TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Regular Meeting

Wednesday. November 13, 8:30 a.m.
Trumbull High School Main Office Conference room

AGENDA

I. Call to Order/Introduction

II. Public Comment

III. Approval/Minutes – Regular Meeting 10/24/2024

IV. New Business

a. New Curriculum Guide: *Grade 12 Story of Self*

b. Curriculum Guide Revision: *Grade 12 Poetry*

c. Curriculum Guide Revision: *Grade 9 ACP Algebra I*

d. Curriculum Guide Revision: *Grade 9 CP Algebra I*

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Regular Meeting

Thursday, October 24, 2024, 8:30 a.m.
Trumbull High School Main Office Conference room

Minutes

I. Call to Order/Introduction, 8:32 meeting called to order.

Committee Members Present	Other Members Present
M. Petitti, BOE Curriculum Committee Chair	J.Norcel, BOE Vice-Chair
J.McNamee, BOE Member	M.Semmel, Superintendent
L.Nuland, BOE Member	
S.Iwanicki, Ed.D, administrative designee	

II. Public Comment – No public comment was received.

III. Approval/Minutes – Regular Meeting 9/19/2024 Ms. McNamee motioned to approve the Regular Meeting September 19, 2024. Mrs. Petitti seconded. The motion passed unanimously.

IV. New Business

a. New Programmatic Primary Resource: *K-5 English Language Arts (ELA) Pilot Update & Next Steps*

K-5 ELA Program Leader, Kate Engeldrum.and Assistant Superintendent, Dr. Sue Iwanicki, provided an update on the pilot of two new elementary ELA programs (Bookworms as well as Wit and Wisdom). Representatives from schools that piloted both resources were present to share their perspective including: the principal of Middlebrook Elementary School, Debbie Ponte, Middlebrook Literacy Consultant, Angie Collazo-Castillo, Grade 2 teacher from Booth Hill, Cheryl Pontonio, and Grade 4 teacher from Daniels Farm, Stacy Weinstein. During the meeting, it was communicated, that the results of the pilot indicated that Bookworms would be the best choice for Trumbull Public Schools to meet the required state mandates and support the teaching of ELA at the elementary level. The presentation primarily featured evidence from teacher surveys, standards aligned evaluations of student progress, and cost to the district overtime. The pilot ends on November 8th at which point educators piloting Wit and Wisdom will return to the previously approved K-5 curriculum resources, and those using Bookworms continue to pilot materials through the end of this year. It is hoped that full implementation will begin K-5 during the 2025-2026 school year. The Board of Education Curriculum Committee

members asked several questions, including topics such as: the rigor of the program, the implementation methods during the day, as well as the inclusive representation within the texts.

b. Curriculum Guide Revision: *Grade 11-12 US Economic Systems*

Department Chair Kathy Rubano, along with teachers Brian Springsteen and Marty McGrath presented the revised curriculum guide for *Grade 11-12 US Economic Systems* which offers CP, ACP, and Honors UConn early college credit. The material has been updated to include current resources and updated economic policies. The Saint Louis Federal Reserve is an example of a new resource which has e-tools that students can use within activities. Mr. Springsteen highlighted that the students are really engaged in the Vision of the Graduate with the new rewrite as well. He furthered that students are reporting that it has been rewarding to take the course. The teachers also shared that they have worked closely with UConn to align the course, and Mr. McGrath added that students from variety of abilities can take the course. Mrs. Rubano shared that she wishes the course were a requirement for graduation. Ms. McNamee asked about the enrollment. Mrs. Rubano shared that although the course meets the STEM requirement, the enrollment has dropped slightly because it is not a required course overall. Mrs. Petitti noted that sometimes if there are too many requirements, it limits student choice. Ms. McNamee moved to approve the curriculum guide changes to U.S. Economic Systems for full Board approval and Mrs. Nuland seconded. The motion passed unanimously.

The meeting was adjourned at 10:00.

