

**Berlin Brothersvalley School District**  
**Berlin Brothersvalley High School**  
**9th Grade English Honors Curriculum Framework**  
**Full Year Course**

<b>Big Idea(s) for 1st nine weeks</b>	<b>Concept(s) of 1st nine weeks</b>	<b>Competencies of 1st nine weeks</b>	<b>Essential Questions for 1st nine weeks</b>
<p>Narrative structure aids the reader in understanding how a story is structured and told.</p> <p>Understanding characters and their perspective is key to comprehending an author's message to connect us all.</p> <p>Through the analysis of literary elements used in a novel, readers can gain insights to reflect on personal and societal issues.</p>	<p>Students will know...</p> <ul style="list-style-type: none"> <li>● conflict</li> <li>● visualization</li> <li>● suspense and biography</li> <li>● author's purpose</li> <li>● letter writing</li> <li>● character motivation</li> <li>● inferences</li> <li>● comparing texts</li> <li>● setting</li> <li>● mood</li> <li>● protagonist and antagonist</li> <li>● simile and metaphor</li> <li>● conflict</li> <li>● symbol</li> <li>● characterization</li> <li>● theme</li> <li>● irony</li> <li>● foil</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>● identify plot elements and functions</li> <li>● identify and analyze conflict (external and internal)</li> <li>● compare various forms of text</li> <li>● discuss and analyze conflict and how conflict changes a character</li> <li>● compose a formal letter, determining the audience and purpose of the letter</li> <li>● identify static and dynamic characters</li> <li>● list the five ways writers develop characters</li> <li>● draw inferences about characters and cite/support their assertions</li> <li>● analyze characters and their motivations</li> </ul>	<p>How does conflict shape and change a character?</p> <p>How does an author create text for the reader to be able to visualize the plot development?</p> <p>How does the resolution of a story reflect the overall meaning of the story's plot?</p> <p>What are the various purposes authors have for writing?</p> <p>What are the basic elements of proper letter writing and format?</p> <p>How does the author create motivation within a character?</p> <p>How does a reader make inferences while reading?</p> <p>How does a reader distinguish between different text formats of the same topic?</p> <p>How does setting affect characters</p>

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			<p>and conflict?</p> <p>What are some ways an author can develop mood in a story?</p> <p>How do words used in a text shape the reader's feelings?        How do writers create and develop conflict within a text?</p> <p>How can a writer use symbols to convey an idea or belief within a text?</p> <p>What is the role of a symbol and how does it help to develop a literary theme?</p>
<p><b><u>Unit/Chapter/Selection of Study</u></b></p> <p>Narrative Structure</p> <ul style="list-style-type: none"> <li>● Plot</li> <li>● Conflict</li> <li>● Visualization</li> <li>● Suspense and Biography</li> <li>● Author's Purpose</li> <li>● Comparing Text</li> </ul> <p>Current Reading Selections:  <i>The Most Dangerous Game</i>  <i>Seabiscuit</i> excerpt  <i>Four Good Legs Between Us</i></p>	<p><b><u>Approx # of weeks - % of time</u></b></p> <p style="text-align: center;">4 weeks</p>	<p><b><u>PA Core Standards</u></b></p> <p>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.</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</p>	<p><b><u>Assessment Anchors &amp; Eligible Content</u></b></p> <p>L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.</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>

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<p><i>Races on the Radio: Santa Anita</i></p>		<p>a subject.</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>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.1.4.9–10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>L.F.1.1.1 Identify and/or analyze the author’s intended purpose of a text.</p> <p>L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.</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>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>L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. • 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</p>
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			<p>text</p> <p>L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: • 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>
<p style="text-align: center;"><b><u>Unit/Chapter/Selection of Study</u></b></p> <p>Letter Writing</p>	<p style="text-align: center;"><b><u>Approx # of weeks - % of time</u></b></p> <p style="text-align: center;">1 week</p>	<p style="text-align: center;"><b><u>PA Core Standards</u></b></p> <p>CC.1.4.9–10.B Write with a sharp, distinct focus identifying topic, task, and audience.</p>	<p style="text-align: center;"><b><u>Assessment Anchors &amp; Eligible Content</u></b></p> <p>C.IE.1.1.1 Write with a sharp controlling point and an awareness of the audience and task.</p>

