



# **Pine Grove Area**

## SCHOOL DISTRICT

**Language Arts**

**P.S. English 9**

**September 18, 2008**

### **I. PHILOSOPHY**

The C.P. English 9 course of the Pine Grove Area School District has been structured to include instruction based on the Pennsylvania Academic Standards for Reading, Writing, Speaking and Listening. Instruction is intended to improve student writing, speaking, listening and understanding of literature. The course will allow for the accommodation of many learning styles, motivational levels, and academic abilities.

## **II. CORE CONCEPTS**

1. Usage – Ability to write and speak following the conventions of the English language
2. Reading- Ability to read independently
3. Literary analysis- Ability to read, analyze and interpret literature
4. Vocabulary – Ability to define and use new vocabulary words
5. Speech – Ability to speak using skills appropriate to formal and informal speech situations
6. Types of writing – Ability to write pieces of fiction, nonfiction, and poetry
7. Quality of writing – Ability to write using well-developed content, sharp focus, and controlled organization
8. Research – Ability to select and refine a research topic, along with the ability to organize and present ideas from that research
9. Listening – Ability to listen effectively

### III. COURSE OF STUDY

- A. Course Name: *P.S .English*
- B. Grade Level: 9
- C. Length of Course: *full year*
  - 1. Frequency: *daily*
  - 2. Duration: *42 minutes*
- D. Academic Level: post secondary
- E. Credits: 1
- F. Prerequisites: none

Course Description: *PS ENGLISH 9* - This course is standards based. Emphasis will be placed on improving student reading, writing, speaking, and listening skills. In addition to studying usage rules, students will be required to read a variety of literature assignments, make speeches and presentations, and write an assortment of compositions.

**IV. CONTENT: P.S. English 9**

**CORE CONCEPT 1: Usage**

**MAJOR OBJECTIVE: Students will write and speak using the conventions of the English language**

<b>CURRICULUM STANDARD:</b>			
PA State Standard/Student Expectation	Specific Content	..	Resources/Materials
PA Standard 1.5.11.E Edit writing using the conventions of language. <ul style="list-style-type: none"> <li>- Spell common, frequently used word correctly</li> <li>- Use capital letters correctly</li> <li>- Punctuate correctly</li> <li>- Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections correctly</li> <li>- Use complete sentences</li> </ul>	Teacher will guide students to: <ul style="list-style-type: none"> <li>learn rules pertaining to usage.</li> <li>correctly spell a list of frequently misspelled words.</li> <li>recognize and avoid run on sentences and sentence fragments.</li> <li>correct errors in their writing and speaking.</li> <li>write and speak using conventions of the English language.</li> </ul>	Teacher evaluation of: <ul style="list-style-type: none"> <li>- Oral question and answer</li> <li>- Written student work</li> <li>- Student speaking skills</li> <li>- Revision of student writing</li> </ul>	Textbook resources  Spelling list  Computer programs/web sites  Promethean Board exercises  Supplemental materials

**CONTENT: P.S. English 9**

**CORE CONCEPT 2: Reading**

**MAJOR OBJECTIVE: Students will be able to read independently.**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA Standard 1.1.11.A Locate various texts, media, and traditional resources for assigned and independent reading projects.	Teacher will guide students to: use appropriate resources for assigned and independent projects	Teacher evaluation of-  -Student choice of resources for assigned and independent projects	-Library  -Computer lab./web sites  -Supplemental materials  - acceptable and unacceptable resources
PA Standard 1.1.11.C Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading. Use these words accurately in speaking and writing.	Teacher will guide students to: investigate the meaning of root words and new words	Teacher evaluation of- -independent activities  -partner activities  -student ability to define new words through context clues  -student ability to use new vocabulary words correctly  -student ability to use dictionaries	-Dictionaries  -Computer lab./web sites  -Supplemental materials  -Text  -Promethean Board exercises

