TRUMBULL HIGH SCHOOL
ENGLISH DEPARTMENT
Trumbull, Connecticut

ENGLISH 9
GRADE 9

2023
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Curriculum Writing Team

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English 9

Grade 9

Table of Contents

CORE VALUES & BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will read and write effectively, therefore communicating in an articulate and coherent manner. All students will participate in activities that present problem solving through critical thinking. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote independent thinkers and learners. We believe ethical conduct to be paramount in sustaining the welcoming school climate that we presently enjoy.

INTRODUCTION & PHILOSOPHY

The transition from middle school into high school is both exciting and challenging; in addition to moving into a new building and developing new identities as high school students, freshmen are joining a classroom community of discourse with an expanding set of standards and expectations. The main focus of grade nine English is to promote student independence in critical reading, writing, speaking, and listening both within and beyond the classroom. This requires a high level of academic performance with students utilizing higher order thinking skills. The goal is for students to make their own inferences and generate their own questions in their analysis and interpretation of a text in order to become more independent readers, writers, and thinkers. The goal of the English teacher is to provide students with a "backpack" of skills that they can carry with them throughout their years at Trumbull High School. Through this process they will begin to shape their own identities not only as high school students, but also as resilient, capable, and resourceful life-long learners.

In middle school students have been exposed to an extensive variety of writing modes and literary terms; in 10th grade they will be asked to employ all the resources at hand to read, write, and think independently. Thus, the grade nine English teacher's task is to equip students with an assured core of resources – a repertoire – which every student can master and utilize to become a stronger thinker and communicator. A core group of literary and academic vocabulary terms play an integral role in the works read throughout the year, arming students with the terminology necessary for in-depth analysis.

The freshman year is the first phase of a four-year program in which students are expected to become increasingly independent readers, writers, and thinkers as they work to understand themselves and navigate the ever-changing world that they live in. Students will be asked to consistently demonstrate their learning on demand through in-class timed writing and oral communication/expression of ideas. This progression will continue into 10th grade, where they will study themselves and human behavior through literature and non-fiction, and then into 11th grade, where they will take a critical look at the literature of the United States.

In order to engage students in a rich and diverse reading experience, teachers will select one substantial course text (listed below) per unit that is representative of varied voices and/or historical time periods as well as selected readings from *Foundations of Language and Literature*. In addition, all 9th-grade English classrooms of Trumbull High School will promote a culture of independent reading: in addition to students engaging with whole-class texts over the course of the year, they have the opportunity to read choice books independently. Students will engage in informal writer's response opportunities, allowing students the space to discuss and/or write about the connections between newly learned unit content and independent reading books.

This curriculum spans all levels. Teachers will offer scaffolding and differentiation as needed, and extension activities to supplement at the Honors level. Possible extension activities are included for each literary unit.

COURSE GOALS

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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

CCSS.ELA-LITERACY.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.

CCSS.ELA-Literacy.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).

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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).

CCSS.ELA-LITERACY.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).

CCSS.ELA-LITERACY.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.

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

READING GOALS FOR INFORMATIONAL TEXTS
CCSS.ELA-LITERACY.RI.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.

CCSS.ELA-LITERACY.RI.9-10.2
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.

CCSS.ELA-LITERACY.RI.9-10.3
Analyze how the 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.

CCSS.ELA-LITERACY.RI.9-10.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

CCSS.ELA-LITERACY.RI.9-10.5
Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

CCSS.ELA-LITERACY.RI.9-10.6
Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-LITERACY.RI.9-10.7
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.

CCSS.ELA-LITERACY.RI.9-10.8

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.

CCSS.ELA-LITERACY.RI.9-10.9

Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts

CCSS.ELA-LITERACY.RI.9-10.10

By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

WRITING GOALS

CCSS.ELA-LITERACY.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.
  a. 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.
  b. 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.
  c. 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.
  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  e. Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.W.9-10.2.A
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 aid comprehension.

CCSS.ELA-LITERACY.W.9-10.2.B
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.

CCSS.ELA-LITERACY.W.9-10.2.C
Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-LITERACY.W.9-10.2.D
Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CCSS.ELA-LITERACY.W.9-10.2.E
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.9-10.2.F
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).

CCSS.ELA-LITERACY.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.

CCSS.ELA.W.9-10.3.B
Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.9-10.3.C
Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

CCSS.ELA-LITERACY.W.9-10.3.D
Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-LITERACY.W.9-10.3.E
Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CCSS.ELA-Literacy.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.)

CCSS.ELA-LITERACY.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

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

CCSS.ELA-LITERACY.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.

SPEAKING AND LISTENING GOALS

CCSS.ELA-LITERACY.SL.9-10.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.9-10.1.A
Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.9-10.1.C
Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-LITERACY.SL.9-10.1.D
Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
CCSS.ELA-LITERACY.SL.9-10.3
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

CCSS.ELA-LITERACY.SL.9-10.4
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-LITERACY.SL.9-10.5
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.9-10.6
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)

CONVENTIONAL OF STANDARD ENGLISH GOALS:

CCSS.ELA-LITERACY.L.9-10.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

 CCSS.ELA-LITERACY.L.9-10.1.A
 Use parallel structure.*

 CCSS.ELA-LITERACY.L.9-10.1.B
 Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CCSS.ELA-LITERACY.L.9-10.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

 CCSS.ELA-LITERACY.L.9-10.2.A
 Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

 CCSS.ELA-LITERACY.L.9-10.2.B

 Use a colon to introduce a list or quotation.

 CCSS.ELA-LITERACY.L.9-10.2.C
 Spell correctly.

CCSS.ELA-LITERACY.L.9-10.3
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

 CCSS.ELA-LITERACY.L.9-10.3.A
 Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.

CCSS.ELA-LITERACY.L.9-10.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.9-10.4.A
Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.9-10.4.B
Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

CCSS.ELA-LITERACY.L.9-10.4.C
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

CCSS.ELA-LITERACY.L.9-10.4.D
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-LITERACY.L.9-10.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.9-10.5.A
Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

CCSS.ELA-LITERACY.L.9-10.5.B
Analyze nuances in the meaning of words with similar denotations.

CCSS.ELA-LITERACY.L.9-10.6
Acquire and accurately use 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.

The following standards derive from the 2016 International Society for Technology in Education Standards.

