	oic for a comparison and		
co	ntrast essay		
• Le	arn strategies for		
or	ganizing a comparison		
	d contrast essay		
	ecognize strategies for		
	vising an essay's overall		
	ucture as well as its		
pa	ragraphs, sentences, and		
	ord choice		
• Ed	lit and proofread a draft		
	cusing on grammar and		
	age errors.		
RESEAR	СН		
• Ide	entify and define a		
	search report		
	ilize strategies for		
	oosing a topic		
	entify and practice		
	ategies for narrowing a		
	oic		
	entify audience and		
	rpose		
	cate sources to gather		
	pport		
<u> </u>	ape writing through a		
	esis statement and		
	ganizational strategy		
	raluate paragraph patterns		
	se proper format for		
	otes: direct, indirect,		
=	rtial and block		
pa	ruai aliu viock		

 Use proper MLA formatting for parenthetical citation and Work Cited page Avoiding plagiarism 	V	
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		

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, inclass writing workshops

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

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.1.4.9-10.0

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?

	ung	
ensure standard English	Indirect Quotes	
usage and grammar	Brainstorm	
 Evaluate writing for both 	Drafting	
mechanics and content	• Revising	
 Refine selected work for 	• Editing	
publication	Latting	
r		
CAUSE and EFFECT		
 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		
organize, and support what		
is known and what needs to		
be learned about a topic		
Evaluate writing for both		
mechanics and content		
COMPARE and CONTRAST		
Recognize the elements of an effective comparison and		
an effective comparison and		

1.00	iting
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	

 Use proper MLA formatting for parenthetical citation and Work Cited page Avoiding plagiarism 		
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		

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, inclass 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, soliloguy, 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): 1/4 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
 1. The Tragedy of Romeo and Juliet 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 	 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 cite clearly stated facts and examples from the text Students will analyze the explicit and implicit assumptions the author has made about 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 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	 Prentice Hall 2012: The Tragedy of Romeo and Juliet The Tragedy of Romeo and Juliet 1968 video version The Tragedy of Romeo and Juliet 1996 video version Prentice Hall provided audio texts. A&E Biography: The Life and Times of William Shakespeare Additional supplemental resources may be used at teacher discretion. 	 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

 Prologue Pun Resolution Setting Soliloquy Summarize Symbolism Tragedy Tragic Hero Students will examine how characters respond to each other Students will examine how characters respond to each other Students will examine how characters respond to each other Students will examine how characters respond to each other Students will examine how characters respond to each other Students will examine how characters respond to each other Students will examine how characters respond to each other Students will examine how characters respond to each other Students will examine how characters respond to each other 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 Tone – the author's attitude Account(s) of Subject 	
 Resolution Setting Soliloquy Summarize Symbolism Theme Tragedy Tragic Hero 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 examine how reach other Students will examine how the 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 Tone – the author's attitude Account(s) of Subject 	
 Setting Soliloquy Summarize Symbolism Tragedy Tragic Hero 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 decide what the author's perspective Tone – the author's attitude Account(s) of Subject 	
 Soliloquy Summarize Symbolism Theme Tragedy Tragic Hero 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 examine how the characters move the story along or develop the theme Tragedy Tragic Hero Students will decide what the author's perspective Tone – the author's attitude Account(s) of Subject 	
 Soliloquy Summarize Symbolism Theme Tragedy Tragic Hero 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 Nonfiction – author's perspective or reader's perspective Fiction – narrator or speaker's perspective Tone – the author's attitude Account(s) of Subject	
 Summarize Symbolism Theme Tragedy Tragic Hero 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 examine how the characters move the story along or develop the theme Tragedy Tragic Hero Students will decide what the author's perspective or reader's perspective Tone – the author's attitude Account(s) of Subject 	
 Symbolism Theme Tragedy Tragic Hero Students will decide what the author uses (rhetoric) Students will use sentence reader's perspective Fiction – narrator or speaker's perspective Tone – the author's attitude Account(s) of Subject 	
 Theme Tragedy Tragic Hero Students will decide what the author's perspective (point of view) is based on the words the author uses (rhetoric) Students will use sentence Fiction – narrator or speaker's perspective Tone – the author's attitude Account(s) of Subject 	
 Tragedy Tragic Hero Students will decide what the author's perspective (point of view) is based on the words the author uses (rhetoric) Students will use sentence narrator or speaker's perspective Tone – the author's attitude Account(s) of Subject 	
 Tragic Hero author's perspective (point of view) is based on the words the author uses (rhetoric) Students will use sentence Perspective Tone – the author's attitude Account(s) of Subject	
view) is based on the words the author uses (rhetoric) Students will use sentence Tone – the author's attitude Account(s) of Subject	
• Students will use sentence Account(s) of Subject	
Judents will use sentence	
structure and paragraphs to - character/person/	
determine the author's idea, topic	
how it is developed and how it Delineate – outline	
effects the meaning of the text Argument – author's	
• Students will explore the main position Stratific Claims	
author's process in creating Specific Claims –	
linear and non-linear plots Standards of Process in Creating exact support /evidence author uses	
• Students will break down the words and phrases by their Assess the Validity of	
words and phrases by then	
the accuracy of the	
meaning to determine the support and evidence	
author's attitude (tone) toward the taut Seminal – important	
the text Students will someon and Themes/Concepts —	
• Students will compare and main idea	
contrast a key scene from two Domain Specific	
different perspectives / Language content	
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	