**CONTENT: P.S. English 9**

**CORE CONCEPT 2: Reading**

**MAJOR OBJECTIVE: Students will be able to read independently.**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.1.11.E Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationship to other words. Use a dictionary or related reference.</p>	<p>Teacher will guide students to:</p> <ul style="list-style-type: none"><li>consider context clues to predict a word's meaning</li><li>use traditional and electronic dictionaries.</li></ul>	<p>Teacher evaluation of-</p> <ul style="list-style-type: none"><li>-independent activities</li><li>-partner activities</li><li>-student ability to define new words through context clues</li><li>-student ability to use new vocabulary words correctly</li><li>-student ability to use dictionaries</li></ul>	<ul style="list-style-type: none"><li>-Text</li><li>-Computer lab/web sites</li><li>-Supplemental materials</li><li>-Dictionaries</li><li>-Promethean Board exercises</li></ul>
<p>PA Standard 1.1.11.D Identify, describe, evaluate, and synthesize the essential ideas in text.</p>	<p>Teacher will guide students to:</p> <ul style="list-style-type: none"><li>identify the essential ideas in text through activities such as outlining, listing, and writing summaries.</li><li>evaluate text to determine essential and nonessential information.</li><li>synthesize information from several sources in order to draw conclusions on a given topic.</li></ul>	<p>Teacher evaluation of-</p> <ul style="list-style-type: none"><li>-Oral and written responses to assigned and independent reading</li><li>-Student participation in group work</li><li>-Student presentations</li><li>-Independent activities</li><li>-Oral question and answer</li></ul>	<ul style="list-style-type: none"><li>-Text</li><li>-Supplemental materials</li><li>-Computer lab./web sites</li><li>-Library</li><li>-Graphic organizers</li></ul>

**CONTENT: P.S. English 9**

**CORE CONCEPT 2: Reading**

**MAJOR OBJECTIVE: Students will be able to read independently.**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA Standard 1.1.11.G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.	Teacher will guide students to:  make inferences and draw conclusions based on information in text.  evidence from text to support generalizations.  identify main ideas from text.  summarize key details and events of a fictional text  differentiate between fact and opinion in a written work  identify and analyze an author's intended purpose  summarize the major points, process, and events of a nonfictional text	Teacher evaluation of-  -Student oral and written responses  -Individuals during whole group discussion  -Independent activities  -Group presentations  -Individual presentations	-Text  -Supplemental materials  -Computer lab/web sites  -Graphic organizers

**CONTENT: P.S. English 9**

**CORE CONCEPTS 3: Literary analysis**

**MAJOR OBJECTIVE: Student will be able to read, analyze, and interpret literature.**

**CURRICULUM STANDARD: Students will be able to read critically in all content areas**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
1.3.11.A Analyze the relationships, uses, and effectiveness of literary elements by one or more authors in similar genres	The teacher will guide students to:  identify literary elements in various works of literature and assess the effect those elements have on those works of literature.  compare literary elements in works in similar genres.	Teacher evaluation of-  -Partner projects  -Individuals during whole group instruction  -Whole class discussion  -Oral question and answer  -Independent activities  -Student observations	-Graphic organizers  -Text  -Supplemental materials  -Computer lab./Web sites  -Library/Audio visual sources  - Teacher provided literary elements such as setting, characterization, point of view, theme, symbolism, plot, tone, style, suspense, conflict, and structure

**CONTENT: P.S. English 9**

**CORE CONCEPTS 3: Literary analysis**

**MAJOR OBJECTIVE: Student will be able to read, analyze, and interpret literature.**

**CURRICULUM STANDARD: Students will be able to read critically in all content areas**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.3.11.C Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices.</p>	<p>Teacher will guide students to:  identify various literary devices in various works of literature and assess the effect they have on each particular work.</p>	<p>Teacher evaluation of-</p> <ul style="list-style-type: none"><li>-Partner projects</li><li>-Individuals during whole group instruction</li><li>-Whole class discussion</li><li>-Oral question and answer</li><li>-Independent activities</li><li>-Student observations</li></ul>	<ul style="list-style-type: none"><li>-Graphic organizers</li><li>-Text</li><li>-Supplemental materials</li><li>-Computer web sites</li><li>-Library/Audio visual sources</li><li>- Teacher provided examples of literary devices. These include the following: Sound techniques such as rhyme, meter, rhythm, alliteration, onomatopoeia, repetition, and assonance. Figurative language such as metaphor, simile, personification, irony, satire, and hyperbole. Literary structures such as foreshadowing and flashbacks</li></ul>