TRUMBULL HIGH SCHOOL
ENGLISH DEPARTMENT
Trumbull, Connecticut

Story of Self

"I don't believe people are looking for the meaning of life as much as they are looking for the feeling of being alive." - *Joseph Campbell*

GRADE 12

2024

Curriculum Writing Team

James McCaffrey	English Teacher, Trumbull High School
Kevin Pacelli	English Teacher, Trumbull High School

Anne T. Rizza	English Department Chairperson
Susan C. Iwanicki, Ed.D.	Assistant Superintendent, Trumbull Public Schools

Story of Self

Grade 12

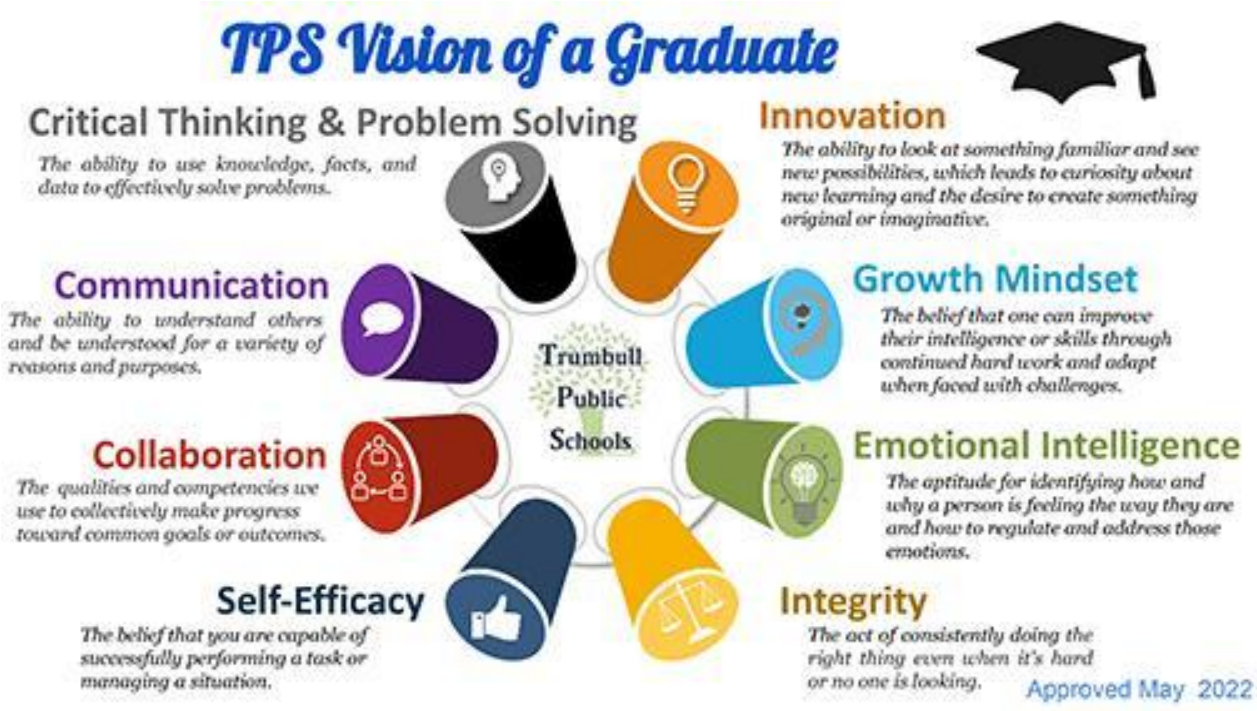
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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

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

This course will explore the concepts and principles that come to create us as individuals. At the core of the course is the premise that we as individuals are a part of a tapestry of human experience that yields who we are in the present. There are many factors, motifs, and themes that have come to influence who we are. Frequently, we are unaware of the influence these forces have on us. The stories and thinking that are contained within the pieces of literature and media within this curriculum serve as mirrors with which we stare back at ourselves and validate our questions and our thoughts about ourselves. They also are windows with which we look at the experience of others seeming unlike ourselves and work to help us gain empathy, as well as discover a perspective we may never have seen or consciously thought of before. The course is designed to focus on individuals who are asking themselves questions about their purpose and their own experiences. It is an exploration of how those two things will influence their future. The goal is to foster critical thinking and independence, as well as strengthen reflective practices in an effort to influence a more diverse thought about a single person's contribution to the world (both locally and in a more substantial manner). Units for this course will be broken down into 4

parts. Each of these parts will contribute to a written portfolio that students will submit at the end of the course as a summative and culminating assessment called: Story of Self (details on this below). All of the topics will explore how an individual reacts to and/or engages in:

- The Hero's Cycle
- Initiation
- Separation
- The Return

While self-discovery and self-awareness are not limited to these four areas, each of the focuses will serve as a thread to bring the course together. Through the process of participation in the crafting of their "Story of Self Portfolios", class discussions, lessons, and activities students will authentically question and explore the elements of their own individuality as well as those of the people that are in their lives.

