EAST PENN SCHOOL DISTRICT

9TH GRADE ENGLISH

Approved 10/19
Effective 8/20

Unit 1: Connectedness

<table>
<tr><th colspan="3">STAGE 1 | DESIRED RESULTS</th></tr>
<tr><td rowspan="6">ESTABLISHED GOALS

Standards

Writing - Literary Analysis

CC.1.4.9–10.B
Write with a sharp, distinct focus identifying topic, task, and audience. C.E.1.1.1

CC.1.4.9–10.F
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. C.E.1.1.5 C.E.3.1.1 C.E.3.1.2 C.E.3.1.3 C.E.3.1.4 C.E.3.1.5

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</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to analyze the message conveyed in works of fiction and nonfiction to better understand the impact of connectedness on an individual.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: Authors use craft and structure to mirror real life situations and create relatable characters.
U2: Complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
U3: Individuals often attribute their success and/or failure to the relationships they’ve formed.</td><td>ESSENTIAL QUESTIONS.
EQ1: What are the elements of being connected and how might these meaningful connections change or grow over time?
EQ2: How do our relationships with others change us?
EQ3: In what ways does a companion impact the struggle of life?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
K1: Content specific terms: character, characterization, theme, motif, allusion
K2: The elements and function of diction (author’s choice of words, phrases,</td><td>Students will be skilled at...
S1: Drawing conclusions and making inferences (to make a judgment or decision based on reasoning or “reading between the lines”).</td></tr>
</table>

nonfiction. 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. **Reading Fiction** 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. L.F.1.1.2, L.F.1.3.1, L.F.1.3.2, L.F.2.3.4 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. L.F.1.1.1, L.F.1.3.1, L.F.2.1.2 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. L.F.1.1.3 L.F.2.3.1 L.F.2.3.4 CC.1.3.9–10.F	sentence structures, and figurative language)	S2: Determining a theme or central idea S3: Analyzing how characters develop over the course of a text and impact other characters and the plot. S4: Using context to determine the meaning of a word. S5: Selecting relevant textual evidence to support analysis of fiction and nonfiction works. S6: Writing with a sharp, distinct focus identifying topic, task, and audience while demonstrating grade-appropriate command of conventions. S7: Developing and strengthening their writing.

Analyze how words and phrases shape meaning and tone in texts. L.F.2.3.5, L.F.2.5.1 **Reading Nonfiction** 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. L.N.1.3.1 L.N.1.3.2 L.N.2.3.3 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. L.N.1.3.1 L.N.2.1.1 L.N.2.1.2 CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts. L.N.1.1.4 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. L.N.1.2.4 L.N.1.2.1 L.N.1.2.2 L.N.1.2.3 CC.1.2.9–10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.		

Unit 2: Citizenship

STAGE 1 | DESIRED RESULTS

ESTABLISHED GOALS

Standards

CC.1.4.9–10.G
Write arguments to support claims in an analysis of substantive topics.

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.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.

Transfer

Students will be able to independently use their learning to analyze the message conveyed in works of fiction and nonfiction to better understand the value of citizenship.

Meaning

UNDERSTANDINGS
U1: Empathy makes one a better citizen.
U2: An individual's decisions and actions have consequences.
U3: An author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
U4: An author's point of view shapes meaning in the text.
U5: Persuasive tactics are utilized to construct an argument.

ESSENTIAL QUESTIONS
EQ1: What influence does empathy have on our citizenship?
EQ2: What are the benefits and consequences of questioning / challenging social order?
EQ3: How does conflict influence an individual's decisions and actions?
EQ4: What are the responsibilities of the individual in regard to issues of social justice?

Acquisition

Students will know...
K1: Content specific terms: author's purpose, connotation, propaganda techniques/persuasive tactics, point of view (first person, third person limited, third person omniscient)
K2: Texts often carry a cultural significance
K3: Authors manipulate word order and the structure of a text to advance the purpose

Students will be skilled at...
S1: Identifying and utilizing persuasive tactics to construct an argument
S2: Reading and analyzing across various genres
S3: Writing with a sharp, distinct focus identifying topic, task, and audience while demonstrating grade-appropriate command of conventions
S4: Developing and strengthening their writing.
S5: Determining and evaluating author's point of view

CC.1.4.9–10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.9–10.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.9–10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. **Reading Informational Texts** 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		S6: Performing research and selecting credible sources

in which the points are made, how they are introduced and developed, and the connections that are drawn between them. L.N.1.1.3 L.N.1.3.3 L.N.2.3.3 L.N.2.3.5 L.N.2.4.1 L.N.2.4.3 CC.1.2.9–10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view. L.N.2.3.6 CC.1.2.9–10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. L.N.1.1.3 L.N.2.4.1 L.N.2.4.3 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. L.N.2.5.4 L.N.2.5.5 L.N.2.5.6 CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. **Reading Fiction Texts** 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. L.F.2.3.6		

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. L.F.1.1.3 L.F.2.3.2 L.F.2.3.3 L.F.2.5.3 CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts. L.F.2.3.5 L.F.2.5.1 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. L.F.2.2.2 L.F.2.4.1 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. L.F.1.2.1 L.F.1.2.2 L.F.1.2.3 L.F.1.2.4 CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.		