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<u>Unit/Chapter/Selection of Study</u>	<u>Approx # of weeks - % of time</u>	<u>PA Core Standards</u>	<u>Assessment Anchors &amp; Eligible Content</u>
<p>Characterization and Point of View</p> <ul style="list-style-type: none"> <li>● Character Motivation</li> <li>● Inferences</li> <li>● Analysis of Different Mediums</li> </ul> <p>Current Reading Selections:  <i>The Necklace</i>  <i>Spending Spree</i>  <i>Is Debt Dragging You Down</i></p>	<p>2 weeks</p>	<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>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.1.4.9–10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.9–10.E Write with an awareness of the stylistic 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</p>	<p>L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</p> <p>L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: • 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</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.2.1.1 Use a variety of sentence structures</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>

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			<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 style="text-align: center;"><b><u>Unit/Chapter/Selection of Study</u></b></p> <p>Fictional Novel Study</p> <ul style="list-style-type: none"> <li>● Setting</li> <li>● Mood</li> <li>● Protagonist and Antagonist</li> <li>● Simile and Metaphor</li> <li>● Conflict</li> <li>● Symbol</li> <li>● Characterization</li> <li>● Theme</li> <li>● Irony</li> <li>● Foil</li> </ul> <p>Current Reading Selection: <i>My Sister's Keeper</i></p>	<p style="text-align: center;"><b><u>Approx # of weeks - % of time</u></b></p> <p>2 weeks (starts in 1st nine weeks and continues into 2nd nine weeks)</p>	<p style="text-align: center;"><b><u>PA Core Standards</u></b></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>CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</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>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 style="text-align: center;"><b><u>Assessment Anchors &amp; Eligible Content</u></b></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>C.IE.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.</p> <p>C.IE.3.1.1 Spell all words correctly.</p> <p>C.IE.3.1.2 Use capital letters correctly.</p>

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			<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> <p>C.A.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.</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, semicolons, 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</p>
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			sentence formation
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Big Idea(s) for 2nd nine weeks	Concept(s) of 2nd nine weeks	Competencies of 2nd nine weeks	Essential Questions for 2nd nine weeks
<p>Setting, mood, and imagery are powerful elements in creating engrossing and thought-provoking narratives.</p> <p>Analyzing fiction deepens the reader's understanding of diverse perspectives.</p> <p>Themes and symbols allow the reader insight into the deeper meaning of texts and a better awareness of the human condition.</p>	<p>Students will know...</p> <ul style="list-style-type: none"> <li>● setting</li> <li>● the meaning of and impact of historical context</li> <li>● setting's impact on mood</li> <li>● ways authors create different types of moods</li> <li>● imagery and its connection to the five senses</li> <li>● the meaning of universal theme</li> <li>● theme and theme statements</li> <li>● a symbol's impact on a text</li> <li>● historical and social events and literature</li> <li>● nonfiction text connections to historical fiction</li> <li>● irony</li> <li>● foil</li> <li>● characterization</li> <li>● themes in poetry</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>● list words and phrases to describe setting</li> <li>● recognize the contextual elements of a text</li> <li>● relate historical context to the meaning of a text</li> <li>● determine the mood of a story based on its setting</li> <li>● list universal themes present in works of literature</li> <li>● construct and justify theme statements</li> <li>● recognize and examine symbols in literary fiction</li> <li>● read, discuss, recognize, and relate literary elements such as plot, setting, character, conflict, and theme in a work of historical fiction</li> <li>● evaluate the historical fiction genre and its components</li> <li>● examine and connect non-fiction text to historical fiction to build upon knowledge</li> </ul>	<p>How do authors juxtapose characters through the use of foils?</p> <p>How does a reader identify irony and explain its impact on an event within a story?</p> <p>How does historical context impact a reader's understanding and interpretation of a story?</p> <p>How did Charles Dickens' works impact historical and cultural change?</p> <p>How can a writer use symbols to convey an idea or belief within a text?</p>

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		and awareness	
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<p>Fictional Novel Study</p> <ul style="list-style-type: none"> <li>● Setting</li> <li>● Mood</li> <li>● Protagonist and Antagonist</li> <li>● Simile and Metaphor</li> <li>● Conflict</li> <li>● Symbol</li> <li>● Characterization</li> <li>● Theme</li> <li>● Irony</li> <li>● Foil</li> </ul> <p>Current Reading Selection: <i>My Sister's Keeper</i></p>	<p>4 weeks (continues from 1st nine weeks)</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>CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</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>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>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>C.IE.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.</p> <p>C.IE.3.1.1 Spell all words correctly. C.IE.3.1.2 Use capital letters correctly. C.IE.3.1.3 Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes).</p>

