Salisbury Township School District – Planned Course of Study – English 9
Salisbury…Inspire, Think, Learn, Grow…Together!

Topic/Unit: Reading Fiction (short stories, novel, poetry)	

Big Ideas/Enduring Understandings:
- Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text
- An expanded vocabulary enhances one's ability to express ideas
- Effective readers use appropriate strategies to construct meaning
- Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.

Essential Questions:
- What do good readers do?
- How does interaction with text provoke thinking and response?
- How do strategic readers create meaning from different literary genres and texts?
- What is this text really about?

PA Academic Standards (PA Common Core): CC1.3.9-10 A-K; CC1.2.9-10 A-K

Tier 3 Vocabulary: direct and indirect characterization, character roles, setting, plot sequence, exposition, inciting incident, rising action, climax, falling action, resolution of conflict, denouement, theme, foreshadowing, figurative, denotative and connotative meanings, tone, mood, author's purpose, conflict, verbal irony, irony of fate, situational irony, dramatic irony, point of view, symbolism, motif, context clues, style, voice, allusion, allegory, epiphany, author's purpose, figurative language, reading strategies, metacognition, inference, universal theme, writer's craft, satire, drama, play, tragedy, comedy, history, Shakespearean, sonnet, rhyme scheme, rhythm, quatrain, couplet, iambic pentameter, soliloquy, pun, motif, aside, oxymoron, comic relief, confidante, dramatic foil character, dramatic irony, dichotomy, juxtaposition, ambiguity, tragic hero, alliteration, assonance, consonance, figurative language, imagery, free verse, haiku, hyperbole, lyric poetry, meter, motif, onomatopoeia, oxymoron, personification, simile, metaphor, stanza, verse, rhetorical question.

Concepts:	Competencies:	Instructional Practices:	Assessments:
The student will know:	The student will be able to:	Model reading strategies/metacog-nition to unpack a text. For example, talk to the text using questioning, clarifying, connecting, visualizing, summarizing, predicting. Possible stories to use-"The Lottery" or "The Cask	Summative: Collaborative group activity using shared Google document to analyze a short story demonstrating before, during and after reading strategies, literary terms analysis, author's schema
Textual structure, features and organization inform meaning	Explain characteristics of a fictional text		
Essential content, literary elements and devices inform meaning.	Deconstruct a fictional text using literary devices		

Acquiring and applying a robust vocabulary assists in constructing meaning	Demonstrate relationship of text form to author's purpose Analyze the impact of societal and cultural influences in texts Use context clues to define words while reading Use appropriate strategies to compare, analyze and evaluate literary forms and genres Cite strong and thorough evidence from a text to support analysis and generalizations Make connections to other texts, including a variety of artistic mediums. Analyze the impact of societal and cultural influences in text Analyze how an author's choices of vocabulary, structure and order within a text manipulate time and create an effect. Analyze how two different mediums treat the same subject	of Amontillado" LINK (List, Inquire, Note, Know) activity to review and apply literary devices associated with fiction using Tier 3 vocabulary words Use nonfictional texts to supplement understanding of fictional texts such as online critiques of fictional texts Show how outside research can help reader understand author's motivation for story, and provide a deeper understanding Explain theories of literary criticism and how to look for them in a text (historical, feminine, psychological) Watch movie clip from current movie and understand how literary elements are present Model writer's craft and purpose in sample text Demonstrate tone and voice in contemporary writing	PBL: Creation of Keynote Presentation or iMovie sharing their work on one or two aspects of their group work Adaptation of one genre into another; for example, writing summary of the short story as a 6-couplet poem Ongoing work on collaborative document Literature circles using roles to complete analysis of short text Create hyperlinks to show how outside research helped reader to understand aspects of literary texts Metacognitive log Study Island tutorials for fictional lessons Graphic organizers/word detective worksheets Creation of flow chart to demonstrate interaction of literary devices in a piece of fiction Analysis of both classical and contemporary poems for poetic devices

		Flocabulary videos for context clues Design activities to build schema about story or novel such as web quest on different classes of people Classroom discussions Notebook presentations Poetry Outloud videos	Comparison/contrast of works/genres with similar themes and subjects Exit cards Study Island Keystone Prep practice

Topic/Unit: Writing: Informational writing	Suggested Timeline: full year

Big Ideas/Enduring Understandings:
- Writing is a means to document thinking

Essential Questions:
- How do we develop into effective writers?
- To what extent does the writing process contribute to the quality of writing?

