

HS CP English 9

Huntingdon Area School District

UNITS (7/7 SELECTED)

| | SUGGESTED DURATION |
|---|--------------------|
|  Unit 1: Coming of Age Novel | <i>55 lessons</i> |
|  Unit 2: Short Stories | <i>30 lessons</i> |
|  Unit 3: Drama | <i>35 lessons</i> |
|  Unit 4: Contemporary Novella | <i>40 lessons</i> |
|  Unit 5: Poetry | <i>10 lessons</i> |
|  Unit 6: Nonfiction | <i>10 lessons</i> |
|  Unit 7: Vocabulary | <i>20 lessons</i> |

Unit 1: Coming of Age Novel

HS CP English 9

UNIT OVERVIEW

Through the study of various coming of age novels, students will begin to identify and apply the use of elements of fiction in their interpretation of theme. Students will also look at the historical period of the novel and connect elements of that period with what they read in the novel.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9-10 - English Language Arts ELA

CC.1.3.9–10.A

CC.1.3.9–10.B

CC.1.3.9–10.C

CC.1.3.9–10.D

CC.1.3.9–10.E

CC.1.3.9–10.K

CC.1.3.9–10.H

CC.1.2.9–10.K

CC.1.4.9–10.A

CC.1.4.9–10.B

CC.1.4.9–10.C

CC.1.4.9–10.D

CC.1.4.9–10.E

CC.1.4.9–10.F

CC.1.4.9–10.M

CC.1.4.9–10.N

CC.1.4.9–10.O

CC.1.4.9–10.P

CC.1.4.9–10.Q

CC.1.4.9–10.R

CC.1.4.9–10.S

BIG IDEAS

Big Ideas

- Students will understand that authors of coming of age stories consciously select elements of fiction and present them in ways that relate to young adults in ways they can understand.
- Students will understand the historical time period of the novel and impact the author's telling of the story.
- Students should know, when given vocabulary words from the text how to define and use the words correctly and relate it back to their interpretation of the literature.

Unit 1: Coming of Age Novel

HS CP English 9

ESSENTIAL QUESTIONS

Essential Questions

- How do authors vary the writing for different audiences and purposes?
- How does the development of a young character relate to the lives of young adults.
- How does vocabulary acquisition and development help to create meaningful communication as related to selected works?
- How does knowing the historical period of a story help with the understanding of the story's plot?
- How does utilizing standard grammar and effective and appropriate style allow students to write a formal essay, answer reading questions and write reflections with clear and focused texts correlating the students' lives to those of authors, various time periods and/or a selected work?
- How do effective speaking and listening skills impact communication during classroom discussions on selected works?

Unit 1: Coming of Age Novel

HS CP English 9

LEARNING TARGETS: KNOWLEDGE & SKILLS

| Knowledge | Skills |
|---|--|
| <p>Students will know (Acquired Knowledge)</p> | <p>Students can do (Acquired Skill)</p> |
| <p>Students will know the definition of plot, character, conflict, theme, symbolism, irony, setting, and point of view; Students will know the sequence the sequence of actions (plot) in novel selections</p> | <p>Students can identify sequence of actions (plot) in literature selections; Students can analyze types of characters, character development, settings, themes, symbolism, irony, and point of view and how they work together to develop the plot of a novel.</p> |
| <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Students will know, when given words from the text, how to interpret the words from the context in order to understand the text.</p> </div> | <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Students can use vocabulary skills as well as reading comprehension skills to find the meaning of unknown words in the text and then use those words in their writing and speaking.</p> </div> |
| <p>Students will know and understand the historical background of the setting of the novel.</p> | <p>Students can use their knowledge of the novel's historical background and setting to develop their understanding of the text.</p> |
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Unit 1: Coming of Age Novel

