

Title: Unit 1

Subject/Course: English I

Topic: Introduction to Ninth Grade

Grade: 9

Designer(s): Solleveld and Much

Stage 1- Desired Results

**PA Common Core Standards:
Eligible Content:**

Standards

Students will be able to independently use their learning to...

- 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.
- 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.
- Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text. (
- Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect. (MDG)
- Analyze how words and phrases shape meaning and tone in texts.
- Read and comprehend literary fiction on grade level, reading independently and proficiently.
- 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.
- 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.
- 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.
- Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling.
- 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.
- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
- 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.
- Demonstrate command of the conventions of Standard English when speaking based on Grades 9–10 level and content.

Meaning:

Understandings:

- A theme or central idea of a text is shaped and refined by specific details in the text.
- To determine theme, you must analyze the conflicts and their resolutions.
- Characters develop over a story. Some characters are there to illustrate a point or move the plot forward.
- While reading, the meaning of unknown and multiple-meaning words and phrases can be gleaned from the context.
- Strong writing for open-ended prompts require a structure to support ideas
- Use textual evidence to support ideas.
- 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.
- 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.
- 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.
- Demonstrate command of the conventions of Standard English when speaking based on Grades 9–10 level and content.

Essential Questions:

- How are we defined by our experiences?

Acquisition:**Personal Space ideas:**

Journal: Use frameworks for text structures

Use text types charts for frameworks

Symbols posters/ Friday activity

Students will be skilled at:

- Explaining, interpreting, comparing, describing, analyzing, and/or evaluating key literary devices within a story, how they affect the story and its structure, and the effect on plot and theme development.
 - * character
 - * traits
 - * motives
 - * characterization
 - * setting
 - * mood
 - * plot
 - * conflict
 - * theme

	<ul style="list-style-type: none"> * point of view * symbolism * text structure and pacing <ul style="list-style-type: none"> • Writing a personal narrative using proper writing conventions. • Using the R.A.C.E. strategy to answer constructed response questions.
Stage 2- Assessment Evidence	
Unit Assessment: <ul style="list-style-type: none"> • Personal Narrative Essay 	Other Evidence: <ul style="list-style-type: none"> • Selection Test for American History • Constructed response questions
Stage 3- Learning Plan	
Pre-Assessment	
Learning Event: <ul style="list-style-type: none"> • Class discussions • Creation of personal shields • Close viewing an episode “The Fresh Prince” or other relevant sitcom • Brave New Voices “Childhood” video/ poetry slam • Close reading of “Before Hip-Hop was Hip-Hop” • Complete Close Reading activities on pages ??? • Close reading of “American History” pages • Complete Close Reading activities of AH • “How to Write an A+ Research Paper” released Keystone Prompt 	Progress-Monitoring: <ul style="list-style-type: none"> • Class discussions • Exit slips/closure activities • Short responses • Before/during/after reading and viewing activities • Note-taking • Worksheets • Journals • Post-test conferencing
Differentiation: <ul style="list-style-type: none"> • Guided Reading for “Before Hip Hop Was Hip Hop” and “American History” Technology: <ul style="list-style-type: none"> • The Fresh Prince of Belair video episode 1 Enrichment:	Pacing Guide: <ul style="list-style-type: none"> • 3 weeks