PA Academic Standards (PA Common Core): CC.1.4.9-10 A-F

Tier 3 Vocabulary: PA Keystone writing rubric, audience, purpose, objective, subjective, tone, voice, style, conventions, focus, content, organization, capitalization, punctuation, spelling, formal and informal writing, sensory language

Concepts:	Competencies:	Instructional Practices:	Assessments:
The student will know: Focus, content, organization, style, and conventions work together to impact writing quality Writing improves through the recursive process of revising and editing Purpose, topic and audience guide types of writing	The student will be able to do: Write with a sharp, distinct focus (e.g. sharp controlling point), identifying topic, purpose and audience (focus) Write to create an individual writing style, tone and voice through the use of a variety of sentence structures, descriptive word choices, literary devices and precise language. (style) Use proper conventions to compose in the standard form of the English language (conventions). Assess their personal development as writers by establishing goals for writing and self-reflecting about their goal progress	Daily Language Review: Use warm-up time to review basic concepts of grammar. Mini lessons as need to review Review writing process Paragraph structure review using TS, PS, SS, CS format How to use Keystone Writing Rubric to grade writing domains How audience impacts word choice and structure How to revise and edit written text How a writer creates and uses voice in a piece Five-paragraph essay structure	Personal paragraphs graded with PA rubric Peer editing Goal setting and self-reflection Teacher/student conferences Variety of essays for different purposes Student self-reflection of writing goals

		Creation of thesis sentence Central Idea sentence Transitional devices for different purposes	

Topic/Unit: Persuasive/Argumentative Writing		Suggested Timeline: ongoing	
Big Ideas/Enduring Understandings: • Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.			
Essential Questions: • How do we construct a viable argument and critique the persuasive reasoning of others?			
PA Academic Standards (PA Common Core): CC.1.4.9-10.F-J			
Tier 3 Vocabulary: persuasion, claim, evidence, counterclaim, audience, purpose, rhetorical strategies, refute, support, tone, bandwagon, emotional appeal (pathos), logical appeal (logos), testimonial appeal (ethos), nomos, anecdote, call-to-action, loaded language, analogy, repetition, stereotyping, bias, perspective, validity, red herring, circular argument, name-calling.			
Concepts: Learners will know: Persuasive writing attempts to influence the audience by presenting an issue and stating and supporting a position with evidence, examples and reasons and use of multiple persuasive techniques.	**Competencies:** Learners will be able to: Construct a claim, develop and conclude it using persuasive techniques and rhetorical strategies. Construct and recognize a counterclaim in persuasive writing Evaluate a source for validity, bias, perspective Use a variety of sources to achieve a balanced argument. Write a persuasive essay using all characteristics of argumentation. Explain the difference between persuasive and argumentative writing.	**Instructional Practices:** Web quest to find information on characteristics of a persuasive essay using predetermined links and graphic organizer. Teach rhetorical strategies of debate and argument. Whole class practice: "Shakespeare should not continue to be taught in high school." Evidence to support and refute. Analyze "The Toilet Police" by Dave Barry for its use of rhetorical strategies and persuasive essay structure. Read excerpt from "I Have a Dream" by Martin Luther King, Jr./watch delivery of	**Assessments:** Small group activity with claims/evidence cards. Counterclaim practice with partner. Take Study Island tutorials on persuasive language topics (Author's purpose, Fact/Opinion and Author's appeals). Fill-in quiz on definition of persuasion. Summative: Write persuasive piece (essay, letter) on topic of their choice. Introduction must have opening hook, expertise of writer established, and thesis statement with three claims for essay. Body must include counterclaims, rhetorical appeals and persuasive techniques. Conclusion must include call-to-action for reader. Graded

		speech in 1962 on You Tube. Compare and contrast persuasive elements with text of Barbara Jordan's speech "All Together Now."	using PSSA Persuasive Writing rubric scale for focus, content, organization, style, and conventions.
		Read current event blog posts demonstrating persuasive language.	
		Critique advertisements demonstrating persuasive techniques.	
		Model how to construct an argument with a claim, counterclaim and support	
		Review Aristotle's Appeals of Ethos, Pathos, Logos and Nomos	