HS CP English 9

EVIDENCE OF LEARNING & ASSESSMENT

| Name of Assessment | Type (formative, summative, project-based, diagnostic) | Description |
|---|--|--|
| | | |
| Author background and time period of novel quiz | Formative as pre-tests, summative for grading | Students will demonstrate knowledge of the author of the work and the historical era of the novel in a quiz. |
| Elements of fiction writing quiz | Formative as a pre-test, summative for grading | Students will demonstrate knowledge of and identification of the elements of fiction in a quiz. |
| Reading questions/reader's notebook | Formative | Students will keep a reader's notebook of teacher directed items; students will answer reading questions orally in class. |
| Essays and writing prompts. | Summative | Students will complete written assignments as created by the teacher. Prompts may include (but are not limited to): <ul style="list-style-type: none">• 2-5 paragraph essays• prediction responses• story analysis with focus on one of the elements of fiction• story analysis for aspects of the "coming of age" theme• prompts will give students exposure to basic in-text citations and works cited |

Unit 2: Short Stories

HS CP English 9

UNIT OVERVIEW

Through the study of various short stories, students will begin to identify and apply the use of elements of fiction in their interpretation of short story plots. They will also look at the historical period of the novel and connect elements of that period with what they read in the novel.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9-10 - English Language Arts ELA

CC.1.2.9–10.K

CC.1.3.9–10.A

CC.1.3.9–10.B

CC.1.3.9–10.C

CC.1.3.9–10.D

CC.1.3.9–10.E

CC.1.3.9–10.H

CC.1.3.9–10.K

CC.1.4.9–10.A

CC.1.4.9–10.B

CC.1.4.9–10.C

CC.1.4.9–10.D

CC.1.4.9–10.E

CC.1.4.9–10.F

CC.1.4.9–10.M

CC.1.4.9–10.N

CC.1.4.9–10.O

CC.1.4.9–10.P

CC.1.4.9–10.Q

CC.1.4.9–10.R

CC.1.4.9–10.S

BIG IDEAS

Big Ideas

- Students will understand that authors consciously select the elements of fiction writing that will strategically enhance their writing in various ways to reach their audience, depending upon their purpose.
- Students should know, when given vocabulary words from the text how to define and use the words correctly and relate it back to their interpretation of the literature.
- Students will understand the historical time period of the novel and impact the author's telling of the story.

Unit 2: Short Stories

HS CP English 9

ESSENTIAL QUESTIONS

Essential Questions

- How do authors vary the writing for different audiences and purposes?
- How does reading a variety of short stories enable readers to see and interpret the different ways authors present the elements of fiction.
- How does vocabulary acquisition and development help to create meaningful communication as related to selected works?
- How does knowing the historical period of a story help with the understanding of the story's plot, themes, and other elements of fiction?
- How does utilizing standard grammar and effective and appropriate style allow students to write a formal essay, answer reading questions and write reflections with clear and focused texts correlating the students' lives to those of authors, various time periods and/or a selected work?
- How do effective speaking and listening skills impact communication during classroom discussions on selected works?

Unit 2: Short Stories

HS CP English 9

LEARNING TARGETS: KNOWLEDGE & SKILLS

| Knowledge | Skills |
|--|--|
| <p>Students will know (Acquired Knowledge)</p> | <p>Students can do (Acquired Skill)</p> |
| <p>Students will know the definition of plot, character, conflict, theme, symbolism, irony, setting, and point of view; Students will know the sequence the sequence of actions (plot) in short story selections</p> | <p>Students can identify sequence of actions (plot) in literature selections; Students can analyze types of characters, character development, settings, themes, symbolism, irony, and point of view and how they work together to develop the plot of a short story</p> |
| <p>Students will know, when given words from the text, how to interpret the words from the context in order to understand the text.</p> | <p>Students can use vocabulary skills as well as reading comprehension skills to find the meaning of unknown words in the text and then use those words in their writing and speaking.</p> |
| <p>Students will know background information for each short story about the historical era from which the story is set.</p> | <p>Students can use their knowledge of the historical background of the story to gain an understanding of the events in the story.</p> |
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| | |

