

Elizabethtown Area

School District

English Grade 9

Course Number:	101	Length of Course:	18 weeks
Grade Level:	9 Required	Total Clock Hours:	120 hours
Length of Period:	80 min.	Date Written:	02-25-05 Revised 8-3-07
Periods per Week/Cycle:	5	Written By:	Hedge Pericci Rohrer
Credits (if app.):	1		

Course Description:

This course is designed for the student whose goals include attending a post-high school educational institution, either for two or four years and/or entering the world of work. This class investigates various forms of literature such as short story, poetry, biography, drama and the novel. A range of oral language activities includes discussing, reporting, reading and dramatizing. Vocabulary is enriched with words encountered within the literature. Parts of speech, sentence structure, sentence elements and usage are reviewed, retaught as needed and developed through grammar exercises and composition assignments of various types, stressing the writing of effective sentences and cohesive, unified paragraphs.

<p>Grade, Subject: Grade 9, English Language Arts – Choice and Consequences Unit</p>	
<p>Strand</p> <p>Strand 1.2: Reading Informational Text, 1.3: Reading Literature, 1.4: Writing, 1.5: Speaking and Listening</p>	
<p>Big Idea:</p> <p>Effective speaking and listening are essential for productive communication. Information to gain or expand knowledge can be obtained through a variety of sources. Purpose, topic and audience guide types of writing.</p>	
<p>PA Core Standards:</p> <p>CC.1.3.9.10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.4.9.10.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	
<p>Essential Questions:</p> <p>How do choices affect daily life? Does every choice have a consequence?</p> <p>What happens when choice is taken away?</p>	<p>Understandings: Students will understand THAT ...</p> <p>The choices that are made on a daily basis determine what happens in life. Choosing wisely will deter negative consequences. When choices are taken away the result can be positive or negative (e.g., anger, frustration, fear, or relief).</p>
<p>Knowledge:</p> <ul style="list-style-type: none"> ● Shakespearean Language ● Elizabethan Society ● Elements of Research 	<p>Skills:</p> <ul style="list-style-type: none"> ● Interpret and summarize diction, language and style. ● Apply knowledge of historical culture into literature. ● Draw conclusions and cite textual evidence.

<p>Grade, Subject: Grade 9, English Language Arts – Power Unit</p>	
<p>Strand Strand 1.2: Reading Informational Text, 1.3: Reading Literature, 1.4: Writing, 1.5: Speaking and Listening</p>	
<p>Big Idea: Listening provides the opportunity to learn reflect and respond. Writing is a means of documenting thinking.</p>	
<p>PA Core Standards: CC.1.2.910.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. CC.1.4.910.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.</p>	
<p>Essential Questions: What is power? Who has power (and how do they get it)? How can power be used?</p>	<p>Understandings: Students will understand THAT ... With power comes tremendous responsibility; power should not be abused.</p>
<p>Knowledge:</p> <ul style="list-style-type: none"> ● Elements of a drama ● Significance of historical documents ● Elements of persuasive writing 	<p>Skills:</p> <ul style="list-style-type: none"> ● Analyze and interpret author's purpose. ● Write persuasive pieces that include a clearly stated position made convincing through the use of appropriate methods.

<p>Grade, Subject: Grade 9, English Language Arts – Survival Unit</p>	
<p>Strand Strand 1.2: Reading Informational Text, 1.3: Reading Literature, 1.4: Writing, 1.5: Speaking and Listening</p>	
<p>Big Idea: Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text. Information to gain or expand knowledge can be obtained through a variety of sources.</p>	
<p>PA Core Standards: 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.1.4.C.B: Write complex pieces that use precise language, employ relevant graphics, use primary/secondary sources, as appropriate, and include a variety of methods to develop the main idea.</p>	
<p>Essential Questions: What is survival? What does it “take” to survive?</p>	<p>Understandings: Students will understand THAT . . . Survival takes knowledge, preparation, planning, courage and determination.</p>
<p>Knowledge:</p> <ul style="list-style-type: none"> ● Literary Elements ● Literary Forms 	<p>Skills:</p> <ul style="list-style-type: none"> ● Use appropriate strategies to make and support interpretations of literature. ● Use appropriate strategies to compare, analyze, and evaluate the literary forms. ● Use appropriate strategies to compare, analyze, and evaluate literary elements. ● Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction. ● Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.

<p>Grade, Subject: Grade 9, English Language Arts – Society’s Impact on the Value of the Individual Unit</p>	
<p>Strand</p> <p>Strand 1.2: Reading Informational Text, 1.3: Reading Literature, 1.4: Writing, 1.5: Speaking and Listening</p>	
<p>Big Idea:</p> <p>Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text. Purpose, topic and audience guide types of writing.</p>	
<p>PA Core Standards:</p> <p>CC.1.3.910.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.</p> <p>CC.1.4.910.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.</p>	
<p>Essential Questions:</p> <p>What is the ideal society? How does an individual impact society (and vice versa)?</p> <p>What is the American dream*? Is the American dream attainable?</p> <p>Who can achieve the American dream? Is it important to achieve the American dream?</p>	<p>Understandings: Students will understand THAT...</p> <p>Through knowledge and experience, society learns the value of the individual.</p>
<p>Knowledge:</p> <ul style="list-style-type: none"> ● Great Depression ● Racism and Prejudice in the U.S. ● Civil Rights 	<p>Skills:</p> <ul style="list-style-type: none"> ● Use appropriate strategies to make and support interpretations of literature. ● Use appropriate strategies to compare, analyze, and evaluate literary forms. ● Use appropriate strategies to compare, analyze, and evaluate literary elements. ● Use appropriate strategies to interpret and analyze the universal significance of literary fiction. ● Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction. ● Compare current/historic events to literature within a proficient essay.