Topic/Unit: Reading Nonfiction: Research/Narrative Writing	Suggested Timeline: two-three months

Big Ideas/Enduring Understandings:
- Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.
- Information to gain or expand knowledge can be acquired through a variety of sources.
- Effective readers use appropriate strategies to construct meaning.

Essential Questions:
- How does what readers read influence how they should read it?
- How can non-fiction be embedded into a fictional text?
- How does one gather, analyze and evaluate research and use it correctly to support a thesis?

PA Academic Standards (PA Common Core): CC.1.2.9-10 A-H; CC.1.4.9-10 A-D; CC.1.4.9-10 S-X

Tier 3 Vocabulary: nonfiction, research, bias, informational text, credibility, accuracy, reliability, relevance, date, tone, nonfictional text structures; font sizes, labels, glossary, charts, map, guide words, pronunciation keys, section headings, diagrams, illustrations, table of contents, title page, index, author's page, colophon, works cited page, internal documentation, double page spread, primary and secondary sources, biography, autobiography, explicit, implicit, objective, subjective, plagiarism, citation, direct quote, paraphrase, summary, précis, notecards

Concepts:	Competencies:	Instructional Practices:	Assessments:
The student will know: Informational sources have unique purposes. Validity of information must be established. Organization of information facilitates meaning.	The student will be able to: Analyze and evaluate information from sources for relevance to the research question, topic or thesis. Critically evaluate primary and secondary sources for validity, perspective, bias, and relationship to topic. Synthesize information gathered from a variety of sources.	Read and evaluate a nonfiction children's book to look for elements of non-fiction as well as aspects of fiction. For example, The Story of Jesse Owens. Understand what makes fiction different from non-fiction Look at how non-fictional text structures are used in written sources, such as glossaries, illustrations, charts, diagrams, title pages, graphics, etc.	Cog log entry: What makes fiction different from non-fiction? Evaluation of sources using CARRDSS worksheet Creation of storyboard to plot out elements of their original short story Summative: PBL: Creation of eBook that embeds research into original fictional storyline Works Cited page required as part of eBook

Develop a clear research question or thesis statement.	Use CARRDSS to evaluate sources	Author's page required as part of eBook
Evaluate information from a variety of reference sources for its relevance to the research question, topic or thesis.	(Credibility, Accuracy, Reliability, Relevance, Date, Sources behind the Text and Scope)	Study Island benchmark on research techniques
Develop search procedures to locate and gather information from traditional sources (libraries) as well as electronic databases, data sets and other electronic reference materials.	Library workshop with Mrs. Burns to acclimate them to research and class lib guide/Noodletools.	Thesis for research paper Completed research templates NoodleTools.com website account for each student
Document sources of information, including references and works cited, using an appropriate style (e.g.: MLA, APA, Chicago).	com Conduct research on a chosen topic and complete research templates.	Notecards MLA score sheet for finished research paper
Write to create an individual writing style, tone and voice through the use of a variety of sentence structures, descriptive word choices, literary devices and precise language. (style)	Read and analyze a variety of non-fiction articles online and analyze them using Tier 3 vocabulary	
Use specific details to enhance the story elements	Watch Teacher Tube video on how to create a storyboard Gather and use research to create a foundation for a short story.	
Incorporate dialogue to develop character and plot.	Review literary devices and plot triangle from first semester	

Use discipline specific vocabulary, precise language, and relevant detail. Use relevant graphics (e.g. maps, charts, graphs, tables, illustrations, photographs) and recognize their effectiveness in a nonfiction text.	Demonstrate how to use iPhoto book template as basis for original ebook; show samples of ebooks. Watch YouTube video on "Your Book Starts Here" as students develop storyboards Demonstrate how to write author's page, Works Cited and colophon. Model how to write dialogue in a short story. How to use databases and Noodle tools for research purposes Purdue Owl website for sample paper Powerpoint on Internal documentation	

