Wallenpaupack Area School District
Wallenpaupack Area High School
Course Title: English 9
Length of Course: Year Long (Daily)

District Policies:

Academic Integrity:
Academic integrity is essential to the success of an educational community. Students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism, multiple submissions and other forms of dishonest or unethical behavior, is prohibited.

Assessment:
The goal of grading is to report student progress and achievement to the parents to strengthen the home-school connection. The grade should accurately reflect the student's performance in mastering the PA Standards and the WASD curriculum.

Attendance:
Regular school attendance is vitally important to academic success. Not only does attendance reinforce and enrich the learning process; it also establishes patterns and attitudes that will carry forward into adult work habits. Regular, consistent attendance is a prerequisite to successful school life. Children should be absent only in cases of illness or emergency.

Special Education:
Our commitment to each student is to ensure a free appropriate public education which begins with the general education setting, with the use of Supplementary Aids and Services. Inclusive education describes the successful education of all students with the appropriate supports and services to participate in and benefit from the general classroom settings and other educational environments.

Course Description:

English 9 is designed for students entering the ninth grade. This course is literature and writing based. English 9 will include literature appreciation and analysis, practical, analytical, and creative composition, library orientation, spelling, vocabulary, and interpersonal communication. It is also designed to develop students' writing process and research skills necessary for school, life, and work. Students are expected to be able to multitask and to refine their work. Students will also utilize technology in many different ways including: word processing, presentation development (PowerPoint), and PSSA-Prep programs. Some of the focus of this course also includes composition with an emphasis on informative and persuasive writing, research with an emphasis on Career Cruising, an internet-based career tool used to begin the Electronic Career Portfolio and to complete and upload a grade 9 career research paper. Students will also practice skills necessary to pass the Pennsylvania System of School Assessment and other standardized tests.

Pennsylvania State Standards:

1.1: Reading Independently
- 1.1.9.A: Apply appropriate comprehension strategies to interpret and evaluate an author's implied or stated purpose using grade level text.
- 1.1.9.B: Use context clues, knowledge of root words, and word origins as well as reference sources to decode and understand new words.
- 1.1.9.C: Use vocabulary across all academic content areas that demonstrates knowledge of literal and figurative meanings of words, nuances, or connotations of words, and word origins.
- 1.1.9.D: Demonstrate comprehension of grade level text using before reading, during reading, and after reading strategies such as comparing and contrasting within and among texts, and evaluating an author's purpose and position.
- 1.1.9.E: Demonstrate an appropriate rate of silent reading based upon specific grade level texts.

1.2: Reading, Analyzing, and Interpreting Text
- 1.2.9.A: Evaluate text organization and content to determine the author's purpose, point of view, and effectiveness according to the author's theses, accuracy, thoroughness, and patterns of logic.
- 1.2.9.B: Differentiate fact from opinion using a variety of texts from public documents and all academic content areas by using accurate information and supporting arguments.
- 1.2.9.C: Distinguish between essential and nonessential information across a variety of texts from all academic content areas, identifying bias or propaganda where present.
- 1.2.9.D: Analyze inferences, citing textual support, drawn from a variety of public documents and all academic content area texts.
- 1.2.9.E: Read, understand, and respond to essential content in a variety of informational texts and documents across all academic content areas.

1.3: Reading, Analyzing, and Interpreting Literature – Fiction and Non-Fiction
- 1.3.9.A: Identify and recognize various literary genre and their relationship to the author's purpose.
- 1.3.9.B: Analyze the characteristics of poetry, prose, drama, novels, short stories, essays, and other basic genres, explaining the appropriateness of the form chosen by an author for a specific purpose.
- 1.3.9.C: Analyze the use and effectiveness of literary elements used by one or more authors, including characterization, setting, plot, theme, point of view, tone, mood, and style
- 1.3.9.D: Analyze the use and effectiveness of literary devices (e.g., personification, simile, alliteration, symbolism, metaphor, hyperbole, imagery, foreshadowing, and flashback) used by one or more authors in a variety of genres.