COURSE GOALS

Reading Literature

- **CCSS.ELA RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.**
- CCSS.ELA RL. 11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- CCSS.ELA RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- CCSS.ELA RL. 11-12.10 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Reading Informational Texts

- **CCSS.ELA RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.**
- CCSS.ELA RI. 11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

- CCSS.ELA RI. 11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- CCSS.ELA RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- CCSS.ELA RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- CCSS.ELA RI. 11-12.10 By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Writing

- CCSS.ELA W.11-12.2 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 W. 11-12.2c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- CCSS.ELA W. 11-12.2e 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 W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- CCSS.ELA W.11-12.3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- CCSS.ELA W.11-12.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- CCSS.ELA W. 11-12.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- **CCSS.ELA W. 11-12.3d 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 W. 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA W.11-12.5 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**

- CCSS.ELA W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- CCSS.ELA W.11-12.7 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 W. 11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CCSS.ELA W.11-12.10 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

- **CCSS.ELA SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues,building on others' ideas and expressing their own clearly and persuasively.**
- **CCSS.ELA SL. 11-12.1a 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 SL. 11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- **CCSS.ELA SL. 11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.**
- CCSS.ELA SL. 11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Language

- CCSS.ELA L. 11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA L. 11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA L. 11-12.3 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.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- reading is an integral part of self-discovery
- authors make informed and specific choices within their writing in order to convey purpose so that the reader can forge their own meaning
- the experiences that we have as individuals are connected to thousands of years of stories in human history
- the exploration and analysis of others' stories can help us to better understand our own
- people can further develop their sense of self through active and collaborative discussion with their peers

COURSE ESSENTIAL QUESTIONS

- How do you define "self"?
- What is the meaning or purpose of our existence?
- How do we discover purpose in our lives?
- How does an individual learn what their capabilities are?
    - Why do we allow ourselves to admit we are incapable of something?
    - Why do we allow ourselves to admit we are capable of something?
- What are the things that help us open ourselves to achieve our true potential?
- How do the external factors in our lives influence our behavior?
- What inspires people to embark on the search for self?
- What obstacles must we overcome in order to discover ourselves?
- How do we effectively engage with others when sharing and listening to stories of self?
- In what ways do our relationships with our parents/guardians, friends, and communities shape us as individuals?

COURSE KNOWLEDGE & SKILLS

In the Story *of Self* curriculum, 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 stories and experiences can come to help us find purpose and forge meaning in real life and the lessons that we can learn from that exploration.

- **Unit 1:** The Hero's Journey Overview

  In the first unit of the course, students will begin to understand the overall concept of Joseph Campbell's Hero's Journey, primarily via the documentary *Finding Joe*. Students will focus on a general overview of Campbell's journey and relate it to their own lives, considering the "normal world" in which they exist and what kinds of things can happen/have happened to set them on their personal journeys into the unknown. They will then read Paulo Coelho's *The Alchemist* as a whole-class text, analyzing its portrayal of Campbell's ideas. Students will hone their skills in annotation using their own preferred note-taking techniques throughout the studies of *Finding Joe* and *The Alchemist*, along with strengthening their close-reading and analytical writing skills. They will also have opportunities for personal writing and journaling.

- **Unit 2:** Separation

  The second unit of the course will focus on the first stage of Campbell's journey, studying how individuals (real and fictional) experience a separation as they leave the ordinary behind. The core text of this unit will be the documentary *I Am,* directed by Tom Shadyac; students will analyze how Shadyac's life experiences shaped him along his journey to discover his bliss. Specifically, students will consider the two primary questions that Shadyac poses in his documentary (What is wrong with our world, and what can we do about it?) and develop their own answers. This unit will allow students to continue honing their skills in annotation and analysis, while also providing opportunities for multimedia creation as they attempt to answer Shadyac's questions.

