

Tunkhannock Area School District  
Grade 9 Language Arts Unit 6 (6 weeks)

**Theme: Creation and Destruction**

How can the destruction of one thing lead to the creation of another?  
Can a single choice lead to a chain reaction?  
Is there any truth to fate?  
Are some things doomed from the beginning?  
Should some things be destroyed to make way for new beginnings?

**PA Core Standards:**

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.  
CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.  
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.  
CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.  
CC.1.4.9–10.G Write arguments to support claims in an analysis of substantive topics.W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  
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.  
CC.1.4.9–10.E 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.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.  
CC.1.4.9–10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

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**Keystone Eligible Content:**

- L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose
- L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.
- L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.
- L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.
- L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.
- L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.
- L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:
- 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
- L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.
- 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.

**Objectives**

- Delineate when it is appropriate to utilize source material.
- Analyze how authors transform source material including the use of paraphrasing, summarization, and direct quotes.
- Conduct research, critique and synthesize information from various sources, and formulate and/or revise claims.
- Create and develop an argument in which not only is it substantiated with corroborated evidence but also viably refutes opposing claims.
- Evaluate the validity of an author's argument and construct an argument citing evidence from a non-fiction text

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Suggested Activities	Exemplar Texts	Additional Resources	Tier 3 Vocab	Assessments
<p>Argumentative Writing: Based on Fahrenheit 451: Can the perfect argument be created on the use or misuse of technology in school libraries? How might you be able to create an argument on filters being placed in school libraries for the good of the school community? The school district believes that the filters protect the student body from inappropriate sites and discourage misuse of resources by students. Write an argument to the School Board President supporting or disputing their mandate. Using credible sources, supply the evidence as to how your choice will best serve the needs of the school community. (RI.9-10.8., W.9-10.4, W.9-10.5, W.9-10.6)</p> <p>Evaluating CHARACTER TRAITS through a Socratic Seminar adapted from <a href="http://www.journeytoexcellence.org/practice/instruction/theories/miscideas/socratic/">http://www.journeytoexcellence.org/practice/instruction/theories/miscideas/socratic/</a></p> <p>Based on a sample of text from "Oedipus Rex," design possible opening questions such as: How do prophecies impact morality? Is there any truth to prophecies? Is there a difference, or does it matter how the prophecy is communicated? To better prepare, remind students of the protocols for Socratic Seminar. The teacher may have students utilize source material in addition to works of literature to research how prophecies have evolved from Sophocles to modern day. Once the preparation is in order, supply the sample text to the students. Have the students write an open ended, thought provoking question in which a dialogue may ensue. Students may ask meaningful questions that stimulate thoughtful interchanges of ideas. (RL.9-10.1, RL.9-10.2, SL.9-10.1, SL.9-10.4, SL.9-10.6)</p>	<p>Fahrenheit 451 by Ray Bradbury (Story)</p> <p>Oedipus Rex by Sophocles (Drama)</p> <p>"Ozymandias" by Percy Bysshe Shelley (Poetry)</p> <p>"I Am an American Day Address" by Learned Hand (Informational)</p>	<p><i>FARENHEIT 451</i> Resources <a href="http://www.yourheroicjourney.com/Reading%20Room/Curriculum/F451.http">http://www.yourheroicjourney.com/Reading%20Room/Curriculum/F451.http</a> <a href="http://www.neabigread.org/books/fahrenheit451/teachersguide02.php">http://www.neabigread.org/books/fahrenheit451/teachersguide02.php</a></p> <p>Creating the "perfect argument" resource <a href="http://faculty-web.at.northwestern.edu/commstud/freespeech/course/rules.pdf">http://faculty-web.at.northwestern.edu/commstud/freespeech/course/rules.pdf</a></p> <p>Socratic Seminar Resources <a href="http://www.journeytoexcellence.org/practice/instruction/theories/miscideas/socratic/">http://www.journeytoexcellence.org/practice/instruction/theories/miscideas/socratic/</a> <a href="http://www.nwabr.org/education/pdfs/PRIMER/PrimerPieces/SocSem.pdf">http://www.nwabr.org/education/pdfs/PRIMER/PrimerPieces/SocSem.pdf</a> <a href="http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html#strategy-practice">http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html#strategy-practice</a></p> <p><i>OEDIPUS REX</i> <a href="http://us.penguinroup.com/static/pdf/teachersguides/PlaysOfSophoclesTG.pdf">http://us.penguinroup.com/static/pdf/teachersguides/PlaysOfSophoclesTG.pdf</a> <a href="http://www.pbs.org/empires/thegreeks/educational/lesson4.html">http://www.pbs.org/empires/thegreeks/educational/lesson4.html</a></p> <p>Nostradamus and Prophecies <a href="http://www.nostradamus-repository.org/">http://www.nostradamus-repository.org/</a> <a href="http://www.allaboutpopularissues.org/nostradamus-prophecy.htm">http://www.allaboutpopularissues.org/nostradamus-prophecy.htm</a></p> <p>Additional pieces that exemplify the level of complexity and quality that The Common Core State Standards require all students in the 9th grade</p>	<p>venomous cacophony proboscis proclivity pratfall suffuse insidious juggernaut convoluted scythe</p> <p>supplication compunction venerate infamy regicide clairvoyant regicide execrable rankled</p> <p>oppression aspiration bias</p>	<p><b>Formative</b> Reading check quizzes Teacher Observation during classroom discussions Sociograms, Data Wall and other projects/presentations, Progress monitoring through online discussion boards/ blogging Literature Circles</p> <p><b>Summative</b> Unit Tests End of Unit Essays and Essay Tests Textbook Assessments Literature Circles Keystone State Exam</p> <p><b>Benchmark</b> 4Sight AMES WEB</p> <p><b>Diagnostic</b> AMES Webs for specific populations Running Records</p>