Standard 2
Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

2a. Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

2b. Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.

2c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

2d. Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online. Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.

Standard 3
Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .
- reading is an integral part of the learning process.
- authors make informed and specific choices within their writing in order to convey meaning and purpose.
- texts, concepts, and skills can be known and understood through seeking out answers to individual questions that arise.
- effective writing and oral communication are essential to their success as learners and citizens.
- they are part of a cultural, literary, and artistic dialogue, which is a living conversation rather than a static concept, and that they are part of a larger and more diverse society than they might otherwise identify with.

COURSE ESSENTIAL QUESTIONS

- How and why do we read and write critically?
  - What tools do readers and authors use to impart meaning?
  - How do authors employ literary devices and rhetorical strategies, and how do these impact both the reader and the message?
  - What is authorial intent and what is its impact?
  - What role does and should the reader play in creating meaning for a text?
- How do we fill in the gaps in our knowledge by searching, thinking, struggling?
  - What do we do when we don't understand what we are reading?
  - How do we effectively engage in the inquiry process?
  - How do we discern if information is credible and validate its worth?
  - How do we apply our knowledge to establish a new understanding of ourselves in relation to our immediate surroundings and the world at large?
- How can we apply our reading practices and knowledge gained to our own writing?
  - As writers, how and why do we purposefully arrange diction, syntax, details, imagery, and our message in order to create the purpose for our writing?
  - How do we distinguish between what our writing says and how we deliver our message to our audience?

In *Grade 9 English*, the four assured units of study are meant to serve as building blocks; each unit builds off of skills and concepts from the previous unit. The focus in the course is to examine how and why we read, write, and think critically and how and when these skills are applicable in real life.

- **Unit 1: "Understanding What Makes Us Human"**
  - The first unit of the year asks students to reflect on universal themes such as how stories reflect the human experience through the author's purpose, while also teaching students important skills such as summarizing, close-reading, annotating, questioning, inferring, visualizing, seeing patterns, and reflecting. Students will learn and practice the skills of a strong reader, writer, and thinker and will ultimately apply these skills in an analytical essay.

- **Unit 2: "Understanding How the Past Informs Our Future"**
  - The second unit of study, meant for the second marking period, asks students to think about and reflect upon larger ideas such as how stylistic choices in writing can enhance and impact the readers' experience. By examining writer's craft and generational patterns in literature in relation to decision making, problem solving, and resilience, students will build upon the close-reading skills of the first unit with a closer understanding of how authors make choices in order to shape their stories. Students will also craft their own stories by making authorial choices that directly impact the purpose of their storytelling.

- **Unit 3: "Understanding Our Role & Responsibility to Others & Our Society"**
  - The third unit of study, meant for the third marking period, asks students to use literary research skills and strategies to consider the role of the individual in society, while also analyzing how authors use real-world problems as catalysts for their storytelling. Students will then participate in a rich, exploratory experience in which they self-select a topic of interest, conduct an extensive investigation of sources, and produce a written research paper.

- **Unit 4: "Understanding Our Call to Stand Up and Speak Out"**
  - The fourth unit of study, designated for the fourth marking period, challenges students to use rhetorical strategies to persuade an audience by thinking critically about concepts like justice, empathy, and responsibility through their analysis of nonfiction selections. Additionally, students will continue with their introductory work in understanding the foundational elements of rhetoric. Students will participate in rich classroom discussions as part of their summative understanding emphasizing their learning of speaking and listening skills.

Course/Name
     English 9

Level
     Advanced College Prep
     Honors

Prerequisites
     None

Materials Required
     School Approved Electronic Device
     Lined Paper
     Writing Implements
     Sticky Notes
     Daily Agenda Pad
     Binder/Notebook/Folder

General Description of the Course
     The freshman year is the first phase of a four-year program in which students are expected to become increasingly independent readers, writers, and thinkers as they work to understand themselves and navigate the ever-changing world that they live in. Students will be asked to consistently demonstrate their learning on demand through in-class timed writing and oral communication/expression of ideas. This progression will continue into 10th grade, where they will study themselves and human behavior through literature and non-fiction, and then into 11th grade, where they will take a critical look at the literature of the United States.

Assured Assessments

Teachers may select additional formative or summative activities based on student skills from the following examples or other activities as aligned with Common Core Standards and NCTE.

     Formative Assessments:
- Presentation Literacy Skills
- Reader Response Notebook
- Paragraph Writing and Close Passage Analysis
- Opportunities to Explore Individual Narrative Voice

     Summative
- Analytical Writing
- Narrative Piece
- Research Experience
- Formal Discussion

Course Texts
In order to engage students in a rich and diverse reading experience, teachers will select one substantial course text (listed below) per unit that is representative of varied voices and/or

historical time periods as well as selected readings from *Foundations of Language and Literature*.

The Tragedy of Romeo and Juliet by William Shakespeare (*requirement for all 9th graders)
Of Mice and Men by John Steinbeck
The Secret Life of Bees by Sue Monk Kidd
Our Town by Thornton Wilder
The House on Mango Street by Sandra Cisneros
Fahrenheit 451 by Ray Bradbury
1984 by George Orwell
Animal Farm by George Orwell
The Odyssey by Homer
The Old Man and the Sea by Ernest Hemingway
Warriors Don't Cry by Melba Patillo Beals
The Book Thief by Markus Zusak
Between Shades of Gray by Ruta Sepetys
Unwind by Neal Shusterman
Matched by Ally Condie
Ready Player One by Ernest Cline
Uglies by Scott Westerfield
The Program by Suzanne Young
Delirium by Lauren Oliver
Persepolis by Marjane Sartrapi
Me Moth by Amber McBride
The Door of No Return by Kwame Alexander
Solito by Javier Zamora

Textbook
Foundations of Language & Literature by Shea, Golden, & Scholz

Supplemental Resources
- Any portion of the above listed books to supplement the core class text study
- Teachers may select additional readings and materials based on student skills as aligned with Common Core Standards and NCTE.

