

Warren County School District
PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: English 9 College Preparatory

Course Number: 00009

Course Prerequisites: Successful completion of the Middle Level Curricula

Course Description: This course is intended for college bound students and is designed to prepare students for post-secondary education. This course provides instruction in the reading of fiction and nonfiction texts with a focus on genres, themes, character development, and devices to give each student a foundation for critical reading in future academic courses. Students will write effectively and with a purpose appropriate to their audience, while incorporating the essential types of writing – narrative, informative, and argumentative. Students will establish a mastery of language conventions and mechanics. With a focus on post-secondary education readiness, the class will aid students in developing a command of general, academic, and domain-specific vocabulary. Through various discussions and a required formal speech, students will be proficient public speakers. Using the Pennsylvania Common Core Standards as a guide, the course will prepare students for the state standardized assessments.

Suggested Grade Level: 9

Length of Course: _____ One Semester X Two Semesters _____ Other (Describe)

Units of Credit: 1 (Insert **NONE** if appropriate.)

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certification(s): English 7-12 or Communications 7-12

Certification verified by WCSD Human Resources Department:

X Yes _____ No

Board Approved Textbooks, Software, Materials:

Title:

Publisher:

ISBN #:

Copyright Date:

Date of WCSD Board Approval:

Required:

-Romeo and Juliet

Optional:

-West Side Story

Required:

-To Kill a Mockingbird

Required (3 of the 4):

-13 Reasons Why

-The Five People You Meet in Heaven

-Children of the River

-The Glass Castle

BOARD APPROVAL:

Date Written: January 2015

Date Approved: _____

Implementation Year: 2015-2016

SPECIAL EDUCATION AND GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP) or Gifted Individual Education Plan (GIEP).

SPECIFIC EDUCATIONAL STANDARDS, ESSENTIAL QUESTIONS, CONTENT, & SKILLS

	Standard	Eligible Content	Skills
L.F.1 Reading for Meaning— Fiction L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.	<p>CC.1.3.9–10.A</p> <p>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.</p> <p>CC. 1.3.9–10.B</p> <p>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.</p> <p>CC.1.3.9–10.C</p>	<p>L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.</p> <p>L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.</p> <p>L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.</p>	<p>-Key ideas and details: literary elements, text analysis, and theme</p>

	<p>Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.1.3.9–10.E</p> <p>Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect.</p>		
L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	<p>CC.1.3.9–10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.9–10.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.</p>	<p>L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.</p> <p>L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.</p> <p>L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</p> <p>L.F.1.2.4 Draw conclusions about connotations of words.</p>	<p>-Range of Reading</p> <p>-Vocabulary Acquisition and Use Strategies</p>
L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.	<p>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.</p> <p>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.</p>	<p>L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text.</p> <p>Note: Items may target specific paragraphs.</p> <p>L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.</p>	<p>-Craft and Structure: text structure and point of view</p>
<p>L.F.2 Analyzing and Interpreting Literature—Fiction</p> <p>L.F.2.1 Use appropriate strategies to make and support interpretations of literature.</p>	<p>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.</p>	<p>L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.</p> <p>L.F.2.1.2 Cite evidence from a text to support generalizations.</p>	<p>-Integration of Knowledge and Ideas: sources of information</p>
L.F.2.2 Use appropriate strategies to compare,	<p>CC.1.3.9–10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is</p>	<p>L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.</p>	<p>-Integration of Knowledge and Ideas: text analysis</p>

analyze, and evaluate literary forms.	<p>emphasized or absent in each treatment.</p> <p>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.</p>	<p>L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.</p> <p>L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</p> <p>L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.</p>	
L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts.</p>	<p>L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction:</p> <p>Note: Character may also be called narrator or speaker.</p> <ul style="list-style-type: none"> • the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text • the relationship between characters and other components of a text • the development of complex characters and their roles and functions within a text <p>L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:</p> <ul style="list-style-type: none"> • the relationship between setting and other components of a text (character, plot, and other key literary elements) <p>L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction:</p> <p>Note: Plot may also be called action.</p> <ul style="list-style-type: none"> • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to 	<p>-Key Ideas and Details: Theme, Text Analysis, and Literary Elements</p> <p>-Craft and Structure: text structure, point of view, and vocabulary</p>