Unit 2: Short Stories

HS CP English 9

EVIDENCE OF LEARNING & ASSESSMENT

| Name of Assessment | Type (formative, summative, project-based, diagnostic) | Description |
|---|--|--|
| <div style="border: 1px solid black; padding: 5px; width: fit-content;">Author background and time period of short story quiz</div> | both formative and summative | <div style="border: 1px solid black; padding: 5px;">Students will demonstrate knowledge of the author of the work and the historical era of the short story either in a discussion or in a quiz.</div> |
| Elements of fiction writing review | formative | <div style="border: 1px solid black; padding: 5px;">Students will demonstrate knowledge of and identification of the elements of fiction discussion/quiz</div> |
| <div style="border: 1px solid black; padding: 5px; width: fit-content;">Reading questions/reader's notebook</div> | formative | <div style="border: 1px solid black; padding: 5px;">Students will keep a reader's notebook of teacher directed items; students will answer reading questions orally in class.</div> |
| Essays and writing prompts | Summative | <div style="border: 1px solid black; padding: 5px;"> <p>Students will complete written assignments as created by the teacher. Prompts may include (but not be limited to):</p> <ul style="list-style-type: none"> • 2-5 paragraph essays • Elements of fiction analysis • Creating dialogue between characters </div> |

Unit 2: Short Stories

HS CP English 9

| Name of Assessment | Type (formative, summative, project-based, diagnostic) | Description |
|--------------------|--|--|
| | | <ul style="list-style-type: none">• Place a character from one story into another story• Compare/contrast |

Unit 3: Drama

HS CP English 9

UNIT OVERVIEW

Through a relevant classic play, students will begin to apply the elements of theatrical writing concepts and relate the play to the current day while also understanding the historical era the play represents. Through exposure to vocabulary from relevant sources, students will develop a personal lexicon.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9-10 - English Language Arts ELA

CC.1.3.9–10.A

CC.1.3.9–10.B

CC.1.3.9–10.C

CC.1.3.9–10.D

CC.1.3.9–10.E

CC.1.3.9–10.K

CC.1.3.9–10.J

CC.1.3.9–10.G

CC.1.3.9–10.H

CC.1.2.9–10.F

CC.1.2.9–10.J

CC.1.2.9–10.K

CC.1.4.9–10.A

CC.1.4.9–10.B

CC.1.4.9–10.C

CC.1.4.9–10.D

CC.1.4.9–10.E

CC.1.4.9–10.F

CC.1.4.9–10.M

CC.1.4.9–10.N

CC.1.4.9–10.O

CC.1.4.9–10.P

CC.1.4.9–10.Q

CC.1.4.9–10.R

CC.1.4.9–10.S

BIG IDEAS

Big Ideas

- Students will understand that playwrights consistently apply the elements of theatrical writing concepts in classic plays. Students should know that these elements apply to all theatrical productions. Students should know when given a list of frequently used vocabulary words (words from research-based word lists presented in context), how to define and use the words correctly and relate it back to their interpretation of the drama.
- Students will understand the historical era that play is written in to further understand the play itself.

Unit 3: Drama

HS CP English 9

ESSENTIAL QUESTIONS

Essential Questions

- How did William Shakespeare and other playwrights vary their writing for different audiences and purposes?
- How does vocabulary acquisition and development as related to *Romeo & Juliet* and other plays help to create meaningful communication?
- How does utilizing standard grammar and effective and appropriate style allow students to write a formal essay, answer reading questions and write reflections with clear and focused texts correlating the students' lives to the era of the play and/or the play itself?
- How does knowing the historical period of a play help with the understanding of the play?

Unit 3: Drama

HS CP English 9

LEARNING TARGETS: KNOWLEDGE & SKILLS

| Knowledge | Skills |
|--|--|
| <p>Students will know (Acquired Knowledge)</p> | <p>Students can do (Acquired Skill)</p> |
| <p>Students will know definitions of theatrical concepts in the interpretation of plays as well as appropriate application of literary terms.</p> | <p>Students can identify sequence of actions (plot) in dramatic selections; Students analyze types of characters, dialogue, and stage directions.</p> |
| <p>Students will know: Students should know how to write for different purposes and audiences.</p> | <p>Students can write for various purposes and audiences utilizing standard grammar and their newly acquired personal lexicon.</p> |
| <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p>Students will know, when given words from a play how to interpret the words from the context in order to understand the text.</p> </div> | <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p>Students can use vocabulary skills as well as reading comprehension skills to find the meaning of unknown words in a play and then use those words in their writing and speaking.</p> </div> |
| <p>Students will know the historical background of the era of the play's setting.</p> | <p>Students can use their knowledge and understanding of the historical era of the play to further enhance their understanding of the play.</p> |
| | |