Unit 1
UNDERSTANDING WHAT MAKES US HUMAN

Concept & Skill Lenses	Generalizations and Enduring Understandings	Guiding Questions Content-Based(C) Skill-Based (S) Writing-Based (W)	Common Core Standards (Prioritized Standards in Bold)	Students Will Be Able to Demonstrate…
Concept Lenses: *identity, empathy, human nature, environment* **Skill Lenses:** *summarizing, close-reading, annotating, questioning, inferring, visualizing, seeing patterns, reflecting* **Content Exposure and Focus:** *voice, author's purpose, author's craft, theme, literary terms and devices (setting, motif, conflict, characterization) evidence*	● Stories reflect on the human experience through the author's purpose. ● Theme conveys a universal truth about human nature and why it is important. ● Author's make specific and intentional choices in their writing. ● Close reading contributes to our understanding of what *is intentional* on part of the writer. ● Reading a wide range of stories helps develop empathy and an understanding of self (identity) and others.	**How does understanding literary elements contribute to our understanding of theme? (C)** **Why is it important to read closely and with meaning? (S)** **How do writers select appropriate and relevant evidence for analysis? (W)**	**W. 9-10.1** W. 9-10.1a W. 9-10 1b W. 9-10 2d W. 9-10. 10 **RL. 9-10.2** RL. 9-10.3 RL. 9-10.4 RL. 9-10.5 RL. 9-10.10 **RI.9-10.4** SL. 9-10.1 SL. 9-10.4	● Students will be able to use a variety of annotation strategies to explore close-reading (see linked resources below). ● Students will be able to examine the importance of setting, motif, conflict, characterization. ● Students will be able to define human nature. ● Students will be able to define theme as a two-part statement revealing a universal truth and its importance. ● Students will be able to interpret the author's purpose and demonstrate their thinking through a variety of formative writing tasks. ● Students will be able to collaborate and discuss their individual inquiries and conclusions. ● Students will be able to identify and engage in the steps of the writing process.

<u>**UNIT 1 Teaching Strategies**</u>
- **Baseline Avoiding Plagiarism Activities:** *Foundations of Language & Literature*: Pre-AP Pathway by Shea, Golden, & Sholz - pages 139-144
- Dialectical Notebook Set-Up & Journaling
- Modeled Annotations - The strategies we use to generate strong annotations
- Examining strong & weak notebook entries
- Reflecting on individual paragraph writing
- Color-blocking paragraphs: claim, context, evidence, analysis.
- **Writer's Response:** Allow students the opportunity to discuss and/or write about the connections between newly learned unit content and independent reading books
- **Mini-Lessons On:**
  1. Selecting strong and meaningful evidence– discussions on how to evaluate for "strong" evidence
  2. Examining the parts of a literary analysis essay, a close look at what concise and developed literary analysis paragraphs include
  3. Examining the distinctions between an introduction and a conclusion
  4. Examining how evidence/ support (quotes) look and sound in a paragraph
  5. Instructional strategies on turning notes into meaningful written expression
  6. Instructional strategies on developing strong claims and topic sentences
  7. Instructional strategies on the distinction between context (summary) and analysis within a paragraph?
  8. Demonstrating *how* to think critically: **what** am I noticing, **how** is it being used in the text, **why** does it matter? <u>Answering the "SO WHAT?"</u> question to move beyond the text and develop interpretations
  9. Instructional strategies on the parts of the essay:
     a. Thesis statements: claims that SNAP (specific, new/nonobvious, arguable, provable)
     b. Topic sentences (mini thesis statements)
     c. Incorporating and embedding support/direct quotations
     d. Writing a general to specific introduction
     e. Writing a specific to general conclusion
  10. Using the thesis to develop an outline

<u>**UNIT 1 Assessments**</u>
Assured Formative Baseline
- All grade 9 students will engage in a common assessment the first week of school. All grade 9 students, in all classes and levels, will read the same story, over the course of the same number of days, and engage with the same writing prompt and timed writing task. This will serve as baseline information and inform teacher instruction, as well as offer teachers the ability to collaborate and calibrate student data.

Assured Formative Assessments

English 9   17

- Dialectical Notebook Entry/Annotation Strategies & developing a strong analytical paragraph response; using student annotations and notes to generate a cohesive response with evidence.

Assured Summative Assessment
- Literary analysis paper/ essay in which students demonstrate their ability to draw specific conclusions on a text's thematic message by examining characterization, setting, conflict.

THE ABOVE ASSURED ASSESSMENTS support the teaching of the following primary standards:
- CCSS.ELA-LITERACY.W.9-10.1
- CCSS.ELA-LITERACY.RL.9-10.2
- CCSS.ELA-LITERACY.RI.9-10.4

Unit 1 Texts

In order to engage students in a rich and diverse reading experience, teachers will select one substantial course text (listed below) per unit that is representative of varied voices and/or historical time periods as well as selected readings from *Foundations of Language and Literature*.

The Tragedy of Romeo and Juliet by William Shakespeare (*requirement for all 9th graders)
Of Mice and Men by John Steinbeck
The Secret Life of Bees by Sue Monk Kidd
Our Town by Thornton Wilder
The House on Mango Street by Sandra Cisneros
Fahrenheit 451 by Ray Bradbury
1984 by George Orwell
Animal Farm by George Orwell
The Odyssey by Homer
The Old Man and the Sea by Ernest Hemingway
Warriors Don't Cry by Melba Patillo Beals
The Book Thief by Markus Zusak
Between Shades of Gray by Ruta Sepetys
Unwind by Neal Shusterman
Matched by Ally Condie
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Uglies by Scott Westerfield
The Program by Suzanne Young
Delirium by Lauren Oliver
Persepolis by Marjane Sartrapi
Me Moth by Amber McBride
The Door of No Return by Kwame Alexander
Solito by Javier Zamora

Textbook

Foundations of Language & Literature by Shea, Golden, & Scholz

- Teachers may select additional readings and materials based on student skills as aligned with Common Core Standards and NCTE including, but not limited to TED Talks, short stories, poetry, nonfiction articles/op-eds, etc.
- Ray Bradbury's "The Veldt"
- Sherman Alexie's "Reindeer Games"
- Richard Connell's "The Most Dangerous Game"
- Etgar Keret's "What, of This Goldfish, Would You Wish?"
- Edgar Allen Poe's "The Cask of Amontillado"
- Angela Flournoy's "Lelah"
- Jose Olivarez's "Home Court"
- Suheir Hammad's "What I Will"
- Rachel Richardon's "Transmission"
- Dana Gioia's "Money"
- Billy Collins's "Flames"
- Jenni B. Baker's "Find Your Way and You--American Boy"
- Nate Marshall's "Harold's Chicken Shack #86"
- Naomi Shihab Nye's "Kindness"
- Michael Ondaatje's Sweet Like a Crow"
- William Shakespeare's "Sonnet 18: Shall I compare thee to a summer's day?" Gwendolyn Brooks's "We Real Cool"
- David Tomas Martinez's "In Chicano Park"
- Emily Dickinson's "Because I Could Not Stop for Death"
- Amit Majmudar's "T.S.A."
- Ha Jin's "Ways of Talking"
- Classroom Library for student choice.
- Learning Commons Library for student choice.