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			<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> <p>C.A.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.</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, semicolons, 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>
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<u>Unit/Chapter/Selection of Study</u>	<u>Approx # of weeks - % of time</u>	<u>PA Core Standards</u>	<u>Assessment Anchors &amp; Eligible Content</u>
<p>Setting, Mood, and Imagery</p> <ul style="list-style-type: none"> <li>● Mood</li> <li>● Setting's Impact on Mood</li> <li>● Paraphrase</li> <li>● Details of Setting</li> <li>● Imagery Analysis</li> </ul> <p>Current Reading Selections:  <i>The Cask of Amontillado</i>  <i>The Story Behind the Cask</i>  <i>A Christmas Memory</i></p>	<p>2 weeks</p>	<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>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>CC.1.3.9–10.I Determine or clarify the meaning of unknown and</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> <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>L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)</p>

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		<p>multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.4.9–10.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.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</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 technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p>L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. • 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> <p>L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.</p> <p>L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • 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> <p>L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor,</p>
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			<p>hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.</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>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.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.</p>
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			<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.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.2.1.6 Combine sentences for cohesiveness and unity.</p> <p>C.A.2.1.7 Revise sentences for clarity.</p>
<p style="text-align: center;"><b><u>Unit/Chapter/Selection of Study</u></b></p> <p>Fictional Analysis</p> <p>Current Reading Selection:  <i>A Christmas Carol</i></p>	<p style="text-align: center;"><b><u>Approx # of weeks - % of time</u></b></p> <p style="text-align: center;">1 week</p>	<p style="text-align: center;"><b><u>PA Core Standards</u></b></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.Q Write with an awareness of the stylistic aspects of writing. • Use parallel structure. •</p>	<p style="text-align: center;"><b><u>Assessment Anchors &amp; Eligible Content</u></b></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>

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		Use various types of phrases and clauses to convey meaning and add variety and interest.	
<p style="text-align: center;"><b><u>Unit/Chapter/Selection of Study</u></b></p> <p>Theme and Symbol</p> <ul style="list-style-type: none"> <li>● Universal Theme</li> <li>● Symbol</li> <li>● Character Inferences</li> <li>● Themes in Poetry</li> </ul> <p>Current Reading Selections:  <i>The Sniper</i>  <i>The Scarlet Ibis</i>  <i>Poem on Returning to Dwell in the Country</i>  <i>My Heart Leaps Up</i>  <i>The Sun</i></p>	<p><b><u>Approx # of weeks - % of time</u></b></p> <p>2 weeks</p>	<p style="text-align: center;"><b><u>PA Core Standards</u></b></p> <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.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 style="text-align: center;"><b><u>Assessment Anchors &amp; Eligible Content</u></b></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.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. 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>L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: • 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</p>

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			<p>historical period</p> <p>L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.</p> <p>L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance</p>
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<b>Big Idea(s) for 3rd nine weeks</b>	<b>Concept(s) of 3rd nine weeks</b>	<b>Competencies of 3rd nine weeks</b>	<b>Essential Questions for 3rd nine weeks</b>
<p>Comprehending how literature can inform, persuade, entertain or cause deep reflection develops a deeper understanding of the power of literature.</p> <p>Understanding effective arguments and persuasive tools is a foundational skill for engaging critically with the text and the world around us.</p> <p>The use of characterization in novels highlights the complexities of human nature and shows the reader traits and motivations of characters can be reflective of their own.</p>	<p>Students will know...</p> <ul style="list-style-type: none"> <li>● author's purpose</li> <li>● graphic aids interpretations</li> <li>● the what, when, and why of adjusting reading rate</li> <li>● technical directions</li> <li>● when skimming and scanning is appropriate</li> <li>● argument and persuasion</li> <li>● persuasive techniques</li> <li>● elements of argument</li> <li>● propaganda</li> <li>● character analysis</li> <li>● tone and diction</li> <li>● summarization</li> <li>● elements of poetry and various poetic forms</li> <li>● diction and syntax</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>● distinguish between various purposes authors have for writing</li> <li>● interpret graphic aids/visuals to analyze text for meaning</li> <li>● skim and scan and adjust reading rate to aid reading comprehension of technical writing</li> <li>● understand technical directions and apply knowledge to everyday texts</li> <li>● recognize and justify bias</li> <li>● identify and explain elements of propaganda</li> <li>● distinguish between fact and opinion</li> </ul>	<p>How do graphic aids help the reader understand text?</p> <p>At what points in reading may the reader need to adjust his/her reading rate?</p> <p>When is it helpful or appropriate to skim and scan while reading?</p> <p>What makes a poem lyrical in nature?</p> <p>How does poetry make readers think on a deeper level?</p> <p>What are the specific elements of various poetic forms?</p>

