PEN ARGYL AREA SCHOOL DISTRICT
Course of Study for
AMERICAN LITERATURE I
Grade 9 – Honors Level
Spring 2019

Development Team:
Krista Campbell
Cheryl Hance
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III. INTRODUCTION

**General Statement:**

English instruction in ninth grade on the honors level involves integration of six general areas: grammar, usage, vocabulary, literature, technology, and writing skills. The literary focus is American literature from the Native America to the post-Civil War eras and is designed to complement US History I. The following literary periods are addressed: Native American, Puritan, American Revolution, Romanticism, and Transcendentalism. Realism and Naturalism movements in literature are also covered if time permits. Emphasis is placed on exploration of American novels, short stories, poetry, and non-fiction texts. Through these texts, students will be expected to develop an understanding of the evolving cultural American experience. The content of the course is aligned to the PA Core Standards for English Language Arts. Composition focuses on the Keystone Literature constructed responses as well as the informative, persuasive, and narrative modes of writing.

Instruction focuses on coherent written communication, the rules for proper use of the English language and the appreciation and value of good literature, vocabulary building, discussion skills (listening and speaking), and critical and logical thinking skills. Because good writing and critical thinking are indispensable skills, they are emphasized and incorporated into all units.

All students will be required to complete summer reading prior to starting ninth grade. Reading requirements will be assigned at the discretion of the teacher. Students will be expected to complete a writing assignment and/or objective assessment on the readings at the start of the school year. Failure to successfully complete these assignments will result in removal from the Honors English program.

All students are expected to learn the objective and content of each particular unit in the course. Effort is made to offer choices in writing assignments.

In Honors English, there is a greater expectation for independent reading, and literary requirements may be greater in number than required in the College Preparatory curriculum. Students enrolled in ninth grade Honors English are expected to have a strong foundation in writing and grammar.

**Basic Texts:**

The grammar and usage components of the course will be taught and supplemented using teacher designed lessons and worksheets. Teacher reference sources include the *Prentice Hall Writing Coach Grade 9*, published by Pearson Education, copyright 2012; and the *Holt Handbook*, Fourth Course, published by Holt, Rinehart, and Winston, copyright 2003.
The literature focuses on both primary and secondary sources pertaining to Native American and Colonial America, Puritanism, the American Revolution. Literature emphasizing the romanticism, transcendentalism, realism, and naturalism movement in literature will also be studied. Selected literature will be drawn from various American Literature textbooks as well as Internet sources.


**Novels and Drama:**

*A Light in the Forest* by Conrad Richter.

*The Crucible* by Arthur Miller.

*Julius Caesar* by William Shakespeare.

**Meeting Times and Length of Course:**

This course is scheduled to meet for one period each day of the six day cycle.

Approximately 225 minutes per week is devoted to English instruction for the entire school year.
### IV. COURSE SCOPE

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V. PROGRAM SCOPE AND SEQUENCE

The senior high school English program is aligned to the Pennsylvania Common Core. The program reviews skills learned in eighth grade and builds upon them so that students can meet proficiency on the Keystone Exam.

All high school students are expected to develop their reading, writing, speaking, and critical thinking skills. Students will continue to write expository, narrative, descriptive, and persuasive essays. They will be expected to work both in groups and individually and be able to present their work to others both as a member of a group and individually.

All students will review the rules of grammar and how it affects their writing. Students will also study vocabulary, since it is important in their writing, in preparation for the SAT’s, other standardized tests, and in the workplace.

Students will read a variety of literature. They will learn the various genres as they study American literature and Shakespearean drama.

Students will develop critical thinking skills through both reading and writing. These skills are integrated throughout each instructional unit. Students will be expected to recognize different levels of meaning in the works they read. They must also organize and support both their written and oral interpretations.
VI. INSTRUCTIONAL UNITS

Grammar and Usage

Duration: Integrated with writing and literature throughout the year.