Time Allotment: 8-10 weeks

Concept & Skill Lenses	Generalizations and Enduring Understandings	Guiding Questions Content-Based(C) Skill-Based (S) Writing-Based (W)	Common Core Standards (Prioritized Standards in Bold)	Students Will Be Able to Demonstrate…
Concept Lenses: *Decision making, problem solving, resilience, generational patterns* **Skill Lenses:** *Identifying patterns in literature, close-reading, quote analysis, questioning, annotating, analyzing, reflecting, voice & tone* **Content Exposure and Focus:** *Symbols, allusions, archetypes (symbolic, situational, character), text-structure*	● Patterns exist in storytelling and are not confined by time or culture ● Authors use symbols, allusions archetypes and text-structure to shape their story ● Reading a wide range of stories and genres reveals patterns to readers ● Characters' decisions are influenced by generational patterns and past experiences	**What are stylistic choices and how does our understanding of them enhance our reading? (C)** **How do authors guide readers in understanding the stylistic elements of their writing and the impact of those elements? (S)** **How does a writer develop and enhance their voice within the narrative genre of writing? (W)**	RL.9-10.1 RL.9-10.3 **RL.9-10.4** RL.9-10.5 RL.9-10.6 RL.9-10.7 W.9-10.3 **W.9-10. 3b** **W.9-10.4** SL.9-10.1 SL.9-10.4 SL.9-10.5	● Students will be able to define symbols, allusions, and archetypes. ● Students will be able to identify a text's structure. ● Students will be able to determine how a text's structure & symbols, allusions and archetypes contribute to a story. ● Students will be able to extend on their understanding of how author's craft contributes to theme. ● Students will be able to identify patterns in literature. ● Students will be able to explore their individual writing voice in various writing opportunities; including narrative. ● Students will be able to make choices in their own writing. ● Students will be able to compare and contrast the use of archetypes across genres and mediums. ● Students will be able to experiment with authors' stylistic choices.

UNIT 2 Teaching Strategies

- Define and Examine Author's Craft
- Define and Teach the following elements of author's craft
    - Allusion (identify for students, explore the reference, follow-up discussion on why it matters)
    - Archetype (identify for students, explore the reference, follow-up discussion on why it matters)
        - Symbolic
        - Situational
        - Character
    - Symbolism
    - Text Structure
- Close Passage Analysis to pinpoint and examine individual author's use of craft
- Students practice writing in the style of the authors in the unit
- Small informal personal writing opportunities
- Explore storytelling from both the real and fictional perspective
- Discuss and reflect on storytelling through informal discussions
- Class discussions on style
- Excerpts from a variety of literary genres (poetry, music lyrics, short-stories, passages etc.) to examine universal patterns
- Explore point of view and how it contributes to storytelling
- **Writer's Response:** Allow students the opportunity to discuss and/or write about the connections between newly learned unit content and independent reading books

Unit 2 Course Texts

In order to engage students in a rich and diverse reading experience, teachers will select one substantial course text (listed below) per unit that is representative of varied voices and/or historical time periods as well as selected readings from *Foundations of Language and Literature*.

The Tragedy of Romeo and Juliet by William Shakespeare (*requirement for all 9th graders)
Of Mice and Men by John Steinbeck
The Secret Life of Bees by Sue Monk Kidd
Our Town by Thornton Wilder
The House on Mango Street by Sandra Cisneros
Fahrenheit 451 by Ray Bradbury
1984 by George Orwell
Animal Farm by George Orwell
The Odyssey by Homer
The Old Man and the Sea by Ernest Hemingway
Warriors Don't Cry by Melba Patillo Beals
The Book Thief by Markus Zusak
Between Shades of Gray by Ruta Sepetys
Unwind by Neal Shusterman
Matched by Ally Condie

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Uglies by Scott Westerfield
The Program by Suzanne Young
Delirium by Lauren Oliver
Persepolis by Marjane Sartrapi
Me Moth by Amber McBride
The Door of No Return by Kwame Alexander
Solito by Javier Zamora

Textbook
Foundations of Language & Literature by Shea, Golden, & Scholz

Supplemental Resources
- Teachers may select additional readings and materials based on student skills as aligned with Common Core Standards and NCTE including, but not limited to TED Talks, short stories, poetry, nonfiction articles/op-eds, etc.
- Monique Truong's "My Father's Previous Life"
- Steven Hall's "You, Me, and the Sea"
- Sarah Vowell's "Music Lessons"
- Carrie Brownstein's from *Hunger Makes Me a Modern Girl*
- Julia Alvarez's "La Gringuita"
- Jimmy Santiago Baca's from *Coming into Language*
- Richard Wright's from *Black Boy*
- Douglas Quenqua's "They're, Like, Way Ahead of the Linguistic Currrve"
- Jessica Wolf's "The Seven Words I Cannot Say (Around My Children)"
- Amanda Palmer's from *The Art of Asking*
- Thi Bui's from *The Best We Could Do*
- Haruki Murakami's from *What I Talk about When I Talk about Running*
- Langston Hughes's "Let America Be America Again"
- Emma Lazarus's "The New Colossus"
- Concord Oral History Program's "Remembrances for 100th Anniversary of Statue of Liberty"
- Tato Laviera's "lady liberty"
- Suji Kwock Kim's "Slant"
- Michael Daly's "The Statue of Liberty Was Born a Muslim"
- Jessica Care moore's "Black Statue of Liberty"
- Classroom Library for student choice.
- Learning Commons Library for student choice.

Unit 2 Assured Assessments
Assured Formative Assessment
- *Close reading response(s) of mentor texts:* for craft, style, and surface features. Students will analyze a teacher-selected or self-selected text.