		<p>advance the action</p> <p>L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:</p> <ul style="list-style-type: none"> • the relationship between the theme and other components of a text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period <p>L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:</p> <ul style="list-style-type: none"> • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style <p>L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:</p> <ul style="list-style-type: none"> • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole 	
L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of	<p>CC.1.3.9–10.H</p> <p>Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.</p>	<p>L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.</p>	-Integration of Knowledge and Ideas: text analysis

literary fiction.			
L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.	<p>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.</p> <p>CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts.</p>	<p>L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.</p> <p>L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.</p> <p>L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.</p>	-Craft and Structure: vocabulary and text structure
L.N.1.1 Use appropriate strategies to analyze an author’s purpose and how it is achieved in literature.	<p>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.</p> <p>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.</p> <p>CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts.</p>	<p>L.N.1.1.1 Identify and/or analyze the author’s intended purpose of a text.</p> <p>L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author’s intended purpose.</p> <p>L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.</p> <p>L.N.1.1.4 Explain how an author’s use of key words or phrases in text informs and influences the reader.</p>	<p>Key Ideas and Details: text analysis</p> <p>-Craft and Structure: point of view and text structure</p>
L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	<p>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.</p> <p>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.</p>	<p>L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.</p> <p>L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.</p> <p>L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</p> <p>L.N.1.2.4 Draw conclusions about connotations of words.</p>	-Vocabulary: Acquisition and Use
L.N.1.3 Use appropriate	<p>CC.1.2.9–10.A Determine a central idea of a text and</p>	<p>L.N.1.3.1 Identify and/or explain stated or implied main ideas and</p>	-Key Ideas and Details: Main Idea

strategies to comprehend literature during the reading process.	<p>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.</p> <p>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.</p> <p>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.</p>	<p>relevant supporting details from a text.</p> <p>Note: Items may target specific paragraphs.</p> <p>L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.</p> <p>L.N.1.3.3 Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.</p>	<p>and Text Analysis</p>
L.N.2 Analyzing and Interpreting Literature—Nonfiction L.N.2.1 Use appropriate strategies to make and support interpretations of literature.	<p>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.</p>	<p>L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.</p> <p>L.N.2.1.2 Cite evidence from a text to support generalizations.</p>	<p>-Key Ideas and Details: text analysis</p>
L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.	<p>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.</p>	<p>L.N.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.</p> <p>L.N.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.</p> <p>L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</p>	<p>-Integration of Knowledge and Ideas: diverse media</p>
L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.	<p>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.</p> <p>CC.1.2.9–10.C Apply appropriate strategies to analyze, interpret, and evaluate how</p>	<p>L.N.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction:</p> <p>Note: Character may also be called narrator, speaker, or subject of a biography.</p> <p>• the actions, motives, dialogue, emotions/feelings, traits, and</p>	<p>-Key Ideas and Details: main idea and text analysis -Craft and Structure: point of view</p>

	<p>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.</p> <p>CC.1.2.9–10.D Determine an author’s particular point of view and analyze how rhetoric advances the point of view.</p>	<p>relationships between characters within nonfictional text</p> <ul style="list-style-type: none"> • the relationship between characters and other components of a text • the development of complex characters and their roles and functions within a text <p>L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:</p> <ul style="list-style-type: none"> • the relationship between setting and other components of a text (character, plot, and other key literary elements) <p>L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/ or evaluate plot in a variety of fiction:</p> <p>Note: Plot may also be called action.</p> <ul style="list-style-type: none"> • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action <p>L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:</p> <ul style="list-style-type: none"> • the relationship between the theme and other components of a text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres 	
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		<ul style="list-style-type: none"> the way in which a work of literature is related to the themes and issues of its historical period <p>L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:</p> <ul style="list-style-type: none"> the relationship between the tone, style, and/or mood and other components of a text how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text how diction, syntax, figurative language, sentence variety, etc., determine the author's style <p>L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:</p> <ul style="list-style-type: none"> the point of view of the narrator as first person or third person point of view the impact of point of view on the meaning of a text as a whole 	
L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.	<p>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.</p> <p>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.</p>	<p>L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts.</p> <p>L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.</p> <p>L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.</p> <p>L.N.2.4.4 Make connections between a text and the content of graphics and charts.</p> <p>L.N.2.4.5 Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.</p>	<p>-Key Idea and Details: text analysis</p> <p>-Craft and Structure: text structure</p>
L.N.2.5 Use appropriate strategies to identify and analyze	<p>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.</p>	<p>L.N.2.5.1 Differentiate between fact and opinion.</p> <p>L.N.2.5.2 Explain, interpret, describe, and/or analyze the use of</p>	<p>-Integration of Knowledge and Ideas: evaluation arguments</p>