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	<ul style="list-style-type: none"> <li>● paraphrasing techniques</li> <li>● technical reading</li> <li>● imagery</li> <li>● strategies for reading poetry</li> </ul>	<ul style="list-style-type: none"> <li>● persuasive techniques</li> <li>● analyze characters in non-fiction</li> <li>● explain how historical context helps develop meaning</li> <li>● connect nonfiction articles with historical fiction</li> <li>● analyze author's use of tone to create mood</li> <li>● identify use of diction to develop ideas</li> <li>● evaluate material for purposes of summarization of main ideas</li> <li>● create a paraphrase of an author's established work</li> <li>● distinguish between organic poetry and traditional poetry</li> <li>● understand poetic form</li> <li>● compare, contrast, and discuss differences between concrete poetry and free verse</li> <li>● analyze various poetic forms for meaning</li> <li>● classify poetry elements</li> <li>● identify various sounds devices</li> <li>● analyze authors' use of imagery</li> <li>● demonstrate strategies for reading poetry</li> </ul>	<p>What are strategies for reading and understanding poetry?</p> <p>How do memoirs differ from fictional stories?</p> <p>How can an author's background influence his/her writing?  How do people utilize rhetorical devices and persuasive techniques in everyday life?</p> <p>What are some ways to recognize propaganda and bias and differentiate between fact and opinion?  How does the point of view from which a story is told shape our understanding of that character and what he/she experiences?</p>
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<u>Unit/Chapter/Selection of Study</u>	<u>Approx # of weeks - % of time</u>	<u>PA Core Standards</u>	<u>Assessment Anchors &amp; Eligible Content</u>
<p>Author's Purpose</p> <ul style="list-style-type: none"> <li>● Interpretation of Graphic Aids</li> <li>● Adjust Reading Rate</li> <li>● Technical Directions</li> <li>● Skimming and Scanning</li> </ul> <p>Current Reading Selections: <i>The Lost Boys</i> <i>Consumer Documents: From the Manufacturer to You</i></p>	<p>2 weeks</p>	<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 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>CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.4.9–10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying</p>	<p>L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. 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.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action. • 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> <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.1.3.3 Analyze the</p>

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		<p>evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</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>interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.</p> <p>L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action. • 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> <p>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</p> <p>L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts.</p>
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			<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.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:</p> <ul style="list-style-type: none"> <li>• the point of view of the narrator as first person or third person point of view</li> <li>• the impact of point of view on the meaning of a text as a whole</li> </ul> <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 position.</p>
<p style="text-align: center;"><b><u>Unit/Chapter/Selection of Study</u></b></p> <p>Argument and Persuasion</p> <ul style="list-style-type: none"> <li>• Persuasive Techniques</li> <li>• Elements of Argument</li> <li>• Propaganda</li> </ul>	<p style="text-align: center;"><b><u>Approx # of weeks - % of time</u></b></p> <p style="text-align: center;">1 week</p>	<p style="text-align: center;"><b><u>PA Core Standards</u></b></p> <p>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.</p>	<p style="text-align: center;"><b><u>Assessment Anchors &amp; Eligible Content</u></b></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</p>

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<p>Current Reading Selections:  <i>Testimony Before the Senate</i>  <i>The Happy Man's Shirt</i>  <i>A Story Full of the Stuff of Sorrow</i>  <i>Simple Life: Family</i></p>		<p>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.</p> <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>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</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.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</p>	<p>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> <p>C.IE.1.1.2 Demonstrate an understanding of the purpose with relevant information, content, and details.</p>
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		a specific purpose and audience.	
<b><u>Unit/Chapter/Selection of Study</u></b>	<b><u>Approx # of weeks - % of time</u></b>	<b><u>PA Core Standards</u></b>	<b><u>Assessment Anchors &amp; Eligible Content</u></b>
<p>Non-fiction Novel Study</p> <ul style="list-style-type: none"> <li>● Character Analysis</li> <li>● Author's Purpose</li> <li>● Tone and Diction</li> <li>● Summarization</li> </ul> <p>Current Reading Selections: <i>Unbroken</i></p>	<p style="text-align: center;">5 weeks</p>	<p>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.</p> <p>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.</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>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</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.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts</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.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.</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 position.</p>