Assured Formative Assessment

- Group or individual assignment asking students to identify their knowledge and understanding of writer's craft, style, and/or surface features through either past or present stories, movies, TV shows, etc. using Powerpoint/Google Slides, Canva, or shared-discussion.

Assured Summative Assessment
- *Personal Narrative Writing*: students experiment with mimicking the stylistic choices writers use (example: vignette, exploring your own journey or <u>odyssey</u>).

<u>THE ABOVE ASSURED ASSESSMENTS support the teaching of the following primary standards:</u>
- CCSS.ELA.W.9-10.3b
- CCSS.ELA-Literacy.W.9-10.4
- CCSS.ELA-Literacy.RL.9-10.4

Time Allotment: 8-10 weeks

UNIT 3
UNDERSTANDING OUR ROLE & RESPONSIBILITY TO OTHERS & OUR SOCIETY

Concept & Skill Lenses	Generalizations and Enduring Understandings	Guiding Questions Content-Based (C) Skill- Based (S) Writing-Based (W)	Common Core Standards (Prioritized Standards in Bold)	Students Will Be Able to Demonstrate…
Concept Lenses: *conformity, individual vs. society, identity, constraints of an environment, language as a tool of manipulation and power* **Skill Lenses:** *researching, assessing sources for credibility, writing using multiple sources, synthesizing ideas and information, embedding quotations, MLA, questioning our current world and society* **Content Exposure and Focus:** *conflicts within society, social responsibility, development of fictional worlds representative of a particular aspect of society*	● Authors create fictional worlds as commentary on our existing world. ● Individuals, events, and ideas develop and interact over the course of a text. ● Our experiences shape and influence our role in society. ● Authentic ideas hold value. ● Fear of consequence prevents individuals from challenging the status quo. ● The status quo should be re-examined by individuals in society.	**How does uncertainty and fear lead people to consciously and subconsciously look to others to influence their beliefs and decisions? (C)** **How does engaging in the research process contribute to a broader understanding of ourselves and society? (S)** **How does a writer synthesize ideas and information in order to form their own conclusions? (W)**	W.9-10.1 W.9-10.1d W.9-10.2 W.9-10.4 W.9-10.7 W.9-10.8 W.9-10.9 **SL.9-10.1** SL.9-10.1a **SL.9-10.1d** SL.9-10.2 RL.9-10.1 **RL.9-10.2** RL.9-10.3 RL.9-10.5 RI.9-10.1	● Students will learn to conduct effective research (utilize effective research strategies). ● Students will be able to assess sources for credibility. ● Students will be able to write using multiple sources. ● Students will be able to synthesize ideas and information. ● Students will be able to embed and cite quotations according to MLA style. ● Students will be able to question our current world and society. ● Students will demonstrate their understanding of the above goals in a research experience. ● Students will be able to make connections between the literature and the world around them. ● Students will be able to understand the elements of dystopian literature. ● Students will be able to

				examine the importance of conflict, imagery and diction.
				● Students will be introduced to rhetorical strategies and rhetorical appeals (ethos, logos, and pathos).

UNIT 3 Teaching Strategies
- Classroom Library for student choice
- Learning Commons Library for student choice
- Criteria and elements of dystopian literature and dystopian societies
- MLA Formatting
- Access to support from Learning Common Specialist on sources, scholarly articles and databases
- [Various mini-lessons focused on exposing students to rhetorical appeals through visual and print advertising.](#)
- Instruction on how to locate credible sources, **C.R.A.A.P. Testing** sources
- Developing research questions; turning research questions into claims
- Outlining writing with multiple sources

Unit 3 Texts
In order to engage students in a rich and diverse reading experience, teachers will select one substantial course text (listed below) per unit that is representative of varied voices and/or historical time periods as well as selected readings from *Foundations of Language and Literature*.

The Tragedy of Romeo and Juliet by William Shakespeare (*requirement for all 9th graders)
Of Mice and Men by John Steinbeck
The Secret Life of Bees by Sue Monk Kidd
Our Town by Thornton Wilder
The House on Mango Street by Sandra Cisneros
Fahrenheit 451 by Ray Bradbury
1984 by George Orwell
Animal Farm by George Orwell
The Odyssey by Homer
The Old Man and the Sea by Ernest Hemingway
Warriors Don't Cry by Melba Patillo Beals
The Book Thief by Markus Zusak
Between Shades of Gray by Ruta Sepetys
Unwind by Neal Shusterman
Matched by Ally Condie
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Uglies by Scott Westerfield
The Program by Suzanne Young
Delirium by Lauren Oliver
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Me Moth by Amber McBride
The Door of No Return by Kwame Alexander
Solito by Javier Zamora

Textbook
Foundations of Language & Literature by Shea, Golden, & Scholz

- Teachers may select additional readings and materials based on student skills as aligned with Common Core Standards and NCTE including, but not limited to TED Talks, short stories, poetry, nonfiction articles/op-eds, etc.
- Silvia Gonzalez S.'s from *Boxcar--El Vagon*
- E.O. Wilson's from *The Social Conquest of Earth*
- Adam Piore's "Why We're Patriotic"
- David Brooks's from *People Like Us*
- Classroom Library for student choice.
- Learning Commons Library for student choice.

Unit 3 Assured Assessments

Assured Formatives
- *Close-reading response of mentor texts on elements of literature as it relates to an individual's role within their society:* conflict (man v. man, nature, society, self), imagery, diction, syntax (i.e., analysis of Old Major's speech in *Animal Farm* or Captain Beatty's speech in *Fahrenheit 451,* or a soliloquy in *The Tragedy of Romeo and Juliet*)

Assured Summative Assessment
- *Research Process Experience:* Students will explore and research a real-world problem of their choosing. Students will participate in a rich, exploratory experience in which they self-select a topic of interest, conduct an extensive investigation of sources, and craft a finished product (paper, presentation, discussion, etc.) based on this process.