- **Unit 3:** Initiation

  In the third unit of the course, students will be given the opportunity to choose from a wide variety of fiction (*Ishmael, The Fault In Our Stars, Deadline, Long Way Down*) and nonfiction (*Into the Wild, Who Says I Can't, Tuesdays with Morrie, Wild*) texts for a literature circles experience. As they read their chosen book, students will analyze the Hero's Journey presented in each, with specific emphasis on the "dragon" or ultimate obstacle that their main character must face (the initiation). Students will engage in shared inquiry discussions with other students who are reading different texts than they are in order to analyze the different types of obstacles that individuals face and the ways in which they defeat them. This unit will conclude with students creating a lesson/presentation discussing the importance of evaluating and learning from life struggles.

- **Unit 4:** The Return

  Students will close out the course with a close study of Randy Pausch's *The Last Lecture*,

focusing on how Pausch is able to find his bliss and complete the Hero's Journey in the last days of his life. This unit will feature a close whole-class reading of the novel, along with a whole-class viewing of the lecture itself. Additionally, students will work on their final portfolios throughout this unit, interviewing subjects of their choosing and writing pieces that capture their subjects' journeys. By the end of this unit (and the course overall), students will have had continued practice with close textual analysis, and will also have learned best practices for conducting interviews and composing creative nonfiction.

COURSE SYLLABUS

Course/Name

Story of Self

Level

Advanced College Prep

Prerequisites

Successful completion of English courses for grades 9-11

Materials Required

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

General Description of the Course

In this course, students will read a wide variety of literature, analyze documentaries, and engage in their own personal writing, all in an effort to further discover their sense of self. Students will learn about Joseph's Campbell's Hero's Journey and relate it to their own lives, understanding the universal truths of human transformation. Students will be asked to closely analyze assigned texts, participate in collaborative discussions with their peers, write personal narratives and responses, and ultimately, interview chosen subjects in an effort to capture their personal journeys in a written portfolio.

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:

- Story of Self Portfolio

Summative

- Hero Response
- Purpose/ Meaning Children's Book Assessment (Individual or Group)
- Becoming Shadyac Documentary Assessment
- Last Lecture Assessment

Course Texts

In order to engage students in a rich and diverse reading and viewing experience, teachers will utilize the course texts/ documentaries (listed below) which are representative of varied voices:

Unit 1 - The Hero's Cycle Overview
- Finding Joe - Directed by: Patrick Takaya Solomon
- *The Alchemist* - Written by: Paulo Coelho

Unit 2 - Separation
- I Am - Directed by: Tom Shadyac
- Excerpts of *Life's Operating Manual* by Tom Shadyac

Unit 3 - Initiation
- Fiction
    - *Ishmael* - Written by: Daniel Quinn
    - *Long Way Down* - Written by: Jason Reynolds
    - *Turtles All the Down* - Written by: John Green
    - *Deadline* - Written by: Chris Crutcher
    - *Maus* - Art Spiegelman (currently in Peace, Protest and Tolerance curriculum)
- Nonfiction
    - *Wild* - Written by: Cheryl Strayed
    - *Tuesdays with Morrie* - Written by: Mitch Albom
    - *Who Says I Can't* - Written by: Coach Rob Mendez
    - *Into the Wild* - Written by: Jon Krakauer
    - *Glass Castle* - Written by: Jeanette Walls
    - *Hey, Kiddo* - Written by: Jarrett Krocozka

Unit 4 - The Return
- *The Last Lecture* - Written by: Randy Pausch

Supplemental Resources

Supplemental Readings:
- Excerpts from *The Hero with a Thousand Faces* - Joseph Campbell
- "The Allegory of the Cave" - Plato
- *Small Wonder Essays* - Barbara Kingsolver

Supplemental Talks/ Speeches
- Randy Pausch - The Last Lecture
- Randy Pausch - The Final Farewell
- Andrew Solomon - How the worst moments of our lives, make us who we are
- Marc Rober - Super Mario Effect
- Rita Pierson - Why Every Student Deserves a Champion
- Simon Sinek - How Great Leaders Inspire Action
- Sir Kenneth Robinson - Do schools kill creativity?