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		<p>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.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.</p> <p>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.</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>
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<u>Unit/Chapter/Selection of Study</u>	<u>Approx # of weeks - % of time</u>	<u>PA Core Standards</u>	<u>Assessment Anchors &amp; Eligible Content</u>
Poetry <ul style="list-style-type: none"> <li>● Elegy</li> <li>● Diction</li> <li>● Paraphrase</li> <li>● Non-fiction for Information</li> <li>● Lyric Poetry</li> <li>● Poetic Form</li> <li>● Imagery</li> <li>● Strategies for Reading Poetry</li> <li>● Narrative Poetry</li> </ul> Current Reading Selections: <i>The Raven</i> <i>Spring is Like a Perhaps Hand</i> <i>Elegy for the Giant Tortoises</i> <i>Something Called Today</i> <i>U.S. Poet Laureats</i>	1 week (starts in 3rd nine weeks and continues into 4th nine weeks)	CC.1.5.9–10.E Adapt speech to a variety of contexts and tasks.  CC.1.5.9–10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.	N/A

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<b>Big Idea(s) for 4th nine weeks</b>	<b>Concept(s) of 4th nine weeks</b>	<b>Competencies of 4th nine weeks</b>	<b>Essential Questions for 4th nine weeks</b>
<p>Through examining poetry, the reader connects to wide-ranging human emotions and experiences and can reflect on individual feelings as well as universal truths.</p> <p>Understanding an author's distinct use of language contributes to the reader's appreciation of literature and the power of unique expression.</p> <p>Shakespeare's plays transcend time and culture and cause the reader to examine the universal theme of human nature, power, and love through complex characters and timeless language.</p>	<p>Students will know...</p> <ul style="list-style-type: none"> <li>● elements of poetry and various poetic forms</li> <li>● diction and syntax</li> <li>● paraphrasing techniques</li> <li>● technical reading</li> <li>● imagery</li> <li>● strategies for reading poetry</li> <li>● historical and cultural influences on the author</li> <li>● memoir</li> <li>● use of allusions</li> <li>● inferences</li> <li>● controlling ideas</li> <li>● different medium analysis</li> <li>● Shakespearean drama</li> <li>● tragedy characteristics</li> <li>● Shakespearean language</li> <li>● dramatic elements to include: soliloquy, aside, stage directions, and allusion</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>● distinguish between organic poetry and traditional poetry</li> <li>● understand poetic form</li> <li>● compare, contrast, and discuss differences between concrete poetry and free verse</li> <li>● analyze various poetic forms for meaning</li> <li>● classify poetry elements</li> <li>● identify various sounds devices</li> <li>● analyze authors' use of imagery</li> <li>● demonstrate strategies for reading poetry</li> <li>● recognize realism in both fiction and non-fiction</li> <li>● analyze sequence the order of events, transitions within a story</li> <li>● compare and contrast various mediums on a similar subject</li> <li>● recognize elements of a farce</li> <li>● identify and explain sensory elements for purposes of visualization</li> <li>● recognize individualistic style and voices of various authors</li> </ul>	<p>How does the point of view from which story is told shape our understanding of the characters?</p> <p>How does memoir writing differ from fiction writing?</p> <p>How can diction and syntax affect meaning?</p> <p>What characterizes a tragedy as a tragedy?</p> <p>How does a reader identify elements of a tragic hero's fatal flaws?</p> <p>What types of language and meter does Shakespeare utilize throughout his dramatic works?</p> <p>How have Shakespeare's tragedies influenced literature and language over time, and how can we relate to his works today?</p>