East Stroudsburg Area School District 9 College Prep English What is Love?: Drama

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 	

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.

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

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, soliloguy, 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): 1/4 of the class duration

East Stroudsburg Area School District 9 Honors 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
 1. The Tragedy of Romeo and Juliet 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 	 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 cite clearly stated facts and examples from the text Students will analyze the explicit and implicit assumptions the author has made about 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 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	 Prentice Hall 2012: The Tragedy of Romeo and Juliet The Tragedy of Romeo and Juliet 1968 video version The Tragedy of Romeo and Juliet 1996 video version Prentice Hall provided audio texts. A&E Biography: The Life and Times of William Shakespeare Additional supplemental resources may be used at teacher discretion. 	 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 What is Love?: Drama

What is Love?: Drama							
• Prologue	Students will examine how	of words to					
• Pun	characters develop	communicate					
• Resolution	• Students will examine how	Point of View –					
• Setting	characters respond to each	Perspective:					
• Soliloquy	other	Nonfiction –					
• Summarize	• Students will examine how the	author's perspective or					
• Symbolism	characters move the story along	reader's perspective					
• Theme	or develop the theme	Fiction –					
• Tragedy	• Students will decide what the	narrator or speaker's					
• Tragic Hero	author's perspective (point of	perspective					
Tragic ficto	view) is based on the words the	Tone – the author's					
	author uses (rhetoric)	attitude					
	Students will use sentence	Account(s) of Subject					
	structure and paragraphs to	- character/person/					
	determine the author's idea,	topic					
	how it is developed and how it	Delineate – outline					
	effects the meaning of the text	Argument – author's					
	• Students will explore the	main position					
	author's process in creating	Specific Claims –					
	linear and non-linear plots	exact support					
	Students will break down the	/evidence author uses					
	words and phrases by their	Assess the Validity of					
	connotative and denotative	reasoning - weighing					
	meaning to determine the	the accuracy of the					
	author's attitude (tone) toward	support and evidence					
	the text	Seminal – important Themes/Concepts –					
	Students will compare and	main idea					
	contrast a key scene from two	Domain Specific					
	different perspectives /	Language –content					
	mediums stating what appears	area language					
	and what is absent	area ranguage					
	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						

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What	is	Love?:	Drama
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	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		

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

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.

East Stroudsburg Area School District 9 College Prep English 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.

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): 1/4 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?

Unit Concepts	Unit Concepts Unit Competencies		Resources	Assessments
What students need to know	know What students need to be able to do			
	(skills): (Students will:)			
Selection:	Students will find the central	Identify – find/locate	Prentice Hall	 tests and quizzes
• 1. "On Summer"	idea in the text	Analyze – break into	Literature grade 9	• classroom
• Teacher Discretion (optional)	Students will break the writing	parts/explore/	Copyright	discussions
 Concepts: Author purpose Autobiography Biography Connotation Diction 	 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 	examine Interpret – make meaning Evaluate – weigh the evidence in comparison to the author's conclusions Explicit – facts and	 2012/2007 Prentice Hall provided audio texts Additional supplemental resources may be used at teacher 	 shared inquiry teacher generated activities cooperative learning activities oral presentations written responses:
DiaryExpositoryPersuasivePoint of viewRepetition	 summary based on facts and examples from the text Students will cite evidence from the text 	examples Synthesize – make new meaning from the parts Inference – draw a	discretion. • Additional supplemental nonfiction resources will be	reader response journals writing logs readers notebooks essays