Unit 3: Growing Up

STAGE 1 | DESIRED RESULTS

ESTABLISHED GOALS

Standards

Writing

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

Transfer

Students will be able to independently use their learning to analyze the message conveyed in works of fiction and nonfiction to better understand how experiences promote individual growth and maturity.

Meaning

UNDERSTANDINGS
U1: Experience shapes identity
U2: A central idea/theme develops over the course of a text
U3: A topic or scene may be represented differently across mediums
U4: The quality of resources impacts the credibility of a written piece
U5: There is a scientific and experiential aspect of growing up

ESSENTIAL QUESTIONS
EQ1: What effect does culture/social norms have on growing up?
EQ2: Is growth finite (having a definite end) or perpetual?
EQ3: Is maturity a gradual or sudden process?
EQ4: How does one's family affect his or her growth?

Acquisition

Students will know...
K1: Content-specific terms: soliloquy, monologue, irony, stage directions
K2: Works of historical significance carry universal truths
K3: That utilizing information from a variety of sources strengthens one's claim
K4: How various literary texts convey timeless messages of growth and maturity

Students will be skilled at...
S1: Writing with a sharp, distinct focus identifying topic, task, and audience while demonstrating grade-appropriate command of conventions.
S2: Developing and strengthening their writing.
S3: Performing research and selecting credible sources
S4: Analyzing how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
S5: Using digital media to obtain and present information and experiences about growth and maturity.
S6: Demonstrating command of the

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, usage, capitalization, punctuation, and spelling. **Reading Informational Texts** 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. L.N.1.3.1 L.N.1.3.2 L.N.2.3.3 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. L.N.1.3.1 L.N.2.1.1 L.N.2.1.2 CC.1.2.9–10.E Analyze in detail how an author's		conventions of standard English when speaking.

ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. L.N.1.1.3 L.N.2.4.1 L.N.2.4.3 CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts. L.N.1.1.4 **Reading Fiction** 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. L.F.1.1.2, L.F.1.3.1, L.F.1.3.2, L.F.2.3.4 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. L.F.1.1.1, L.F.1.3.1, L.F.2.1.2 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. L.F.1.1.3 L.F.2.3.1 L.F.2.3.4 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. L.F.2.2.1 L.F.2.2.3 L.F.2.2.4 **Speaking And Listening** 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 Grades 9–10 level and content.		

Unit 4: Identity

STAGE 1 | DESIRED RESULTS

ESTABLISHED GOALS

Standards

Writing - Narrative

CC.1.4.9–10.
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 plotlines, 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

Transfer

Students will be able to independently use their learning to analyze the message conveyed in works of fiction and nonfiction to better understand that identity continually evolves.

Meaning

UNDERSTANDINGS
U1: Experiences shape identity.
U2: Individuals learn from the experiences of others.
U3: Our knowledge of the world shapes the way we view ourselves.
U4: Our words and actions shape others' perception of ourselves.
U5: Authors use craft and structure to mirror real-life situations and create relatable characters.

ESSENTIAL QUESTIONS
EQ1: What impact does culture have on one's identity and actions?
EQ2: What turning points determine our individual pathways to adulthood?
EQ3: In a culture where we are bombarded with ideas and images of "what we should be," *how does one form an identity that remains true and authentic for her/himself?*

Acquisition

Students will know...
K1: That core beliefs guide their daily lives
K2: Content-specific terms: dialogue description, reflection, multiple plotlines, pacing, precise words and phrases, telling details, and sensory language

Students will be skilled at...
S1: Writing with a sharp, distinct focus identifying topic, task, and audience while demonstrating grade-appropriate command of conventions.
S2: Developing and strengthening their writing.
S3: Employing narrative techniques
S4: Organizing writing to add interest
S5: Writing with an awareness of style
S6: Demonstrating a command of conventions

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, usage, capitalization, punctuation, and spelling. **Reading Informational 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. L.N.2.2.3 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. L.N.1.2.4 L.N.1.2.1 L.N.1.2.2 L.N.1.2.3 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. L.N.1.2.1 L.N.1.2.2 L.N.1.2.3 L.N.1.2.4 **Reading Fiction** 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. L.F.1.1.2 L.F.1.3.1 L.F.1.3.2 L.F.2.3.4 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. L.F.2.3.6 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. L.F.1.1.3 L.F.2.3.2 L.F.2.3.3 L.F.2.5.3 CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.		