1.6: Speaking and Listening
- 1.6.9.A: Listen critically and respond to others in small and large group situations.
- Respond with grade level appropriate questions, ideas, information or opinions.
- 1.6.9.B: Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations.

1.7: Characteristics and Functions of the English Language
- 1.7.9.A: Analyze the role and place of standard American English and informal language when used in speech, writing and literature.

1.8: Research
- 1.8.9.A: Focus on a clear research question and develop and implement an inquiry-based process in carrying out research.
- 1.8.9.B: Conduct inquiry and research on self-selected or assigned topics, issues, or problems using information from a variety of sources and document sources by using a consistent format for citations. Organize information logically as it relates to research topic. Evaluate information sources for relevance and credibility.
- 1.8.9.C: Create an organized and reasoned product that supports inferences and conclusions drawn from research.

1.9: Information, Communication, and Technology Literacy
- 1.9.9.A: Use media and technology resources for research and problem solving in content learning.
- 1.9.9.B: Analyze the techniques of media messages to evaluate how they influence society.

1.2: Reading, Analyzing, and Interpreting Text
- 1.2.9.A: Evaluate text organization and content to determine the author's purpose, point of view, and effectiveness according to the author's theses, accuracy, thoroughness, and patterns of logic.
- 1.2.9.B: Differentiate fact from opinion using a variety of texts from public documents and all academic content areas by using accurate information and supporting arguments.
- 1.2.9.C: Distinguish between essential and nonessential information across a variety of texts from all academic content areas, identifying bias or propaganda where present.

- 1.2.9.D: Analyze inferences, citing textual support, drawn from a variety of public documents and all academic content area texts.
- 1.2.9.E: Read, understand, and respond to essential content in a variety of informational texts and documents across all academic content areas.

1.4. Types of Writing
1.4.9.A: Write poems, short stories and plays.
- Apply organizational methods standard to the genre.
- Use specific details to enhance the story elements
- Incorporate dialogue to develop character and plot.

1.4.9.B: Write complex informational pieces (e.g. reviews, research papers, instructions, essays, articles)
- Apply purpose / audience appropriate methods to develop the thesis of the piece.
- Use discipline specific vocabulary, precise language, and relevant detail.
- Use relevant graphics (e.g. maps, charts, graphs, tables, illustrations, photographs).
- Evaluate the validity and significance of primary and secondary sources as related to the thesis.

1.4.9.C: Write persuasive pieces.
- Include a clearly stated position or opinion with awareness of audience and topic
- Organize ideas and appeals in a sustained and effective fashion.
- Clarify positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- Anticipate and counter reader concerns and arguments.

1.5 Quality of Writing
1.5.9.A: Write with a clear focus, identifying topic, task, and audience.

1.5.9.B: Develop content appropriate for the topic.
- Gather, organize, and determine validity and reliability of information.
- Employ the most effective format for purpose and audience.
- Incorporate specialized vocabulary for topic and audience
- Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.

1.5.9.C: Write with controlled and/or subtle organization.
- Sustain a logical order throughout the piece.
- Include an effective introduction and conclusion.
- Apply effective, subtle transitional methods within and across paragraphs

1.5.9.D: Write with an understanding of style using a variety of sentence structures and descriptive word choices. Create tone and voice through the use of precise language.

1.5.9.E: Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how questions of purpose, audience, and genre have been addressed.

1.5.9.F: Use grade appropriate conventions of language when writing and editing.
- Spell all words correctly.
- Use capital letters correctly.
- Punctuate correctly
- Use correct grammar and sentence formation.

1.7 Characteristics and Functions of the English Language
1.7.9.A: Analyze the role and place of standard American English and informal language when used in speech, writing and literature.

1.8: Research
1.8.9.A: Focus on a clear research question and develop and implement an inquiry-based process in carrying out research.

1.8.9.B: Conduct inquiry and research on self-selected or assigned topics, issues, or problems using information from a variety of sources and document sources by using a consistent format for citations.