Unit 3: Drama

HS CP English 9

EVIDENCE OF LEARNING & ASSESSMENT

| Name of Assessment | Type (formative, summative, project-based, diagnostic) | Description |
|---|--|---|
| End of play project | Summative | Students will complete an end of play project that demonstrates one aspect/element of drama; the project will be student created and driven, with teacher input/approval. |
| Quiz on author and historical time period of play | Summative | Students will demonstrate their knowledge the author and the historical background of the play |
| Quiz after each act of the play | Summative | Students will demonstrate their knowledge after each act of the play |
| Reader's notebook | Formative | Students will keep a reader's notebook throughout the play with notes of their choosing or teacher direction |
| Exam on the play | Summative | At the conclusion of the play, students will demonstrate knowledge of the play on an exam |

Unit 4: Contemporary Novella

HS CP English 9

UNIT OVERVIEW

Through the study of various contemporary novellas, students will continue to identify and apply the use of elements of fiction in their interpretation of symbolism and relating it to present.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9-10 - English Language Arts ELA

CC.1.2.9–10.K

CC.1.3.9–10.A

CC.1.3.9–10.B

CC.1.3.9–10.C

CC.1.3.9–10.D

CC.1.3.9–10.E

CC.1.3.9–10.H

CC.1.3.9–10.K

CC.1.4.9–10.A

CC.1.4.9–10.B

CC.1.4.9–10.C

CC.1.4.9–10.D

CC.1.4.9–10.E

CC.1.4.9–10.F

CC.1.4.9–10.M

CC.1.4.9–10.N

CC.1.4.9–10.O

CC.1.4.9–10.P

CC.1.4.9–10.Q

CC.1.4.9–10.R

CC.1.4.9–10.S

BIG IDEAS

Big Ideas

- Students will understand that authors consciously select the elements of fiction writing that will strategically enhance their writing.
- Students should know, when given vocabulary words from the text how to define and use the words correctly and relate it back to their interpretation of the literature.
- Students will understand that the historical time period of a work can impact the work itself and the students' understanding of that work.

Unit 4: Contemporary Novella

HS CP English 9

ESSENTIAL QUESTIONS

Essential Questions

- How do authors vary the writing for different audiences and purposes?
- How do authors relate modern plots of their stories to their audiences?
- How does vocabulary acquisition and development help to create meaningful communication as related to selected works?
- How does knowing the historical period of a story help with the understanding of the story's plot?
- How does utilizing standard grammar and effective and appropriate style allow students to write a formal essay, answer reading questions and write reflections with clear and focused texts correlating the students' lives to those of authors, various time periods and/or a selected work?
- How do effective speaking and listening skills impact communication during classroom discussions on selected works?

Unit 4: Contemporary Novella

HS CP English 9

LEARNING TARGETS: KNOWLEDGE & SKILLS

| Knowledge | Skills |
|--|---|
| <p>Students will know (Acquired Knowledge)</p> | <p>Students can do (Acquired Skill)</p> |
| <div data-bbox="139 531 789 758" style="border: 1px solid black; padding: 10px;"> <p>Students will know the definition of plot, character, conflict, theme, symbolism, irony, setting, and point of view; Students will know the sequence the sequence of actions (plot) in novel selections</p> </div> | <div data-bbox="833 491 1482 793" style="border: 1px solid black; padding: 10px;"> <p>Students can identify sequence of actions (plot) in literature selections; Students can analyze types of characters, character development, settings, themes, symbolism, irony, and point of view and how they work together to develop the plot of a novel.</p> </div> |
| <div data-bbox="139 930 789 1150" style="border: 1px solid black; padding: 10px;"> <div data-bbox="159 947 769 1094" style="border: 1px solid black; padding: 5px;"> <p>Students will know, when given words from the text, how to interpret the words from the context in order to understand the text.</p> </div> </div> | <div data-bbox="833 909 1482 1169" style="border: 1px solid black; padding: 10px;"> <div data-bbox="852 926 1463 1108" style="border: 1px solid black; padding: 5px;"> <p>Students can use vocabulary skills as well as reading comprehension skills to find the meaning of unknown words in the text and then use those words in their writing and speaking.</p> </div> </div> |
| <p>Students will know the historical background/time period of selected works.</p> | <p>Students can identify aspects of the historical era the novel is based in while reading the novel.</p> |
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| | |