Unit Outcomes:

- Students will identify and correctly use the eight parts of speech.
- Students will identify and correctly use the following parts of a sentence: subject, verb, direct object, indirect object, predicate nominative, predicate adjective.
- Students will form and correctly use verb tenses: present, past, future, present perfect, past perfect, future perfect.
- Students will identify and correct problems of subject/verb and pronoun/antecedent agreement.
- Students will identify and correctly use nominative and objective case pronouns.
- Students will identify and correctly use the following types of phrases: prepositional, participial, gerund, infinitive, appositive.
- Students will identify independent and subordinate clauses and use them to create sentence variety in composition (adjective, adverb, and noun).
- Students will understand and correctly use phrase and clause modifiers (avoid dangling and misplaced modifiers).
- Students will distinguish between and effectively use active and passive voice.
- Students will demonstrate the correct use of punctuation.
- Students will develop correct usage rules for speaking and writing through instruction and example.
- Students will apply correct usage rules to all oral and written communication.

Related Standards:

CC.1.4.9-10.B: Write with a sharp distinct focus, identifying topic, task, and audience.

CC.1.4.9-10.F, L, R: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.9-10.B: Create organization that establishes clear relationships among claim(s), counterclaims, reasons, evidence; Use words, phrases, and clauses to link major sections of the text, create cohesion, and clarify the relationships between claim(s) and reason, between reasons and evidence, and between claims and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
CC.1.4.9-10.Q: Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey meaning and add variety and interest.

CC.1.5.9-10.A: Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CC.1.5.9-10.E: Adapt speech to a variety of contexts and tasks.

CC.1.5.9-10.G: Demonstrate command of the conventions of standard English when Speaking based on grade 9-10 level and content.

**Content and Instructional Activities:**
- Identify structural and grammatical elements in a variety of sentences.
- Create original sentences that illustrate the concepts being learned.
- Revise all sentence structure and grammar and usage errors in written work using the techniques learned.
- Reinforce grammar skills through varied techniques including writing, tests, and quizzes.
- Identify and correct errors in usage in practice sentences, in students’ own work, and in peer editing.

**Remediation:**
Identification of what needs to be reviewed and additional practice in a variety of formats. Options for whole class, small group, or individual instruction depending upon need. Lessons and practice exercises based on individual students’ instructional needs will be provided as needed.

**Enrichment:**
Exercises of increasing difficulty including the application of the rules to peer editing. Lessons and practices based on individual students’ instructional needs will be provided as needed.

**Assessment Criteria:**
- Teacher-made and publisher-supplied tests, worksheets and assignments.
- Use of correct grammar and varied sentence structure in written work.
- Use of correct grammar and varied sentence structure in oral presentations and discussions.
Materials/Resources:
- Teacher designed worksheets and activities.

Literature

Duration: Ongoing throughout the year

Unit Outcomes:

- Students will recognize and distinguish various American Literary Periods: Native American, Puritan, Revolutionary, and Romanticism, and the periods of Realism and Naturalism, time permitting.
- Students will recognize that literature is a product of historical, social, and philosophical content in which it was written.
- Students will define and recognize various stylistic techniques particular to the literary periods.
- Students will define, recognize, and apply the terms/elements rationalism, romanticism, Gothicism, transcendentalism, anti-transcendentalism, realism, and naturalism.
- Students will develop an appreciation for and understanding of nonfiction.
- Students will define and recognize figurative language and literary devices in literature.
- Students will define and recognize literary terms: prose, poetry, theme, symbolism, imagery, mood/tone, allusion, flashback, foreshadowing, irony, and colloquial language (dialect).
- Students will distinguish between myths and legends.
- Students will form critical opinions and observations about works from various genres of literature.
- Students will identify stories for critical elements, such as plot development, theme, point of view, conflict, characterization, and setting.
- Students will respond creatively to literature through original stories, art projects, or music.
- Students will respond orally and in writing to information and ideas gained by reading narrative and informational texts and use the information to make decisions and solve problems.
• Students will write for a variety of purposes, including to narrate, inform, and persuade.
• Students will analyze and make critical judgments about all forms of communication, separating fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistencies and judging the validity of evidence.
• Students will exchange information orally, including understanding and giving spoken instructions, asking and answering questions appropriately and promoting effective group communication.
• Students will compose and make oral presentations that are designed to persuade, inform, or describe.

Related Standards:

Standard Area - CC.1.2: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

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.1.2.910.D: Determine an author’s particular point of view and analyze how rhetoric advances the point of view.

CC.1.2.910.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.