- Organize information logically as it relates to research topic.
- Evaluate information sources for relevance and credibility.

1.8.9.C: Create an organized and reasoned product that supports inferences and conclusions drawn from research.

1.9: Information, Communication, and Technology Literacy
1.9.9.A: Use media and technology resources for research and problem solving in content learning.
1.9.9.B: Analyze the techniques of media messages to evaluate how they influence society.

Common Core Standards:

Key Ideas and Details
- RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.2. 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.
- RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure
- RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas
- RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
- RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity
- RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Text Types and Purposes

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.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

- Develop claim(s) and counterclaims 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.

- 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.

- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- Provide a concluding statement or section that follows from and supports the argument presented.

W.9-10.2.Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

- 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 and conventions of the discipline in which they are writing.

- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- 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; create a smooth progression of experiences or events.
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. 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.

W.9-10.6. 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.

Research to Build and Present Knowledge

W.9-10.7. 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.

W.9-10.8 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.

W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- o Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

- o Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

Range of Writing

W.9-10.10. 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 tasks, purposes, and audiences.

Core Curriculum:
- Short Story Unit
- The Pearl
- Night
- Great Expectations
- *The Tragedy of Romeo and Juliet*
- *The Miracle Worker*
- *The Odyssey*
- Vocabulary
- Optional
    - o Research Project – Annotated Bibliography
    - o MLA Format (Noodle Tools)

- Writing Process
- The 3 Modes of Writing
- The 5 Domains & Rubric
- Thesis Statements
- Inverted Pyramid
- Narrative Writing
- Informative Writing
- Career Research
- Career Cruising
- MLA Format (Noodle Tools)
- Journaling
- Spelling and Grammar
- PSSA Prep

Course Objectives:

Literature
Students will demonstrate the ability to:
Fiction (Short Story)
- Read and appreciate the short story
- Analyze the relationships and effectiveness of literary elements used by one or more authors in a similar genre (characterization, setting, plot, theme, point of view, tone and style)
- Analyze the effectiveness in terms of literary quality and author's use of literary devices
    - sound techniques
    - figurative language
    - literary structures
- Listen to selections of literature
    - relate to previous knowledge
    - take notes
    - identify conflicts and predict solutions (K-W-L charts)
    - ask relevant, clarifying questions
    - contribute to discussions
- Analyze and synthesize the selections by relating them to other selections heard or read
- Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships with other words

Nonfiction (<u>Night</u>)
- Comprehend and appreciate nonfiction texts
- Analyze nonfiction elements/structure
- Understand the influence of time period
- Develop critical thinking strategies and reading strategies to gain a fuller understanding of nonfiction
    - relate selection to previous knowledge
    - identify conflicts and predict solutions (K-W-L charts)
    - ask relevant, clarifying questions
    - contribute to discussions
- Differentiate fact from opinion
- Distinguish essential from nonessential content (paraphrasing/summarizing)
- Evaluate organization, content, and focus of texts
- Evaluate author's purpose and effectiveness
- Develop strategies for understanding and appreciating the author's style in a story
- identify and define new words and concepts

Drama (*The Tragedy of Romeo and Juliet* and *The Miracle Worker*)
- Read and appreciate drama
- Understand the elements of drama
- Understand the dramatic structure
- Understand the difference between dramatic action and dramatic activity
- Develop critical thinking strategies and reading strategies to gain a fuller understanding of drama
    - relate selection to previous knowledge
    - identify conflicts and predict solutions (K-W-L charts)
    - ask relevant, clarifying questions
    - contribute to discussions
- Develop strategies for understanding and appreciating the playwright's techniques
- Develop an appreciation for the life and times of William Shakespeare
- Analyze and evaluate the characteristics of a tragic hero vs. an epic hero
- Analyze how playwrights use words to create tone and mood, and how choices of words advance the them or purpose of the works