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		<ul style="list-style-type: none"> <li>● identify elements of a memoir</li> <li>● recognize the use of allusions</li> <li>● conclude upon inferences from a text</li> <li>● recognize the influence of and author's background</li> <li>● identify and present controlling ideas</li> <li>● analyze and distinguish between various mediums</li> <li>● analyze characteristics of a tragedy</li> <li>● interpret and critique Shakespearean language</li> <li>● locate, define, and explain elements to include soliloquy, aside, allusion, comic relief, and blank verse</li> <li>● identify and discuss iambic pentameter</li> </ul>	
<p style="text-align: center;"><b><u>Unit/Chapter/Selection of Study</u></b></p> <p>Poetry</p> <ul style="list-style-type: none"> <li>● Elegy</li> <li>● Diction</li> <li>● Paraphrase</li> <li>● Non-fiction for Information</li> <li>● Lyric Poetry</li> <li>● Poetic Form</li> <li>● Imagery</li> <li>● Strategies for Reading</li> </ul>	<p style="text-align: center;"><b><u>Approx # of weeks - % of time</u></b></p> <p>1 week (continues from 3rd nine weeks)</p>	<p style="text-align: center;"><b><u>PA Core Standards</u></b></p> <p>CC.1.5.9–10.E Adapt speech to a variety of contexts and tasks.</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>	<p style="text-align: center;"><b><u>Assessment Anchors &amp; Eligible Content</u></b></p> <p style="text-align: center;">N/A</p>

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<p>Poetry</p> <ul style="list-style-type: none"> <li>• Narrative Poetry</li> </ul> <p>Current Reading Selections: <i>The Raven</i> <i>Spring is Like a Perhaps Hand</i> <i>Elegy for the Giant Tortoises</i> <i>Something Called Today</i> <i>U.S. Poet Laureats</i></p>			
<p><b><u>Unit/Chapter/Selection of Study</u></b></p> <p>Author's Style and Voice</p> <ul style="list-style-type: none"> <li>• Realism</li> <li>• Sequence Analysis</li> <li>• Analysis of Different Mediums</li> <li>• Farce</li> <li>• Visualization</li> <li>• Author's Style and Voice</li> </ul> <p>Current Reading Selections: <i>Where Have You Gone, Charming Billy?</i> <i>Tim O'Brien: The Naked Soldier</i> <i>Be a Marine</i> <i>The Sneeze</i></p>	<p><b><u>Approx # of weeks - % of time</u></b></p> <p style="text-align: center;">2 weeks</p>	<p><b><u>PA Core Standards</u></b></p> <p>CC.1.2.9–10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p> <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 emphasized or absent in each treatment.</p> <p>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.</p>	<p><b><u>Assessment Anchors &amp; Eligible Content</u></b></p> <p>L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text</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>

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<u>Unit/Chapter/Selection of Study</u>	<u>Approx # of weeks - % of time</u>	<u>PA Core Standards</u>	<u>Assessment Anchors &amp; Eligible Content</u>
<p>History, Culture, and The Author</p> <ul style="list-style-type: none"> <li>● Memoir</li> <li>● Use of Allusions</li> <li>● Inferences</li> <li>● Influence of Author's Background</li> <li>● Controlling Ideas</li> <li>● Different Medium Analysis</li> </ul> <p>Current Reading Selections:  <i>American History</i>  <i>Special Report</i>  <i>President Killed</i></p>	<p>1 week</p>	<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.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.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.</p> <p>CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts.</p> <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.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. 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.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action. • 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> <p>L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.</p> <p>L.N.2.1.1 Make inferences and/or</p>

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		<p>CC.1.2.9–10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p> <p>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.</p>	<p>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>L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:</p> <ul style="list-style-type: none"> <li>• the point of view of the narrator as first person or third person point of view</li> <li>• the impact of point of view on the meaning of a text as a whole</li> </ul> <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>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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<u>Unit/Chapter/Selection of Study</u>	<u>Approx # of weeks - % of time</u>	<u>PA Core Standards</u>	<u>Assessment Anchors &amp; Eligible Content</u>
<p>Shakespearean Drama</p> <ul style="list-style-type: none"> <li>● Tragedy Characteristics</li> <li>● Shakespearean Language</li> <li>● Reading Drama</li> <li>● Soliloquy</li> <li>● Aside</li> <li>● Allusion</li> <li>● Comic Relief</li> <li>● Blank Verse</li> </ul> <p>Current Reading Selection:  <i>The Tragedy of Romeo and Juliet</i></p>	<p>5 weeks</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 points 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, 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.</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</p>	<p>N/A</p>

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		over the course of the narrative.	
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Standards Legend: Essential Important Supplementary

Revised 4/16/24