essential and nonessential information in literary nonfiction.		<p>facts and opinions in a text.</p> <p>L.N.2.5.3 Distinguish essential from nonessential information.</p> <p>L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.</p> <p>L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.</p> <p>L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.</p>	
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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.			
Assessment Anchor	PA Core Standard	Eligible Content	Writing Skills
<p>C.IE.1 Text Types and Purposes-Informative/ Explanatory</p> <p>C.IE.1.1 Write informative and explanatory pieces that describe, explain, or summarize information or ideas.</p> <p>C.IE.2.1 Revise writing to improve style, meaning, word choice, and sentence variety.</p> <p>C.IE.3.1 Editing for conventions of standard written language.</p>	<p>CC.1.4.9–10.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.9–10.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9–10.E Write with an awareness of the stylistic aspects of composition.</p> <p>* Use precise language and domain-specific vocabulary to manage the complexity of the</p>	<p>C.IE.1.1.1 Write with a sharp controlling point and an awareness of the audience and task.</p> <p>C.IE.1.1.2 Demonstrate an understanding of the purpose with relevant information, content, and details.</p> <p>C.IE.1.1.3 Use appropriate organizational strategies for informational and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis).</p> <p>C.IE.1.1.4 Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone.</p> <p>C.IE.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.</p> <p>C.IE.2.1.1 Use a variety of sentence structures.</p>	<p>Focus</p> <p>Content</p> <p>Organization</p> <p>Style</p> <p>Conventions of Language</p>

	<p>topic.</p> <p>*Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. *Establish and maintain a formal style.</p> <p>CC.1.4.9–10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>C.IE.2.1.2 Use precise language to create clarity, voice, and tone.</p> <p>C.IE.2.1.3 Revise to eliminate wordiness and redundancy.</p> <p>C.IE.2.1.4 Revise to delete irrelevant details.</p> <p>C.IE.2.1.5 Use the correct form of commonly confused words; use logical transitions.</p> <p>C.IE.2.1.6 Combine sentences for cohesiveness and unity.</p> <p>C.IE.2.1.7 Revise sentences for clarity.</p> <p>C.IE.3.1.1 Spell all words correctly.</p> <p>C.IE.3.1.2 Use capital letters correctly.</p> <p>C.IE.3.1.3 Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes).</p> <p>C.IE.3.1.4 Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax).</p> <p>C.IE.3.1.5 Demonstrate correct sentence formation.</p>	
Assessment Anchor	PA Core Standard	Eligible Content	Writing Skills
<p>C.A.1 Text Types and Purposes—Argumentative C.A.1.1 Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods.</p> <p>C.A.2.1 Revise writing to improve style, meaning, word choice, and sentence variety.</p> <p>C.A.3.1 Editing for</p>	<p>CC.1.4.9–10.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.9–10.H Write with a sharp distinct focus identifying topic, task, and audience; introduce the precise claim.</p> <p>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 each in a manner that anticipates the audience’s knowledge level and concerns.</p>	<p>C.A.1.1.1 Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience.</p> <p>C.A.1.1.2 Construct a thorough argument with consistent, relevant support through the use of argumentative/ persuasive strategies; address opposing viewpoints.</p> <p>C.A.1.1.3 Organize the argument using effective strategies to develop a strong, well supported</p>	<p>Focus</p> <p>Content</p> <p>Organization</p> <p>Style</p> <p>Conventions of Language</p>