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Topic/Unit: Speaking and Listening		Suggested Timeline: full year	
Big Ideas/Enduring Understandings • Listening provides the opportunity to learn, reflect, and respond • Effective speaking and listening are essential for productive communication			
Essential Questions: • How does productive oral communication rely on speaking and listening?			
PA Academic Standards (PA Common Core): CC. 1.5 9-10A-G			
Tier 3 Vocabulary: volume, pace, stance, articulation, enunciation, reasoning, rhetoric, fallacies, audience, purpose, rate, posture, gesture, eye contact, active listening, pronunciation, debate, credibility, reliability, purpose, rhetorical strategies, bandwagon			
Concepts: The student will know that: Active listening facilitates learning and communication.	**Competencies:** The student will be able to: Listen actively and monitor one's own understanding by asking probing questions, paraphrasing, summarizing and/or reflecting on the speaker's message Evaluate and respond to the speaker's message by analyzing and synthesizing information, ideas, and opinions Listen with civility to the ideas of others Collaborate effectively with others in whole and small group discussions	**Instructional Practices:** Understand how to evaluate effective listening and speaking Watch videos of famous speakers and evaluate their techniques Understand how audience impacts word choice How to ask good interview questions How to be a good listener Practice SOLAR (silent, orient, lean in, attentive, respond) Exit cards	**Assessments:** One-minute oral messages Peer evaluation rubric Write and present a speech Evaluate a speech using speech rubric Create a video demonstrating good and bad speaking and listening strategies Storyboard/iMovie for multi-media presentation that communicates understanding of a literary device Command of conventions when speaking Grade for PIPES (projection, inflection, pacing, eye contact, stance)

	Evaluate fallacies in arguments and speeches Identify speaker's purpose, audience and tone	Show political announcements and look for fallacies in argument and data Storyboards and outlines to gather information for speech	

Topic/Unit: Reading Literature: Drama	Suggested Timeline: one month

Big Ideas/Enduring Understandings:
- Effective readers use appropriate strategies to construct meaning
- Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information

Essential Questions:
- What is this text really about?
- How do strategic readers create meaning from reading drama?
- How does drama reflect the time period in which it is written?

PA Academic Standards (PA Common Core): CC.1.3.9-10.A-K

Tier 3 Vocabulary: classical drama, play, tragedy, comedy, history, Shakespearean, sonnet, rhyme scheme, rhythm, quatrain, couplet, iambic pentameter, soliloquy, pun, motif, aside, oxymoron, comic relief, confidante, dramatic foil character, dramatic irony, dichotomy, juxtaposition, ambiguity, tragic hero, universal theme, Aristotle's Poetics, unity of time and place, deus ex machina, chorus, catharsis, modern/contemporary drama, playwright, motivation, minimalism, existentialism

Concepts:	Competencies:	Instructional Practices:	Assessments:
The student will know: Textual structure, features and organization inform meaning and author's purpose in a play Essential content, literary elements and devices inform meaning in a play	The student will be able to: Explain the characteristics of drama and how the genre differs from other genres. Determine theme(s) or central idea of a drama and how it develops and relates to viewer or reader Cite evidence from play to support themes. Analyze characters' roles and how they develop, interact and change throughout play.	Design activities to build schema about time period of a drama Understand importance of stage directions in a drama View video or film of play and assess how it compares and contrasts to print version and reasons for similarities and differences Create list of ways to "read a play" Role play	Student research paper on particular aspect of time period related to play; for example, food of Elizabethan era as project presented during the study of Romeo and Juliet. Tests and quizzes Reflective journals Film critique Comparison/contrast of classic and modern dramas Script deconstruction with partner Suggested texts: Romeo and Juliet;

	Summarize key scenes in the play Analyze how playwright's craft influences the drama itself Understand characteristics of drama from different time periods	Oral reading of dramatic parts to reflect understanding of characters, themes and literary devices present in the text Read background of playwright and where idea for play began Analyze drama for characteristics of the playwright and time period	A Raisin in the Sun; Supplemental texts on playwrights and the history of the theater