Standard Area CC.1.3: Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

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 the point of view of the text and analyze the impact the point of view has on the meaning of the text.

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 9-10 reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.9-10.J: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.9-10.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.

Standard Area - CC.1.5: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

CC.1.5.9-10.A: Initiate and participate effectively in a range of collaborative discussions on grade level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
CC.1.5.910.B: Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

CC.1.5.9-10.D: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

CC.1.5.9-10.E: Adapt speech to a variety of contexts and tasks.

CC.1.5.9-10.F: Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.9-10.G: Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.

Content and Related Activities:
- Reading and interpreting selections related to early American History:
  - Suggested Readings

  **Native American Literature**
  - Excerpts from *Journal of the First Voyage to America* by Christopher Columbus (http://www.americanjourneys.org)
  - Native American Myths: *The Earth on Turtle’s Back* (Onondag); *When Grizzlies Walked Upright* (Modoc); from *The Navajo Origin Legend* (Navajo) (http://www.olypen.com)
  - *The Light in the Forest* (novel) by Conrad Richter

  **Puritan Influence**
  - *To My Dear and Loving Husband* by Anne Bradstreet (www.poets.org)
  - From *Sinners in the Hands of an Angry God* by Jonathan Edwards
  - *The Crucible* by Arthur Miller

  **The Age of Reason (Revolutionary Era)**
  - *The Midnight Ride of Paul Revere* by Henry Wadsworth Longfellow (www.poets.org)
  - *The Crisis, Number One* by Thomas Paine (www.ushistory.org)
  - *Speech in the Virginia Convention* by Patrick Henry (www.ushistory.org)
- Sample Proverbs and Aphorisms from *Poor Richard’s Almanack* by Benjamin Franklin
- *To His Excellency, General Washington* by Phillis Wheatley ([www.poets.org](http://www.poets.org))
- *Letters from an American Farmer* by Michel-Giullaume Jean de Crevecœur

**American Renaissance and Romanticism**

- *The Devil and Tom Walker* by Washington Irving ([www.pagebypagebooks.com](http://www.pagebypagebooks.com))
- Select Poems of The Fireside Poets ([www.poets.org](http://www.poets.org))
- Gothic Influence – Edgar Allan Poe (Select Poems and/or Short Stories)

**Transcendentalism and Anti-Transcendentalism**

- *From Self-Reliance* by Ralph Waldo Emerson ([emersoncentral.com](http://emersoncentral.com))
- *From Civil Disobedience* by Henry David Thoreau ([http://www.crf-usa.org](http://www.crf-usa.org) and [http://xroads.virginia.edu](http://xroads.virginia.edu))
- *The Minister’s Black Veil* by Nathaniel Hawthorne ([http://andromeda.rutgers.edu](http://andromeda.rutgers.edu))

**Realism**

- Select Poems by Emily Dickinson ([www.poets.org](http://www.poets.org))
- Poems by Walt Whitman ([www.poets.org](http://www.poets.org))
- *The Notorious Jumping Frog of Calaveras County* by Mark Twain ([http://twain.lib.virginia.edu](http://twain.lib.virginia.edu))

**Naturalism**

- African American Spirituals
- *The Gettysburg Address* by Abraham Lincoln ([www.historynet.com](http://www.historynet.com))
- *An Occurrence at Owl Creek Bridge* by Ambrose Bierce ([americanliterature.com](http://americanliterature.com))

Note: The above selections are suggestions. The instructor will have the discretion of selecting some or all of the above for classroom study. In addition, the instructor has the discretion to supplement the reading list with alternate selections related to the course or study.
• Application of literary terms to selections read
• Teacher-made or text book assignments
• Lecture

Remediation:
• Outlines, notes, and handouts to supplement the readings
• Additional review materials as needed

Enrichment:
• Supplemental readings suggested by the instructor
• Movies, films, and documentaries suggested by the instructor

Materials/Resources:
• Teacher Reference text: *Prentice Hall Literature: The American Experience*
• Internet Resources
• Teacher designed worksheets and activities

Assessment Criteria:
• Teacher-made tests, quizzes and activities
• Essays
• Creative projects

**The Novel**

Duration: One marking period

Unit Outcomes:
• Students will read and analyze a novel in terms of theme, characterization, setting, atmosphere, point of view, and plot development.
• Students will identify the literary elements in a novel.
• Students will respond orally and in writing to information and ideas gained by reading narrative and informational texts and use the information to make decisions and solve problems.
• Students will write for a variety of purposes, including to narrate, inform, and persuade.
• Students will analyze and make critical judgments about all forms of communication, separating fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistencies and judging the validity of evidence.
• Students will exchange information orally, including understanding and giving spoken instructions, asking and answering questions appropriately and promoting effective group communication.
• Students will compose and make oral presentations for each academic area that are designed to persuade, inform, or describe.