**CONTENT: P.S. English 9**

**CORE CONCEPTS 3: Literary analysis**

**MAJOR OBJECTIVE: Student will be able to read, analyze, and interpret literature.**

**CURRICULUM STANDARD: Students will be able to read critically in all content areas**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA Standard 1.3.11D Analyze and evaluate in poetry the appropriateness of diction and figurative language	Teacher will guide students to:  identify figurative language in poetry. (metaphor, simile, personification, hyperbole)  analyze the author's purpose in using figurative language.  construct their own examples of figurative language.	Teacher evaluation of-  -Individuals during whole class discussion  -Student projects  -Whole class discussion  -Independent activities  -Oral question and answer  -Written or oral student descriptions  -Student generated poetry	-Audio recordings  -Computer web sites  -Text  -Supplemental materials  -Library/audio visual aids  - Teacher provided examples of poetry analysis.

CONTENT: P.S. English 9

**CORE CONCEPT 4: Vocabulary**

**MAJOR OBJECTIVE: Student will be able to define and use new vocabulary words.**

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA Standard 1.1.11.C Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading. Use these words accurately in speaking and writing.	Teacher will guide students to:  investigate the meaning of root words and new words.	Teacher evaluation of-  -Independent activities  -Partner activities  -Student ability to define new words through context clues  -Student ability to use new vocabulary words correctly	-Dictionaries  -Computer web sites  -Text  -Supplemental materials  -Promethean Board exercises
PA Standard 1.1.11.E Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationship to other words. Use a dictionary or related reference.	Teacher will guide students to:  consider context clues to predict a word's meaning.  use traditional and on-line dictionaries.  use new vocabulary words in their own writing.	Teacher evaluation of-  -Independent activities  -Partner activities  -Student ability to define new words through context clues  -Student ability to use new vocabulary words correctly	-Dictionaries  -Computer web sites  -Text  -Supplemental materials  -Promethean Board exercises

**CONTENT: P.S. English 9**

**CORE CONCEPT 5: Speech**

**MAJOR OBJECTIVE: Ability to speak using skills appropriate to formal and informal speaking situations**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA Standard 161611.C Speak using skills appropriate to formal speech situations.	Teacher will guide students in the following areas:  -Opening and closing the speech -Planning -Voice quality -Mannerisms -Content -Diction -Eye contact	Teacher evaluation of student speeches and presentations	-Scoring Rubric  -Recordings of famous speeches (web sites)  -Video of famous speeches  -Teacher provided examples of good speaking skills.  -Teacher guided notes before giving the speech or presentations  -Teacher scoring rubric for speeches and presentations.

**CONTENT: P.S. English 9**

**CORE CONCEPT 5: Speech**

**MAJOR OBJECTIVE: Ability to speak using skills appropriate to formal and informal speaking situations**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA Standard 1.6.11.D Contribute to discussions	Teacher will guide students to:  ask relevant questions.  respond with relevant information or opinions to questions asked.  adjust tone and involvement to encourage equitable participation.  introduce relevant ideas, information and opinions to enrich the discussion.  paraphrase and summarize as needed.	Teacher evaluation of-  -Individuals during whole group discussions  -Oral question and answer  -Individuals during small group work  -Individuals during small group activity  -Whole class discussion  -Cooperative group projects	Dependent upon group purpose
PA Standard 1.6.11.E Participate in small and large group discussions and presentations.	Teacher will guide students to:  participate in small group discussions and presentations for the purpose of presenting information to the class.	Teacher evaluation of-  -Individuals during whole group discussions  Individuals during small group work  Individuals during small group activity  Group discussions and presentations	Dependent upon group purpose

**CONTENT: P.S. English 9**

**CORE CONCEPT 6: Writing**

**MAJOR OBJECTIVE: Ability to write effective pieces of fiction, nonfiction, and poetry**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA Standard 1.4.11.A Write short stories, poems, and plays.	Teacher will guide students to:  write an alternate ending to a short story.  write an additional scene for a play.  include dialogue, literary conflict, literary elements, and literary devices in their fiction writing.  write original poetry with varying characteristics.(rhyming, non rhyming).  to experiment with the same poetic devices they find in the poetry they study in class.	Teacher evaluation of-  -Student short stories, poems and plays	-Text  -Supplemental materials  -Computer programs/web sites