THE ABOVE ASSURED ASSESSMENTS support the teaching of the following primary standards:
- CCSS.ELA-Literacy.RI.9-10.2
- CCSS.ELA-Literacy.SL.9-10.1

Time Allotment: 8-10 weeks

UNIT 4
UNDERSTANDING OUR CALL TO STAND UP AND SPEAK OUT

Concept & Skill Lenses	Generalizations and Enduring Understandings	Guiding Questions Content-Based(C) Skill- Based (S) Speaking & Listening -Based (SL)	Common Core Standards (Prioritized Standards in Bold)	Students Will Be Able to Demonstrate…
Concept Lenses: *Thinking critically about language and literature in regards to justice, empathy, responsibility, consequences,courage, integrity, greater good, community vs. self, obligation* **Skill Lenses:** *Analyzing nonfiction, developing strong arguments, examining how writers use rhetorical strategies to persuade an audience, engaging in respectful discourse* **Content Exposure and Focus:** *Speeches on historical and current events, nonfiction pieces relevant to justice, tone, diction, ethos, pathos, logos*	● Individual responsibility in regards to justice; silence and inaction can allow injustice to continue. ● Empathy, courage, and integrity are essential components of a strong community. ● Mutual respect and understanding strengthens discourse.	**What is our responsibility to our community in regard to justice? (C)** **How do writers use rhetorical strategies to persuade an audience? (S)** **How does a moment in time/event/time period inspire a text? (S)** **How does a participant engage and prepare for respectful discourse when discussing opposing viewpoints? (SL)**	SL.9-10.1 SL.9-10.1a SL.9-10.1b SL.9-10.1c **SL.9-10.1d** SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6 RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.5 **RI.9-10.6** RI.9-10.8 W.9-10.1 W.9-10.1d W.9-10.2d W.9-10.4 W.9-10.5 W.9-10.10	● Students will be able to analyze non fiction. ● Students will be able to develop strong arguments. ● Students will be able to examine how writers use rhetorical strategies to persuade an audience. ● Students will engage in respectful discourse. ● Students will reflect on their own methods of discourse and its impact on discussion.

UNIT 4 Teaching Strategies

- Classroom Library for student choice
- Continued instruction/practice on rhetorical analysis
- Create Class Discussion Norms
- Self- Selecting Issues and Topics of Discussion - i.e. Current Events
- Accountable Talk – use of talking stems to facilitate classroom discussion
- Generating questions on demand

In order to engage students in a rich and diverse experience, teachers will select one substantial course text (listed below) per unit that is representative of varied voices and/or historical time periods as well as selected readings from *Foundations of Language and Literature*.

Unit 4 Texts

The Tragedy of Romeo and Juliet by William Shakespeare (*requirement for all 9th graders)
Of Mice and Men by John Steinbeck
The Secret Life of Bees by Sue Monk Kidd
Our Town by Thornton Wilder
The House on Mango Street by Sandra Cisneros
Fahrenheit 451 by Ray Bradbury
1984 by George Orwell
Animal Farm by George Orwell
The Odyssey by Homer
The Old Man and the Sea by Ernest Hemingway
Warriors Don't Cry by Melba Patillo Beals
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Uglies by Scott Westerfield
The Program by Suzanne Young
Delirium by Lauren Oliver
Persepolis by Marjane Sartrapi
Me Moth by Amber McBride
The Door of No Return by Kwame Alexander
Solito by Javier Zamora

Textbook
Foundations of Language & Literature: Pre-AP Pathway by Shea, Golden, & Scholz

Supplemental Resources
- Teachers may select additional readings and materials based on student skills as aligned with Common Core Standards and NCTE including, but not limited to TED Talks, short stories, poetry, nonfiction articles/op-eds, etc.
- Stephen King's "Stephen King''s Guide to Movie Snacks"
- Derf Backder's from *Trashed*

- Lisa Damour's "Why Teenage Girls Roll Their Eyes"
- Raph Koster's from *A Theory of Fun for Game Design*
- Peggy Orenstein's "The Battle over Dress Codes"
- Peggy Orenstein's "What's Wrong with Cinderella?"
- Tina Rosenberg's "Labeling the Danger in Soda"
- Daniel Enger's "Let's Kill All the Mosquitos"
- Sarah Kessler's from *Why Online Harassment Is Still Ruining Lives--and How We Can Stop It*
- Mark Twain's "Advice to Youth"
- Cesar Chavez's "Letter from Delano"
- Classroom Library for student choice.
- Learning Commons Library for student choice.

Unit 4 Assured Assessments

Assured Formative Assessment

- Written response and analysis of speeches, articles, and other non-fiction pieces (op-eds) to explore the unit's focus.
- Varying types of discussions requiring on demand thinking: Fishbowls, Shared Inquiry, Socratic Seminar, Prompted and Unprompted Responses.

Assured Summative Assessment

- Shared Inquiry Discussion with Written Reflections. Within a discussion students engage in insightful conversations about complex texts, ideas, and concepts. The students will explore and synthesize a particular text and/or topic. Students will be responsible for gathering evidence and preparing claims as preparation for the graded discussion. The teacher will establish discussion norms so that the students will gain a deeper understanding through meaningful collaboration and respectful sharing of ideas. Teachers will use the Trumbull High School English Department Grade 9 Speaking and Listening rubric to assess student performance. After the discussion, students will craft a written reflection on their performance and participation in the discussion.

THE ABOVE ASSURED ASSESSMENTS support the teaching of the following primary standards:

- RI.9-10.6
- SL.9-10.1.d

Time Allotment: 8-10 weeks

ACADEMIC LANGUAGE

Academic Language: English/literary study requires students to be proficient in the following literary language, most of which students learn throughout their middle school experience. High school teachers will continue to have students identify and explain significant examples of these, further deepening student understanding of how these devices and concepts operate to convey meaning in a given text. As students encounter other devices and concepts, they will expand their knowledge; however, knowledge outside of this given list is text-dependent and therefore cannot be listed explicitly:

- allusion
- antagonist
- characterization
- conflict (external and internal)
- dialogue
- diction
- foreshadowing
- flashback
- imagery
- irony (dramatic, situational, verbal)
- metaphor
- mood

- motif
- narrator
- personification
- plot
- point of view
- protagonist
- repetition
- setting
- simile
- symbolism
- theme
- tone

COURSE CREDIT
One credit in English.
One class period daily for a full year

PREREQUISITES
None.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading Rubric
- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Independent Learning and Thinking Rubric
- English 9 Writing Rubric
- English 9 Speaking & Listening/Shared Inquiry Rubric