Related Standards:

Standard Area - CC.1.3: Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

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 the point of view of the text and analyze the impact the point of view has on the meaning of the text.

CC.1.3.910.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 9-10 reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.9-10.J: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.9-10.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.

Standard Area - CC.1.5: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

CC.1.5.9-10.A: Initiate and participate effectively in a range of collaborative discussions on grade level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CC.1.5.9-10.B: Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

CC.1.5.9-10.D: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

CC.1.5.9-10.E: Adapt speech to a variety of contexts and tasks.

CC.1.5.9-10.F: Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.9-10.G: Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.
Content and Related Activities:
- Independent reading and exercises which focus on comprehension, application, analysis, and evaluation of literature. Oral, written, and creative responses to selections are emphasized.

Remediation:
- Study guides
- Video/audio recordings
- Reading strategies for comprehension and understanding
  - Read aloud
  - Paraphrase
  - Break down long sentences into manageable pieces
  - Small group work to write summaries of reading material

Enrichment:
- Assignments requiring higher level thinking skills

Materials/Resources:
- Supplementary novels
- Videos of various novels
- Supplementary study guides and activity packets

Assessment Criteria:
- Teacher-made tests
- Supplementary tests from publishers
- Essays
- Creative projects
- Discussion

**Drama**

Duration: One marking period

**Unit Outcomes:**
- Students will identify the literary elements of conflict, plot development, characterization, setting, and theme in a play.
- Students will analyze the use of the aside, stage directions, imagery, monologue, soliloquy and other dramatic conventions.
- Students will study characteristics of Elizabethan theater and study the author.
- Students will compare Elizabethan theater to modern theater.
Related Standards:

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 the point of view of the text and analyze the impact the point of view has on the meaning of the text.

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 9-10 reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.9-10.J: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.9-10.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.5.9-10.A: Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CC.1.5.910.B: Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

CC.1.5.9-10.D: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

CC.1.5.9-10.E: Adapt speech to a variety of contexts and tasks.

CC.1.5.9-10.F: Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.9-10.G: Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.

Activities:
- Oral and independent reading and exercises which focus on comprehension, application, analysis and evaluation of literature. Oral, written and creative responses to selections are emphasized. Excerpts from various video performances are watched to compare to the original.

Remediation:
- Study guides
- Video/audio recordings
- Reading strategies for comprehension and understanding
  - Read aloud
  - Paraphrase
  - Break down long sentences into manageable pieces
  - Small group work to write summaries of reading material
  - Graphic organizers

Enrichment:
- Assignments requiring higher level thinking skills
Materials/Resources:
- Basic text: *Julius Caesar* by William Shakespeare
- Various film versions of *Julius Caesar*
- Teacher-made and text book assignments

Assessments:
- Teacher-made tests, quizzes, handouts
- Supplementary tests from publisher(s)
- Essays
- Creative projects

**Composition**

Duration: Integrated and ongoing throughout the course

Students in Grade 9 will use technology, including the Internet, to produce, publish, and update individual or shared writing projects.

Unit Outcomes:
- Students will develop paragraphs of various types.
- Students will elaborate on an idea to produce a five paragraph essay.
- Students will research a topic and apply organizational skills to prepare a research paper.
- Students will apply correct research techniques and procedures, including preparing source cards, note cards, and works consulted.
- Students will respond orally and in writing to information and ideas gained by reading narrative and informational texts and use the information to make decisions and solve problems.
- Students will write for a variety of purposes, including to narrate, inform, and persuade.
- Students will analyze and make critical judgments about all forms of communication, separating fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistencies and judging the validity of evidence.

Related Standards:

Standard Area - CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
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.