Unit 4: Contemporary Novella

HS CP English 9

EVIDENCE OF LEARNING & ASSESSMENT

| Name of Assessment | Type (formative, summative, project-based, diagnostic) | Description |
|---|--|---|
| Author background and time period of short stories quiz | Formative as pre-tests, summative for grading | Students will demonstrate knowledge of the author of the work and the historical era of the short story in a quiz. |
| Elements of writing review | Formative | Students will demonstrate knowledge of and identification of the elements of fiction in formative "quiz". |
| Reading questions/reader's notebook | Formative | Students will keep a reader's notebook of teacher directed items; students will answer reading questions orally in class. |
| Essays and writing prompts | Summative | Students will complete written assignments as created by the teacher. |
| | | |

Unit 5: Poetry

HS CP English 9

UNIT OVERVIEW

Through the study of various types of poems, students will begin to identify and apply the use of poetic devices and elements of fiction in their interpretation of poems.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9-10 - English Language Arts ELA

CC.1.3.9–10.D

CC.1.3.9–10.E

CC.1.3.9–10.G

CC.1.3.9–10.H

CC.1.2.9–10.J

CC.1.2.9–10.K

CC.1.4.9–10.A

CC.1.4.9–10.B

CC.1.4.9–10.C

CC.1.4.9–10.D

CC.1.4.9–10.E

CC.1.4.9–10.F

CC.1.4.9–10.M

CC.1.4.9–10.N

CC.1.5.9–10.G

BIG IDEAS

Big Ideas

- Students will understand that: Authors consciously select elements of writing in poetry that will portray theme and symbolism in their writings.
- Students will understand that standard grammar as well as speaking and listening skills impact communication and interpretation of poetry and other texts.
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ESSENTIAL QUESTIONS

Essential Questions

- How do various classic and modern poets use symbolism, irony, and other elements to convey the themes, moods, and purpose in their works?
- How does utilizing standard grammar and effective and appropriate style allow students to write a poem, answer reading questions and write reflections with clear and focused texts parsing symbolism and theme ?
- How do effective speaking and listening skills impact communication?

Unit 5: Poetry

HS CP English 9

LEARNING TARGETS: KNOWLEDGE & SKILLS

| Knowledge | Skills |
|---|--|
| Students will know (Acquired Knowledge) | Students can do (Acquired Skill) |
| | |
| Students will know the definitions of poetic devices and terms as well as the elements of fiction, particularly theme and symbolism. | Students can identify and use poetic devices and theme in poetry they read and create. Students will need to interpret symbolism in selected poems. |
| <div data-bbox="159 695 769 884" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;">Students will know, when given words from the text or finding unfamiliar words how to interpret the words from the context in order to understand the text.</div> | <div data-bbox="852 695 1463 884" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;">Students can use vocabulary skills as well as reading comprehension skills to find the meaning of unknown words in the text and then use those words in their writing and speaking.</div> |
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| | |
| | |

Unit 5: Poetry

HS CP English 9

EVIDENCE OF LEARNING & ASSESSMENT

| Name of Assessment | Type (formative, summative, project-based, diagnostic) | Description |
|------------------------------|--|---|
| Think, pair, share | Formative | Students will participate in think, pair, share activities during this unit. |
| Quizzes | Summative | Students will complete quizzes on the poems. |
| Reading and assess questions | Formative | Students will complete reading and assess questions from either the teacher or the anthology for the poems. |
| Poetry writing | Formative and Summative | Students will write poems and poem analysis that will be either for a completion (formative) grade or a formal (summative) grade. |
| | | |

Unit 6: Nonfiction

HS CP English 9

UNIT OVERVIEW

In this unit, students will explore a diverse range of nonfiction texts, including memoirs, essays, speeches, and informational articles in order to develop the essential reading strategies and critical thinking skills necessary to comprehend, analyze, and engage with these works effectively.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9-10 - English Language Arts ELA