Rubric 1: Read Effectively

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: • Clearly identifying the purpose of the text • Providing initial reaction richly supported by text 🎬 Providing a perceptive interpretation	Demonstrates understanding of text by: • Identifying the fundamental purpose of the text • Providing initial reaction supported by text • Providing a clear/straightforward interpretation of the text	Demonstrates general understanding of text by: • Partially identifying the purpose of the text • Providing initial reaction somewhat supported by text • Providing a superficial interpretation of the text	Demonstrates limited or no understanding of text by: • Not identifying the purpose of the text 🎬 Providing initial reaction not supported by text • Providing an interpretation not supported by the text
Interpret X_____	Demonstrates exceptional interpretation of text by: • Extensively reshaping, reflecting, revising, and/or deepening initial understanding 🎬 Constructing insightful and perceptive ideas about the text. • Actively raising critical questions and exploring multiple interpretations of the text	Demonstrates ability to interpret text by: • Reshaping, reflecting, revising, and/or deepening initial understanding • Summarizing main ideas of text 🎬 Actively interpreting text by raising questions and looking for answers in text	Demonstrates general ability to interpret text by: • Guided reflection and/or revision of initial understanding • Summarizing some of the main ideas of text • Guided interpretation of text by locating answers to given questions in text	Demonstrates limited ability to interpret text as evidenced by: • Struggle to implement guided reflection and/or revision of initial understanding • Struggle to summarize any main ideas of text • Struggle to answer questions by locating responses in text
Connect X_____	Demonstrates perceptive connections • text-to-text	Demonstrates specific connections 🎬 text-to-text	Demonstrates general connections • text-to-text • text-to-self	Struggles to make connections 🎬 text-to-text • text-to-self

	• text-to-self • text-to-world	• text-to-self • text-to-world	• text-to-world	• text-to-world
Evaluate X_____	Demonstrates insightful evaluation of text by one or more of the following: • Critical analysis to create a conclusion supported by the text ⬚ Perceptive judgments about the quality of the text • Synthesis of text • Expression of a personal opinion	Demonstrates an evaluation of text by one or more of the following: • Critical analysis to form a conclusion from the text • Thoughtful judgments about the quality of the text • Evaluation of text to express personal opinion(s)	Demonstrates a general evaluation of text by one or more of the following: • Formulation of a superficial conclusion from the text • Assessment of the quality of the text • Use of text to express personal opinion(s)	Demonstrates a struggle to evaluate the text by one or more of the following: • Formulation of a conclusion from the text • Assessment of the quality of the text • Use of text to express personal opinion(s)

Rubric 2: Write Effectively

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Purpose X_____	• Establishes and maintains a clear purpose • Demonstrates an insightful understanding of audience and task	• Establishes and maintains a purpose • Demonstrates an accurate awareness of audience and task	• Establishes a purpose • Demonstrates an awareness of audience and task	☛ Does not establish a clear purpose ☛ Demonstrates limited/no awareness of audience and task
Organization X_____	• Reflects sophisticated organization throughout • Demonstrates logical progression of ideas • Maintains a clear focus • Utilizes effective transitions	• Reflects organization throughout • Demonstrates logical progression of ideas • Maintains a focus • Utilizes transitions	• Reflects some organization throughout • Demonstrates logical progression of ideas at times • Maintains a vague focus • May utilize some ineffective transitions	• Reflects little/no organization ☛ Lacks logical progression of ideas ☛ Maintains little/no focus • Utilizes ineffective or no transitions
Content X_____	• Is accurate, explicit, and vivid • Exhibits ideas that are highly developed and enhanced by specific details and examples	• Is accurate and relevant • Exhibits ideas that are developed and supported by details and examples	• May contain some inaccuracies • Exhibits ideas that are partially supported by details and examples	• Is inaccurate and unclear • Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	• Demonstrates excellent use of language • Demonstrates a highly effective use of standard writing that enhances communication • Contains few or no errors. Errors do not detract from meaning	• Demonstrates competent use of language • Demonstrates effective use of standard writing conventions • Contains few errors. Most errors do not detract from meaning	• Demonstrates use of language • Demonstrates use of standard writing conventions • Contains errors that detract from meaning	• Demonstrates limited competency in use of language • Demonstrates limited use of standard writing conventions • Contains errors that make it difficult to determine meaning

Rubric 5: Independent Learners And Thinkers

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal X_____	Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.	Student demonstrates initiative by generating appropriate questions, creating original projects/work.	Student demonstrates some initiative by generating questions, creating appropriate projects/work.	Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development X_____	Student is analytical, insightful, and works independently to reach a solution.	Student is analytical, and works productively to reach a solution.	Student reaches a solution with direction.	Student is unable to reach a solution without consistent assistance.
Presentation of Finished Product X_____	Presentation shows compelling evidence of an independent learner and thinker. Solution shows deep understanding of the problem and its components. Solution shows extensive and appropriate application of 21st Century Skills.	Presentation shows clear evidence of an independent learner and thinker. Solution shows adequate understanding of the problem and its components. Solution shows adequate application of 21st Century Skills.	Presentation shows some evidence of an independent learner and thinker. Solution shows some understanding of the problem and its components. Solution shows some application of 21st Century Skills.	Presentation shows limited or no evidence of an independent learner and thinker. Solution shows limited or no understanding of the problem. Solution shows limited or no application of 21st Century Skills.