**CONTENT: P.S. English 9**

**CORE CONCEPT 6: Writing**

**MAJOR OBJECTIVE: Ability to write effective pieces of fiction, nonfiction, and poetry**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA Standard 1.4.11.B Write complex informational pieces	Teacher will guide students to:  choose and refine topics for informational pieces.  plan and outline before writing.  produce effective introductory and concluding paragraphs.  write unified paragraphs with topic sentences and supporting details.  write informative pieces using primary and secondary sources.  to cite sources properly.	Teacher evaluation of-  -Student informational pieces	-Text  -Supplemental materials  -Computer programs/web sites
PA Standard 1.4.11.C Write persuasive pieces	Teacher will guide students to:  write persuasive pieces that include the following: -a clearly stated opinion or position -supporting evidence -anticipation of reader arguments and evidence to contradict those arguments	Teacher evaluation of-  -Student written persuasive products	-Text  -Supplementary materials  -Computer programs/web sites

**CONTENT: P.S. English 9**

**CORE CONCEPT 7: Quality of writing**

**MAJOR OBJECTIVE: Ability to write using well-developed content, sharp focus, and controlled organization**

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA Standard 1.5.11.A Write using sharp, distinct focus	Teacher will guide students to:  identify which sentences in given paragraphs ruin the focus of the paragraph.  write for the purpose of supporting a thesis statement.  identify task, topic, and audience.  maintain a single point of view throughout the written piece.	Teacher evaluation of-  -Written pieces	-Text  -Supplemental material  -Computer program/web sites  - Teacher provided examples of written pieces that contain effective and ineffective focus.

**CONTENT: P.S. English 9**

**CORE CONCEPT 7: Quality of writing**

**MAJOR OBJECTIVE: Ability to write using well-developed content, sharp focus, and controlled organization**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA Standard 1.5.11.B Write using well-developed content appropriate for the topic	Teacher will guide students to:  rewrite and improve sample paragraphs which do not have well-developed content.  gather, determine validity of, analyze, and organize information.  write paragraphs that have details and information specific to the topic and relevant to the focus.	Teacher evaluation of-  -Written pieces	-Text  -Supplemental materials  -Computer programs/web sites  - Teacher provided examples of written pieces that contain effective and ineffective content.

**CONTENT: P.S. English 9**

**CORE CONCEPT 7: Quality of writing**

**MAJOR OBJECTIVE: Ability to write using well-developed content, sharp focus, and controlled organization**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA Standard 1.5.11.C Write with controlled and/or subtle organization	Teacher will guide students to:  plan before writing.  use transitions in their writing.  sustain logical order throughout a written piece. (chronological order, order of importance)  write effective introductory paragraphs that include a thesis statement.  write effective concluding paragraphs that summarize and restate the main idea of the piece.	Teacher evaluation of-  -Written pieces	-Text  -Supplemental materials  -Computer programs/web sites

**CONTENT: P.S. English 9**

**CORE CONCEPT 7: Quality of writing**

**MAJOR OBJECTIVE: Ability to write using well-developed content, sharp focus, and controlled organization**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA Standard 1.5.11.D Write with command of the stylistic aspects of composition	Teacher will guide students to:  use different types (simple, compound, complex, and compound complex) of sentences.  vary sentence length.  vary wording.  use a variety of transitions.	Teacher evaluation of-  -Written pieces	-Text  -Supplemental materials  -Computer program/web sites  - Teacher provided samples of writing that have effective and ineffective stylistic aspects.