Novel (The Pearl and Great Expectations)
- Read and appreciate the novels
- Identify, analyze and explain the types of novel
- Analyze the relationships, uses, and effectiveness of literary elements used by one or more authors in a similar genre (characterization, setting, plot, theme, point of view, tone and style)
- Analyze the effectiveness in terms of literary quality and author's use of literary devices
    - sound techniques
    - figurative language
    - literary structures
- Listen to selections of literature
    - relate them to previous knowledge
    - take notes
    - identify conflicts and predict solutions
    - ask relevant, clarifying questions
    - contribute to discussions
- Analyze and synthesize the selections by relating them to other selections heard or read
- Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships with other words

Poetry/Epic Poem (*The Odyssey*)
- Read a variety of poetic forms
- Develop a familiarization with poetic terminology and devices
    - understand meter, rhythm, rhyme, and sound devices
    - identify and explain figurative language
    - identify and explain the function of poetic devices
- Read and understand an epic poem
- Understand the importance of time period and ideals of Greek and Roman society
- Identify, analyze, and explain literary elements of the epic
- Understand the epic structure
- Develop critical thinking strategies and reading strategies for understanding an epic
- Develop strategies for understanding and appreciating Home's techniques
- Analyze and evaluate the characteristics of an epic hero vs. a tragic hero

Students will master the following skills:
- Read silently and aloud
- Define literary terms
- Write journal entries
- Complete K-W-L charts
- Write plot summaries
- Chart plot structures
- Write essay responses
- Discuss plot, character, theme, setting, etc.
- Discuss figurative device usage
- Complete group and individual projects
- Prepare oral presentations
- Listen to multimedia presentations (video/audio)
- Create posters
- Complete worksheets
- Engage in note-taking from mini-lectures, overhead and texts
- Write responses to comprehension, analysis, and critical reading questions
- Conduct library research

- Practice group dynamic skills

Students will demonstrate the following abilities and master the following skills:
Write in the narrative, informational, and persuasive modes.
Narrative
- Read a wide range of narrative models to build their understanding of the narrative mode
- Use a variety of pre-writing activities
- Develop story outlines using standard outline format
- Write drafts of journals/essays
- Write and share multi-paragraph narrative essays
- Revise and edit narratives

Informative
- Use a variety of pre-writing activities (brainstorming, mapping, webbing, sentence strings)
- Write drafts of essays and reports
- Write effective thesis statements
- Write effective introductions (Inverted Pyramid format) and conclusions
- Develop and write body paragraphs
- Write paraphrases and summaries of factual information
- Research information on a variety of topics
- Listen to and analyze reports
- Discuss effective/ineffective writing
- Construct visual aids using a variety of media

Persuasive
- Read a wide range of persuasive models to build their understanding of the persuasive mode
- Research topics (if appropriate)
- Write paraphrases and summaries of factual information
- Use a variety of pre-writing activities (brainstorming, mapping, webbing, sentence strings)
- Develop format outlines
- Write drafts of persuasive essays
- Write effective thesis statements
- Write effective introductions (Inverted Pyramid format) and conclusions
- Develop and write body paragraphs
- Generate bibliographies (if appropriate)
- Revise and edit persuasive essays
- Share multi-paragraph persuasive essays
- Discuss effective/ineffective writing
- Construct visual aids using a variety of media

Career Research
- Locate career information using appropriate sources and strategies
- Determine valid resources for the career search, including primary and secondary sources
- Evaluate the importance and quality of the sources
- Select sources appropriate to the breadth and depth of the career research
- Use tables of contents, indices, key words, cross-references and appendices
- Use traditional and electronic search tools
- Take notes and paraphrase information relevant to career topics
- Write complex informational essays, reports, analyses based on the five-paragraph essay
- Use a variety of methods to develop the main idea
    - identify topic, task and audience
    - establish and maintain a single point of view (focus)
    - write using well developed and appropriate content
    - develop effective, controlled organization

- o use appropriate style and language
- o use correct writing conventions (spelling, capitalization, punctuation, usage and sentence structure)
- o develop competency in pre-writing, drafting, revising, editing, and proofreading
- o gather, analyze, and present data from primary and secondary sources
- o listen for ideas, information, and opinions
- o participate in and contribute to small and large group discussions
- Interpret and apply the PSSA Domain Scoring Guide