ENGLISH DEPARTMENT WRITING RUBRIC

	Claim/Thesis	Evidence	Explanation	Writing Conventions
Exemplary (4)	Claim is clear, specific, and expresses a complex argument. It opens divergent, insightful understanding of the text.	Convincing evidence (not previously discussed in class/not obvious within the text) supports the claim. Quotes are incorporated seamlessly with appropriate introductory context.	Ideas are insightful and the explanation of thinking demonstrates a clear, thorough, and convincing connection between the evidence and the claim. Explanation thoroughly answers the questions "How do you know? and "So what?"	Writing demonstrates purposeful organization, clear coherence, and smooth progression of ideas. The writer uses appropriate language for his/her audience and purpose. The piece is free of most errors in grammar and mechanics. Quotes are cited according to MLA style.
Proficient (3)	Claim is clear, specific, and states an arguable interpretation of text.	Evidence (quotes or well-selected paraphrase previously discussed in class/more obvious within the text) adequately supports the claim. Quotes are incorporated with appropriate introductory context.	Ideas are explained adequately and connect the evidence to the claim. Explanation adequately answers the questions "How do you know?" and/or "So what?"	Writing demonstrates adequate organization, coherence, and progression of ideas. The writer uses appropriate but inconsistent language for audience and purpose. Grammatical and mechanical errors are present. Inconsistent use of correct MLA citation.
Progressing (2)	Claim attempts to demonstrate an interpretation of the text but may not be arguable and/or may not be focused on or fully addressed the prompt.	Evidence is present but may not clearly support the claim, may be more focused on repeating the claim rather than supporting it, or may merely reference a plot point. Quotes are not introduced with appropriate context.	Ideas display gaps in thinking or may merely repeat the claim or evidence. Explanation attempts to connect evidence to claim but is inadequate and/or not convincing. Explanation does not answer the questions "How do you know?" and "So what?"	Writing demonstrates limited organization with lapses in coherence and/or progression of ideas. The writer uses informal language for audience and purpose. An accumulation of grammatical and mechanical errors is present. MLA citation is incorrect.

Emerging (1)	Claim is unclear, rooted in inaccuracies, and/or a statement of fact. It does not set up an interpretation for the response.	Evidence is not present or not clearly referenced and/or not relevant to the claim. If used, evidence may simply restate a plot point (summary).	Explanation is not present, may be unrelated to claim and evidence, and/or introduces no new thinking to the response. Explanation may offer discussion about topic(s) that is unrelated to the evidence and claim.	Writing is disorganized and/or unfocused with pervasive errors in grammar and mechanics that interfere with meaning. MLA citation is not used.
(0)	Unacceptable / No Score	Unacceptable / No Score	Unacceptable / No Score	Unacceptable / No Score

SHARED INQUIRY DISCUSSION RUBRIC

	4	3	2	1	0 – unscorable
Involvement	Engagement is highly attentive and effective, responding clearly and directly to the thoughts of others. Involvement is passionate, well-balanced, and coherent. Critical questions advance the conversation, build on the ideas of peers, and offer challenging statements without being argumentative. Discourse is courteous, respectful, and genuinely interested; engagement is tempered with appreciation for a balanced discussion.	Engagement is attentive and active. Ideas are presented and correlate to the thoughts of others. Discourse is responsive, open minded, and respectful without monopolizing.	Engagement is attentive and respectful, marked by attempts to be active in the discussion. Contributions are present but may repeat ideas rather than further the discussion. Ideas are "presented," rather than discussed, or may struggle to build off of the ideas of others. The conversation may need a greater balance of talking and listening to others.	Full engagement in discourse is not evident, doing little to contribute to the conversation or build off of the ideas of the group. The ideas center around initial responses with little evidence of reshaping ideas based on the discourse. Contributions may confound or derail the discussion.	No involvement in the discussion, demonstrated by being disengaged, silent, or responding inappropriately to the ideas of others.
Ideas and Analysis	Original and insightful questions and comments continually reflect sophisticated comprehension and higher-level thinking. Creative and divergent critical thinking is consistently displayed. Ideas are challenged, bringing the class to a higher understanding of the text and the question at hand.	Questions and comments reflect clear comprehension and higher level thinking. Creative and divergent critical thinking is present. The ideas of others are respectfully challenged during the discussion.	Questions and comments reflect inconsistent higher-level thinking and/or muddied comprehension of the text or the question. Ideas may be one sided or based mainly on superficial observations. Investment of time is in supporting the obvious or rehashing prior class discussions without deepening thought.	Questions and comments may demonstrate only a very literal or misguided comprehension of the text, missing subtleties or nuances that are important. Ideas presented do not assist the group in exploring critical thought or building ideas collaboratively and may, ultimately, hold it back.	Comments, if any, reflect a flawed or incomplete understanding of the text.

Support	Clear and convincing evidence supports each assertion and effectively builds off of the ideas of others. Text evidence deepens analysis and ties directly to a clear and relevant argument. Comments refer to specific pages and/or lines in the text; quotes are read or paraphrased when appropriate, and followed up with explanation of thinking. Exemplary facility with the text is demonstrated.	Direct quotes and specific examples to support inferential ideas are introduced. Comments refer to specific pages and/or lines in the text; quotes are read and/or paraphrased when appropriate. Examples are given and stay on topic. Some facility with the text is demonstrated.	Examples from the text are used at times. Text evidence may be vague, inconsistent, repetitive, or nonessential to the argument at hand. Facility with the text is limited to only quotes prepared beforehand.	Little to no concrete evidence from the text is introduced. Examples are not specific enough, and/or demonstrate a misreading or very cursory reading of the text.	No concrete evidence from the text is utilized.
Preparation	Participation is exceptionally well-prepared. Copious and insightful notes on the reading have been taken and developed. Original and powerful questions have been developed prior to the discussion. All required materials have been brought to class.	Participation is well-prepared. Insightful notes and thoughtful questions have been developed. All required materials have been brought to class.	Required reading, thinking, and questions have been completed. Some notes and questions have been developed prior to the discussion. Some required materials have been brought to class.	Preparation is lacking. The required reading, thinking, or questions may be incomplete or rudimentary. There may be evidence of some preparation, but all materials have not been brought to class.	No preparation is evident.
Reflection	Reflection is insightful, honest, and comprehensive, making specific reference to the discussion and individual preparation, demonstrating how the	Reflection is intelligent, honest, and complete, making a mix of general and specific references to the discussion and individual	Reflection is emerging, making mostly general references to the discussion and individual preparation, which may	Reflection is confusing, unfocused, and/or sparse, making few references to the discussion or individual preparation, lacking	Reflection is limited and incomplete, making little to no specific reference to the discussion and individual

	discussion impacted individual thinking, and demonstrating authentic thinking and a strong desire for self-improvement in future discussions.	preparation, demonstrating some authentic thinking and the desire for self-improvement in future discussions.	or may not be accurate, demonstrating an attempt at authentic thinking and the recognition of a need for self- improvement in future discussions.	authentic thinking and apparent desire for self-improvement in future discussions.	preparation, and devoid of both authentic thinking and the desire for self-improvement in future discussions.