conventions of standard written language.	<p>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.</p> <p>CC.1.4.9–10.K Write with an awareness of the stylistic aspects of composition.</p> <p>*Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>*Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.9–10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>position.</p> <p>C.A.1.1.4 Maintain an effective and consistent tone through precise control of language and a variety of sentence structures.</p> <p>C.A.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.</p> <p>C.A.2.1.1 Use a variety of sentence structures.</p> <p>C.A.2.1.2 Use precise language to create clarity, voice, and tone.</p> <p>C.A.2.1.3 Revise to eliminate wordiness and redundancy.</p> <p>C.A.2.1.4 Revise to delete irrelevant details.</p> <p>C.A.2.1.5 Use the correct form of commonly confused words; use logical transitions.</p> <p>C.A.2.1.6 Combine sentences for cohesiveness and unity.</p> <p>C.A.2.1.7 Revise sentences for clarity.</p> <p>C.A.3.1.1 Spell all words correctly.</p> <p>C.A.3.1.2 Use capital letters correctly.</p> <p>C.A.3.1.3 Punctuate correctly (e.g., correctly use commas, semi-colons, quotation marks, apostrophes).</p> <p>C.A.3.1.4 Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax).</p> <p>C.A.3.1.5 Demonstrate correct sentence formation.</p>	
Anchor	PA Core Standard	Eligible Content	Writing Skills

<p>Narrative (not state assessed)</p>	<p>CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.9-10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.</p> <p>CC.1.4.9-10.O Use narrative techniques, such as dialogue, description, reflection, and 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, setting, and/or characters.</p> <p>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.</p> <p>CC.1.4.9-10.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> •Use parallel structure. •Use various types of phrases and clauses to convey specific meanings and add variety and interest. <p>CC.1.4.9-10.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>		<p>Focus</p> <p>Content</p> <p>Organization</p> <p>Style</p> <p>Conventions of Language</p>
	<p>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 nonfiction.</p>		<p>Response to Literature</p>
	<p>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.</p>		<p>Production and Distribution of Writing: Writing Process</p>
	<p>CC.1.4.9-10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technologies capacity to link to other information and to display information flexibly and dynamically.</p>		<p>Technology and Publication</p>

	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.		Conducting Research
	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.		Credibility, Reliability, and Validity of Sources
	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.		Range of Writing

	Standard	Eligible Content	Skills
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.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	-Comprehension and Collaboration: -Presentation of Knowledge and Ideas -Integration of Knowledge and Ideas -Conventions of Standard English	*Collaborative Discussion *Evaluating Information *Critical Listening *Purpose, Audience and Task *Context *Multimedia

	<p>Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.9–10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content</p>		
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See Curriculum Map - <College Prep English 9>

ASSESSMENTS

Suggested Formative Assessments: The teacher will develop and use standards-based assessments throughout the course.

- Pre-Assessments of prior knowledge (e.g. entrance cards or KWL chart)
- Labs/lab reports
- Bell ringers/Problems of the Day(PODs)
- Discussions
- Teacher observation/Questioning
- Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.)
- Summarizing
- Retelling
- Notetaking
- Problem-based learning modules
- Authentic assessment
- Oral presentations
- Outlining
- Journaling
- Student presentations/projects
- Open-ended response
- Classroom Performance System (CPS)

Suggested Summative Assessments:

- Essays
- Open-Ended Responses
- Projects
- Quizzes/tests
- Student presentations
- Portfolios

District Approved Assessment Instruments

- Any district approved assessment instrument

Portfolio Assessment: _____ Yes X No

District-wide Final Examination Required: _____ Yes X No

Course Challenge Assessment (Describe):

WRITING TEAM: District Language Arts Teachers

WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination? X Yes No
2. Does this course issue a mark/grade for the report card?
 X Yes No
3. Does this course issue a Pass/Fail mark? Yes X No
4. Is the course mark/grade part of the GPA calculation?
 X Yes No
5. Is the course eligible for Honor Roll calculation? X Yes No
6. What is the academic weight of the course?
 No weight/Non credit X Standard weight
 Enhanced weight (Describe)