**CONTENT: P.S. English 9**

**CORE CONCEPT 7: Quality of writing**

**MAJOR OBJECTIVE: Ability to write using well-developed content, sharp focus, and controlled organization**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA Standard 1.5.11.E Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how question of purpose, audience, and genre have been addressed	Teacher will guide students to:  revise their own and others' writing.  participate in peer editing sessions.	Teacher evaluation of-  -Written pieces  -Peer editing	-Text  -Supplemental materials  -Computer programs/web sites  -Peer editing forms
PA Standard 1.5.11.E Edit writing using the conventions of language. - Spell common, frequently used word correctly - Use capital letters correctly - Punctuate correctly - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections correctly Use complete sentences	Teacher will guide students to:  learn rules pertaining to usage.  correctly spell words which are frequently misspelled.  correct errors in their writing and speaking.  write and speak using conventions of the English language.	Teacher evaluation of:  - Oral question and answer - Written student work - Student speaking skills - Revision of student writing	-Text  -Spelling list  -Supplemental materials  -Computer programs/web sites  -Promethean Board exercises

**CONTENT: P.S. English 9**

**CORE CONCEPT 8: Research**

**MAJOR OBJECTIVE: Ability to select and refine a research topic, along with the ability to organize and present this information.**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA Standard 1.8.11.A Select and refine a topic for research	Teacher will guide students to refine a topic, making sure that is neither too broad nor too narrow.	Teacher evaluation of-  -Student products	-Text  -Supplemental materials  -Library  -Computer programs/web sites
PA Standard 1.8.11.B Locate information using appropriate sources and strategies	Teacher will guide students to choose valid resources for researching the topic.  Teacher will guide students to effectively use the library.  Teacher will guide students to select a variety of sources.  Teacher will guide students to use traditional and electronic sources.	Teacher evaluation of-  -Student sources  -Student products	-Library  -Librarian  -Computer Programs/web sites

**CONTENT: P.S. English 9**

**CORE CONCEPT 8: Research**

**MAJOR OBJECTIVE: Ability to select and refine a research topic, along with the ability to organize and present this information.**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA Standard 1.8.11.C Organize, summarize, and present the main ideas from research	Teacher will guide students to take notes from various sources.  Teacher will guide students to make an outline using their notes.  Teacher will guide students to make a presentation or paper based on research.  Teacher will guide students to give precise, formal credit for others' ideas, images, or information using a standard method of documentation.  Teacher will guide students to construct a works cited/bibliography page.	Teacher evaluation of-  -Student note cards  -Outlines  -Student products  -Citations  -Works Cited/Bibliography page	-Library  -Text  -Supplemental materials  -Computer program/web sites  -District MLA Guide

**CONTENT: P.S. English 9**

**CORE CONCEPT 9: Listening**

**MAJOR OBJECTIVE: Ability to listen effectively**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA Standard 1.6.11.A Listen to others	Teacher will guide students to ask clarifying questions.  Teacher will guide students to listen to and acknowledge the contributions of others.  Teacher will guide students to synthesize information, ideas, and opinions.  Teacher will guide students to take notes.	Teacher evaluation of-  -Student questions  -Student analysis of verbal information  -Student note taking skills  -Oral question and answer	Supplementary materials

**CONTENT: P.S. English 9**

**CORE CONCEPT 8: Research**

**MAJOR OBJECTIVE: Ability to select and refine a research topic, along with the ability to organize and present this information.**

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA Standard 1.6.11.B Listen to selections of literature (fiction and/or nonfiction)	Teacher will guide students to identify the main points of the literary work.  The teacher will guide students to identify characters and setting early in the work.  The teacher will guide students explain the plot at various points throughout the selection.  Teacher will guide students to write a summary of the selection.  The teacher will guide students to write a reader's response to the selection  The teacher will guide students to analyze the selection using workbooks in combination with the recording	Teacher evaluation of-  -Workbook responses  -Summaries and reflections  -Analysis of selections  -Whole class discussion  -Small group projects	-Audio selections  -Supplemental materials  -Workbooks

**V. EXPECTED LEVELS OF ACHIEVEMENT**

A. Students are expected to reach the passing level of achievement in P.S.. English 9. They are expected to master skills in the following areas: usage, reading, literary analysis, vocabulary, speaking and listening, writing, and research.

B. Percentages are used to designate a pupil's progress.

90% - 100% = A = Excellent

80% - 89% = B = Above Average

70% - 79% = C = Average

60% - 69% = D = Below Average

0% - 59% = F = Failure

C. Each student's grade will be determined at the conclusion of each marking period.