CC.1.2.9–10.A

CC.1.2.9–10.B

CC.1.2.9–10.C

CC.1.2.9–10.D

CC.1.2.9–10.E

CC.1.2.9–10.F

CC.1.2.9–10.G

CC.1.2.9–10.H

CC.1.2.9–10.I

CC.1.2.9–10.J

CC.1.2.9–10.K

CC.1.2.9–10.L

CC.1.3.9–10.A

CC.1.3.9–10.B

CC.1.3.9–10.D

CC.1.3.9–10.E

CC.1.3.9–10.F

CC.1.3.9–10.G

CC.1.3.9–10.H

CC.1.3.9–10.I

CC.1.3.9–10.J

CC.1.4.9–10.A

CC.1.4.9–10.B

CC.1.4.9–10.C

CC.1.4.9–10.D

CC.1.4.9–10.E

CC.1.4.9–10.F

CC.1.4.9–10.G

CC.1.4.9–10.H

CC.1.4.9–10.I

CC.1.4.9–10.J

CC.1.4.9–10.K

CC.1.4.9–10.L

CC.1.4.9–10.M

CC.1.4.9–10.N

CC.1.4.9–10.O

CC.1.4.9–10.P

CC.1.4.9–10.Q

CC.1.4.9–10.R

CC.1.4.9–10.S

CC.1.4.9–10.T

CC.1.4.9–10.U

CC.1.4.9–10.V

CC.1.4.9–10.W

CC.1.4.9–10.X

CC.1.5.9–10.A

CC.1.5.9–10.B

CC.1.5.9–10.C

CC.1.5.9–10.D

CC.1.5.9–10.E

CC.1.5.9–10.F

CC.1.5.9–10.G

Unit 6: Nonfiction

HS CP English 9

BIG IDEAS

Big Ideas

- Through close reading, annotation, and discussion of nonfiction texts, students will learn to identify the author's purpose, recognize rhetorical devices and persuasive techniques, and evaluate the credibility and reliability of sources.
- Students will also explore how the structural and stylistic choices made by nonfiction writers shape the way information is conveyed and arguments are constructed.
- Additionally, students will examine how the social, cultural, and historical contexts in which nonfiction works are produced influence their content, themes, and overall impact.
- Students will gain a deeper appreciation for the ways in which nonfiction can serve as a powerful tool for social commentary, cultural expression, and the shaping of public discourse.
- Students will develop media literacy skills in order to become more discerning and critical readers of nonfiction, equipping them with the necessary skills to navigate the complexities and validity of the real-world information they encounter both in and out of the classroom.

ESSENTIAL QUESTIONS

Essential Questions

- How do the unique structural and stylistic features of nonfiction texts, such as rhetorical devices, organizational patterns, and tone, shape the way information is conveyed and arguments are constructed?
- In what ways do the social, cultural, and historical contexts in which nonfiction works are produced influence their content, themes, and overall impact?
- How can readers critically evaluate the credibility, reliability, and perspective of nonfiction sources, and what strategies can they employ to navigate the complexities of the information landscape?
- How do the themes, ideas, and insights presented in nonfiction texts relate to students' own lives, personal experiences, and understanding of the world?
- In what ways can the close reading and analysis of nonfiction works empower students to become more informed, engaged, and critical citizens?

Unit 6: Nonfiction

HS CP English 9

LEARNING TARGETS: KNOWLEDGE & SKILLS

| Knowledge | Skills |
|---|--|
| Students will know (Acquired Knowledge) | Students can do (Acquired Skill) |
| The defining characteristics and key sub-genres of nonfiction (e.g., memoir, essay, speech, informational article). | Actively read and annotate nonfiction texts, identifying the author's purpose, main ideas, and key supporting details. |
| Common organizational patterns and rhetorical structures used in nonfiction texts (e.g., chronological, cause and effect, problem-solution, compare and contrast). | Analyze the structural and stylistic choices made by nonfiction writers and explain how these choices contribute to the overall effectiveness and impact of the work. |
| Rhetorical devices and persuasive techniques commonly employed by nonfiction writers (e.g., appeals to ethos, pathos, and logos, use of figurative language, tone). | Evaluate the credibility and reliability of nonfiction sources by assessing factors such as the author's credentials, the currency of the information, and the presence of bias or logical fallacies. |
| The roles that social, cultural, and historical contexts play in shaping the content, themes, and impact of nonfiction works. | Synthesize information from multiple nonfiction sources to develop a well-reasoned, evidence-based perspective on a contemporary issue or debate. |
| Strategies for evaluating the credibility, reliability, and perspective of nonfiction sources. | Engage in collaborative discussions and presentations that demonstrate a nuanced understanding of the complexities and diverse perspectives present in nonfiction works. |
| | Compose a comprehensive analysis that explores how the rhetorical strategies, structural choices, and thematic development in a nonfiction text contribute to the work's overall effectiveness and impact. |