What is Love?: Nonfiction					
• Style	• Students will find clearly stated	conclusion based on	used in	 listening logs 	
• Syntax	facts and examples from the	what did you find in	conjunction with	 talk to the text 	
• Tone	text	the text to support	each thematic unit		
• Speech	• Students will find and list the	your assumption(s)	to address all the		
• Voice	statement or words the author	Making Connections	nonfiction		
	uses to lead the reader to the	connecting one ideafrom the text to	keystone anchors by the end of the		
	central idea (stated or implied)	another idea in the text	course.		
	, ,	and/or using prior	Suggestions may		
	Students will cite clearly stated	knowledge	be found in		
	facts and examples from the	Rhetoric- author's use	department		
	text	of words to	resource binder\		
	• Students will chose a strategy	communicate	electronic storage.		
	that helps them break down the	Point of View –			
	meaning and weigh how the	Perspective:			
	author develops and connects	Nonfiction –			
	the points within the text	author's perspective or			
	Students will make connections	reader's perspective			
	to the sequence of events	Fiction –			
	 Decide what the author's 	narrator or speaker's			
		perspective Tone – the author's			
	perspective (point of view) is	attitude			
	based on the words the author	Account(s) of Subject			
	uses (rhetoric)	- character/person/			
	• Students will use sentence	topic			
	structure and paragraphs to	Delineate – outline			
	determine the author's idea,	Argument – author's			
	how it is developed and how it	main position			
	affects the meaning of the text	Specific Claims –			
	Students will break down the	exact support			
	words and phrases by their	/evidence author uses			
	connotative and denotative	Assess the Validity of			
	meaning to determine the	reasoning - weighing			
		the accuracy of the support and evidence			
	author's attitude (tone) toward	Seminal – important			
	the text	Semmai – miportant			

T	vviiat is Luve		
•	Students will compare and	Themes/Concepts –	
	contrast which details are	main idea	
	emphasized in a variety of	Domain Specific	
	texts, images and multimedia	Language –content area language	
•	Students will outline and weigh	area ranguage	
	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		

What is Love. Monitorion				
ur	nderstanding			

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,

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.

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.

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): 1/4 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?

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: 1. "On Summer" Teacher Discretion (optional) Concepts: Author purpose Autobiography Biography Connotation Diction Diary Expository Persuasive Point of view Repetition Style 	 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	 Prentice Hall Literature grade 9 Copyright 2012/2007 Prentice Hall provided audio texts Additional supplemental resources may be used at teacher discretion. Additional supplemental nonfiction resources will be used in 	 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

• Syntax	facts and examples from the	what did you find in	conjunction with	• talk to the text
• Tone	text	the text to support	each thematic unit	tunk to the text
• Speech		your assumption(s)	to address all the	
• Voice	Students will find and list the		nonfiction	
Voice	statement or words the author	_	keystone anchors	
	uses to lead the reader to the	from the text to	by the end of the	
	central idea (stated or implied)	another idea in the text	course.	
	Students will cite clearly stated	and/or using prior	Suggestions may	
	facts and examples from the	knowledge	be found in	
	text	Rhetoric- author's use	department	
		of words to	resource binder\	
	Students will chose a strategy	communicate	electronic storage.	
	that helps them break down the	Point of View –		
	meaning and weigh how the	Perspective:		
	author develops and connects	Nonfiction –		
	the points within the text	author's perspective or		
	Students will make connections	reader's perspective		
	to the sequence of events	Fiction –		
	• Decide what the author's	narrator or speaker's		
		perspective		
	perspective (point of view) is	Tone – the author's		
	based on the words the author	attitude		
	uses (rhetoric)	Account(s) of Subject		
	• Students will use sentence	- character/person/		
	structure and paragraphs to	topic Delineate – outline		
	determine the author's idea,	Argument – author's		
	how it is developed and how it	main position		
	affects the meaning of the text	Specific Claims –		
	Students will break down the	exact support		
		/evidence author uses		
	words and phrases by their	Assess the Validity of		
	connotative and denotative	reasoning - weighing		
	meaning to determine the	the accuracy of the		
	author's attitude (tone) toward	support and evidence		
	the text	Seminal – important		
	Students will compare and	Themes/Concepts –		
	Students will compare and	Themes/Concepts –		

	contrast which details are	main idea	
	emphasized in a variety of	Domain Specific	
	texts, images and multimedia	Language –content	
	<u> </u>	area language	
•	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		
	anacidumianig		

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,

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.

- 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): 1/4 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?

Unit Concepts	Unit Competencies	Key Vocabulary	Resources	Assessments
What students need to know	What students need to be able to do	·		
	(skills): (Students will:)			
Selections: 1. "Sonnet on Love" 2. "The Writer" 3. "Sonnet 30" Teacher Discretion (optional) Concepts: 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	 (skills): (Students will:) 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: Fiction – narrator or speaker's perspective Tone – the author's attitude	 Prentice Hall Literature grade 9 Copyright 2012 Prentice Hall provided audio text. Additional supplemental resources may be used at teacher discretion. 	 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

• Symbolism	Students will break down the	Account(s) of Subject	
• Tone	words and phrases by their	- character/person/	
• Voice	connotative and denotative	topic	
Voice	meaning to determine the	Argument – author's	
	author's attitude (tone) toward	main position	
	the text	Assess the Validity of	
	Students will compare and	reasoning - weighing	
	contrast a key scene from two	the accuracy of the	
	different perspectives /	support and evidence	
	mediums stating what appears	Seminal – important	
	and what is absent	Themes/Concepts –	
	 Students will find and use 	main idea	
	appropriate strategies to	Domain Specific	
	demonstrate the meaning of the	Language –content	
	words to comprehend grade	area language	
	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		
	E		

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

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.