CC.1.4.9-10.F: Demonstrate a grade appropriate command of the conventions of standard English grammar 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.1.4.910.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.

CC.1.4.9-10.L: Demonstrate a grade appropriate command of the conventions of standard English grammar 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.O: Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.4.9-10.P: Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.1.4.9-10.Q: Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey meaning and add variety and interest.

CC.1.4.9-10.R: Demonstrate a grade appropriate command of the conventions of standard English grammar 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.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.

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.

CC.1.5.9-10.A: Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CC.1.5.9-10.C: Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CC.1.5.9-10.D: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

CC.1.5.9-10.E: Adapt speech to a variety of contexts and tasks.
CC.1.5.9-10.G: Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.

Activities:
- Write paragraphs on a variety of topics and in a variety of styles, including narrative, expository, descriptive, and persuasive.
- Prepare a research paper using source cards, note cards, and a works cited.
- Edit the rough drafts of writing utilizing the RADAR strategy.
- Students will research and determine reliability of sources and understand the concept of plagiarism

Remediation:
- Options for whole class, small group, or individual instruction as needed

Enrichment:
- Varied levels of difficulty and research

Materials/Resources:
- Basic Teacher Resource: *Prentice Hall Writing Coach Grade 9*
- *The Common Research Model*, prepared by the high school English Department
- Instructional guides
- Activity packets suggesting a variety of writing exercises

Assessment Criteria:
- Student writing, including paragraphs, essays, and research paper
- Peer editing

Vocabulary

Duration: Integrated throughout the year

Unit Outcomes:
- Students will apply knowledge of vocabulary concepts in writing and speaking.
- Students will decide on most appropriate word choice in a given context.
- Students will be able to identify several synonyms and antonyms for each word.
- Students will be able to complete analogies.
- Students will be able to identify common root words, suffixes, and prefixes.

Related Standards:

CC.1.2.9-10.F: Analyze how words and phrases shape meaning and tone in text.
CC.1.2.9-10.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibility from a range of strategies and tools.

CC.1.3.9-10.F: Analyze how words and phrases shape meaning and tone in text.

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 flexibility from a range of strategies and tools.

CC.1.3.9-10.J: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.5.9-10.A: Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CC.1.5.9-10.E: Adapt speech to a variety of contexts and tasks.

CC.1.5.9-10.G: Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.

Activities:
- Discuss words in context and multiple meanings.
- Identify synonyms and antonyms of new words.
- Solve analogies using vocabulary words.
- Incorporate new vocabulary words into writing.

Remediation:
- Supplemental online activities
- Identification of what needs to be reviewed and additional practice in a variety of formats. Options for whole class, small group, or individual instruction depending upon need.

Enrichment:
- Supplemental online activities
- Practice with Greek and Latin roots and additional practice for standardized test preparation
Materials/Resources:
- Basic text: *Vocabulary Workshop, Level D*
- Supplemental online activities
- Teacher-made worksheets and activity sheets

Assessment Criteria:
- Teacher-made tests and quizzes
- Publisher-supplied tests and quizzes
- Student writing and speaking

Technology

Duration: Integrated throughout the year through the use of literature websites, supplemental vocabulary websites, google docs, and skyward.

Unit Outcomes:
- Students will use technology, including the Internet, to produce, publish and update individual or shared writing projects, power points and other creative products
- Students will research online and determine reliability of sources and understand the concept of plagiarism
- Students will utilize supplemental online tools
- Students will manage digital files

Related Standards:

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.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.

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CC.1.5.9-10.C: Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CC.1.5.9-10.D: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

CC.1.5.9-10.E: Adapt speech to a variety of contexts and tasks.

CC.1.5.9-10.F: Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.9-10.G: Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.

Activities:

Various projects and activities based on student and teacher need
Materials/Resources:
- Chromebooks
- Internet
- Online tools (such as Citationmaker.com, etc.)
- Online data bases (such as Gale, Salem Press, etc.)
See details about Pen Argyl Area School District. This year, Pen Argyl Area School District dropped 27 slots in our statewide ranking, and ranks worse than 58.0% districts in Pennsylvania. Primary Schools: 2 Middle Schools: 0 High Schools: 1 Alternative Schools: 0. Schools: All Public. All. All Public.