Unit 6: Nonfiction

HS CP English 9

EVIDENCE OF LEARNING & ASSESSMENT

| Name of Assessment | Type (formative, summative, project-based, diagnostic) | Description |
|-----------------------|--|--|
| Essays | Formative, Summative, Diagnostic, Project Based | Essays may be used at teacher discretion/as needed for formative assessments throughout the unit as well as summative assessment at the end of the unit. |
| Journals | Formative, Summative, Diagnostic, Project Based | Journals may be used at teacher discretion/as needed for formative assessments throughout the unit as well as summative assessment at the end of the unit. |
| Tests | Formative, Summative, Diagnostic, Project Based | Tests may be used at teacher discretion/as needed for formative assessments throughout the unit as well as summative assessment at the end of the unit. |
| Quizzes | Formative, Summative, Diagnostic, Project Based | Quizzes may be used at teacher discretion/as needed for formative assessments throughout the unit as well as summative assessment at the end of the unit. |
| Short Answer Response | Formative, Summative, Diagnostic, Project Based | Short-answer responses may be used at teacher discretion/as needed for formative assessments throughout the unit as well as summative assessment at the end of the unit. |
| Projects | Formative, Summative, Diagnostic, Project Based | Projects may be used at teacher discretion/as needed for formative assessments throughout the unit as well as summative assessment at the end of the unit. |

Unit 7: Vocabulary

HS CP English 9

UNIT OVERVIEW

Vocabulary will be included throughout the year in English 9. Vocabulary lessons come from the Townsend Press *Building Vocabulary Skills* Textbook/workbook. This text includes 30 chapters of vocabulary terms divided into 5 units, totaling 260 words and 40 word parts. *Building Vocabulary Skills* is a research-based program including commonly used words, an intensive words-in-context approach, and multiple opportunities for meaningful practice.

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 9-10 - English Language Arts ELA

CC.1.2.9–10.J

CC.1.3.9–10.J

BIG IDEAS

Big Ideas

- Strong vocabularies enhance reading comprehension and writing clarity.
-

ESSENTIAL QUESTIONS

Essential Questions

- How does vocabulary acquisition and development help to create meaningful communication and understanding of texts?

Unit 7: Vocabulary

HS CP English 9

LEARNING TARGETS: KNOWLEDGE & SKILLS

| Knowledge | Skills |
|--|--|
| Students will know (Acquired Knowledge) | Students can do (Acquired Skill) |
| Students will know the definition of 10 vocabulary terms for each chapter. | Students can use terms in context to complete sentences. |
| | Students can create their own sentences accurately utilizing the vocabulary terms. |
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Unit 7: Vocabulary

HS CP English 9

EVIDENCE OF LEARNING & ASSESSMENT

| Name of Assessment | Type (formative, summative, project-based, diagnostic) | Description |
|-----------------------------|--|--|
| Sentence Checks | Formative | For each vocabulary chapter, students will complete the sentence check assignment printed within the workbook. These checks ask students to select the correct vocabulary term to complete the sentence. |
| Depictions (teacher option) | Formative | For each vocabulary chapter (if teacher chooses), students will complete 2 depictions. Depictions should include an original sentence, a definition of the vocabulary term, and a picture illustrating the term/ sentence. |
| Quiz (teacher option) | Summative | After each chapter, students may have a quiz where they will be tasked with using each term correctly in a sentence. |
| Exam | Summative | After each chapter, students will complete an exam where they will demonstrate knowledge of the definition of each word and be able to identify the proper word in sentence context. |
| | | |