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): 1/4 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?

Unit Concepts	Unit Competencies	Key Vocabulary	Resources	Assessments
What students need to know	What students need to be able to do	·		
	(skills): (Students will:)			
Selections: 1. "Sonnet on Love" 2. "The Writer" 3. "Sonnet 30" Teacher Discretion (optional) Concepts: 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	 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: Fiction – narrator or speaker's perspective Tone – the author's attitude	 Prentice Hall Literature grade 9 Copyright 2012 Prentice Hall provided audio text. Additional supplemental resources may be used at teacher discretion. 	 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

What	is	Love:	Poetry
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 Symbolism Tone Voice 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 	area language
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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

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.

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): 1/4 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?

Unit Concepts	Unit Competencies	Key Vocabulary	Resources	Assessments
What students need to know	What students need to be able to do (skills): (Students will:)			
 At Least 1+ Selections: 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) Concepts: Characterization Climax Conflict Connotation Dialogue Exposition Falling action Fiction Flashback Foreshadowing Genre Irony Paraphrase Plot Point of view Resolution Setting Short Story 	 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 	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 –	 Prentice Hall Literature grade 9 Copyright 2012 Prentice Hall provided audio texts Video support materials appropriate to board approved texts. Additional supplemental resources may be used at teacher discretion. 	 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

g :	vynat is Love:	
• Summarize	characters respond to each	Perspective:
Symbolism	other	Nonfiction –
• Theme	• Students will examine how the	author's perspective or
	characters move the story along	reader's perspective
	or develop the theme	Fiction –
	• Students will decide what the	narrator or speaker's
	author's perspective (point of	perspective
	view) is based on the words the	Tone – the author's
	author uses (rhetoric)	attitude
	 Students will use sentence 	Account(s) of Subject
	structure and paragraphs to	- character/person/
	determine the author's idea,	topic
	how it is developed and how it	Delineate – outline
	effects the meaning of the text	Argument – author's
	• Students will explore the	main position
	author's process in creating	Specific Claims –
	linear and non-linear plots	exact support
	Students will break down the	/evidence author uses
	words and phrases by their	Assess the Validity of
	connotative and denotative	reasoning - weighing
	meaning to determine the	the accuracy of the
	author's attitude (tone) toward	support and evidence
	the text	Seminal – important
	Students will compare and	Themes/Concepts –
	contrast a key scene from two	main idea
	different perspectives /	Domain Specific
	mediums stating what appears	Language –content
	and what is absent	area language
	 Students will analyze the 	
	authorial changes in themes,	
	topics and character types	
	1 71	
	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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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

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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- 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): 1/4 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?

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: 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) Concepts: Characterization Climax Conflict Connotation Dialogue Exposition Falling action Fiction Flashback Foreshadowing Genre Irony Paraphrase Plot Point of view Resolution Setting Short Story 	 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 	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 –	 Prentice Hall Literature grade 9 Copyright 2012 Prentice Hall provided audio texts Video support materials appropriate to board approved texts. Additional supplemental resources may be used at teacher discretion. 	 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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Summarize	characters respond to each	Perspective:
	other	Nonfiction –
• Symbolism		·
• Theme	• Students will examine how the	author's perspective or
	characters move the story along	reader's perspective
	or develop the theme	Fiction –
	Students will decide what the	narrator or speaker's
	author's perspective (point of	perspective
	view) is based on the words the	Tone – the author's
	author uses (rhetoric)	attitude
	Students will use sentence	Account(s) of Subject
	structure and paragraphs to	- character/person/
	determine the author's idea,	topic
	how it is developed and how it	Delineate – outline
	effects the meaning of the text	Argument – author's
	• Students will explore the	main position
	author's process in creating	Specific Claims –
	linear and non-linear plots	exact support
	Students will break down the	/evidence author uses
	words and phrases by their	Assess the Validity of
	connotative and denotative	reasoning - weighing
	meaning to determine the	the accuracy of the
	author's attitude (tone) toward	support and evidence
	the text	Seminal – important
		Themes/Concepts –
	Students will compare and	main idea
	contrast a key scene from two	Domain Specific
	different perspectives /	Language –content
	mediums stating what appears	area language
	and what is absent	area ranguage
	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	

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 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 		

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