Major Activities to Support Course Objectives: See Pacing Guide Below

Student Responsibilities:

Attendance expectations:

When students are absent, they are encouraged to have a parent/guardian call or email for assignments and check Power School. If aware of absences ahead of time, students should get the assignments prior to the absence, especially for extended absences. Making up work is the responsibility of the **student**. Work that is not made up will receive a zero. Students who **cut** class on a day that a test or a quiz is given will **not** have the opportunity to make it up, and they will receive a zero on any graded assignment that is missed.

Homework expectations:

Homework is extremely important! Almost without exception, quizzes and graded class work will be based on the lessons in homework assignments. If homework is disregarded, students will have great difficulty in passing the course. Homework assignments will consist of questions from the textbook, responses to study guide questions, and vocabulary exercises.

Make-Up Work:

If students are absent on the day that any assignment (homework, quizzes, tests, projects, writing assignments, vocabulary, etc.) is due, they are expected to turn that assignment in the day they return. If students have a prolonged absence due to an extenuating circumstance, a make-up schedule will be provided.

Late Work:

All work is expected on the date that it is due! However, if students do hand work in late, the late policy is as follows: 10 percent will be deducted the first day, and 5 percent each consecutive day thereafter. There will be a 25 percent cap on the amount of points that are deducted from each assignment. If the 25 percent cap is reached, students can only start with a 75%. The late work policy pertains to **all** graded work: homework, journals, and essays. **Late work will not be accepted after reviewed in class.**

Assessment:

Grading Components:

Students will be graded according to a point system.

Tests	100 points
Quizzes	50 points
Homework	5-40 points
Projects	50-100
Writing	50-100 points
Essays	100 points
Journal Writing	10-50 points

Other assignments that are given on a less frequent basis will be given appropriate point values as needed.

Content Pacing Guide:

Topic	Major Assignments	Estimated Time
Short Story Unit & Literary Terms "The Most Dangerous Game" "The Gift of the Magi" "The Scarlet Ibis" "The Cask of Amontillado" "The Interlopers" "The Secret Life of Walter Mitty" "The Necklace"	Homework – critical thinking questions Journal Projects Quizzes Tests	1-2 weeks
Nonfiction Autobiography <u>Night</u>	Homework – study guide questions Journal Projects Quizzes Tests	1+ week
Drama *The Tragedy of Romeo and Juliet* *The Miracle Worker*	Homework – study guide questions Journal Projects Quizzes Tests	3+weeks Independent
Novel <u>The Pearl</u> <u>Great Expectations</u>	Homework – study guide questions Journal Projects Quizzes Tests	1+ week 3+ weeks
Poetry/Epic Poem *The Odyssey*	Homework – study guide questions Journal Projects Quizzes Tests	1-2 weeks
Vocabulary	Within Units	Ongoing
Writing Process **The 3 Modes of Writing** **The 5 Domains & Rubric**	Class Notes Handouts Tests/Quizzes (Open Notebook & Pop Quizzes)	3+ weeks
Narrative Unit	Class Notes Journals Tests/Quizzes (Open Notebook & Pop Quizzes) Essay	1+ week(s)
Thesis Statements **Inverted Pyramids**	Class Notes Handouts Tests/Quizzes (Open Notebook & Pop Quizzes)	2+ weeks
Informative Unit	Class Notes Journals Tests/Quizzes (Open Notebook & Pop Quizzes) Essay	2+ weeks
Career Research Unit	Class Notes Career Cruising Activities Journals Tests/Quizzes (Open Notebook & Pop Quizzes)	3-4 weeks

	Essay	
Persuasive Unit	Class Notes Journals Tests/Quizzes (Open Notebook & Pop Quizzes) Essay	2+ weeks
PSSA Prep	Weekly critical reading passages.	Ongoing

Other supplemental reading materials may be covered as time permits.