- Sir Kenneth Robinson - Changing Educational Paradigms
- Admiral William H. McRaven - Can One Person Change the World?
- Travel: The Hero's Journey - Gilad Goren

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
THE HERO'S JOURNEY OVERVIEW

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: *Generational patterns, self-reflection, mythology* **Skill Lenses:** *Identifying patterns in literature, close reading, annotating, reflecting, journaling* **Content Exposure and Focus:** *Joseph Campbell and the Hero's Journey, Normal vs. the Unknown, Call to Adventure, Archetypes*	Patterns exist in storytelling and are not confined by time or culture. Authors rely on archetypes that have existed for centuries, and they can be translated into our own lives. An individual must separate themselves from the "normal" in order to set up their personal transformation. Readers can analyze the stories of others in order to propel themselves on their personal journeys.	What archetypes and patterns can we identify across centuries of storytelling? (C) How can we read and annotate closely while still keeping the larger context in mind? (S) How can we connect our own lives to the archetypes and structures within the stories that we read? (W)	**RL 11-12.2** RL 11-12.3 RL 11-12.5 RI.11-12.7 RI 11-12.10 **W 11-12.3** W 11-12.3c W 11-12.4 W 11-12.9 L 11-12.1 L 11-12.2 L 11-12.3	Students will be able to define the different stages of Campbell's Hero's Journey and identify them in stories. Students will be able to actively take notes while watching an academic documentary. Students will be able to closely read a novel and annotate through the lens of archetype and plot structure. Students will be able to contextualize their own lives in the context of traditional storytelling archetypes.

<u>UNIT 1 Teaching Strategies</u>

- Free-writing and journaling
- Modeled annotations
- Close reading/viewing
- Analytical paragraph drafting and revision
- Reflection on individual writing

UNIT 1 Assessments

Finding Joe *Active Viewing Guide*: Click here for example of packet

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*Hero Response**:***
In 1-1.5 pages (typed, size 12, double spaced) write about how you have experienced the HERO's JOURNEY so far in your life. You can discuss the Hero's Cycle, you can reference where you are on your Heroic Journey so far, etc. The aim is to take the information you gleaned from the documentary and apply it to your life.

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*Purpose and Meaning (Children's Book)***:**
Your task in small groups is to write your own children's book about the topic of FORGING MEANING and FINDING PURPOSE that highlights messages from the book The Alchemist.

You can zoom in on a moment to describe a lesson, write about a larger chunk of the text... or chose another format to complete the task.

You can create this most easily in google slides (I think) and then try to add basic pictures. This is why working in a group would be best, because you can divide and conquer.

Golden Buddha Metaphor Assignment (Allegory Activity):
What does your Golden Buddha look like? What does your Stone Buddha look like? What happens that enables you to find the gold within?

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

- CCSS.ELA RL.11-12.2
- CCSS.ELA RI. 11-12.10
- CCSS.ELA W.11-12.3

Unit 1 Texts
In the first unit of study, students will participate in whole-class viewings/readings and discussions of the following two texts:

- *Finding Joe* - Directed by: Patrick Takaya Solomon
- *The Alchemist* - Written by: Paulo Coelho

Supplemental texts include:

- "The Allegory of the Cave" - Plato

Time Allotment: 4-5 weeks

UNIT 2
SEPARATION

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: *Self-reflection, problem solving, self-improvement* **Skill Lenses:** *Annotation, synthesis, film analysis, multimedia content creation* **Content Exposure and Focus:** *Hero's Journey, initiation, obstacles and tests, archetypes*	The world is not perfect, and neither are the individuals who live in it. Individuals are capable of creating change within themselves and the world around them, and the obstacles that they face help them along our journey. It is important to recognize diverse perspectives regarding the world and its problems.	What is wrong with our world, and what can we do about it? (C) How can we annotate and analyze an individual's perspective while still keeping our own experiences in mind? (S) How can we synthesize a variety of ideas and perspectives in order to form strong responses to philosophical questions? (W)	RI 11-12.5 RI 11-12.6 RI 11-12.7 RI 11-12.1 **W 11-12.7** W 11-12.9 **SL 11-12.3**	Students will be able to annotate and analyze a text (documentary) through the lens of the Hero's Journey. Students will be able to craft their own responses to philosophical questions after listening to a variety of perspectives. Students will be able to create engaging audio and/or visual content in response to a philosophical prompt.

<u>UNIT 2 Teaching Strategies</u>

- Free-writing and journaling
- Modeled annotations
- Close reading/viewing
- Video/audio modeling and editing

UNIT 2 Assessments

I Am *Active Viewing Guide*: Click here for example of packet

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Becoming Shadyac
During each interview in this film, Shadyac began by posing two central questions:

What is wrong with our world and what can we do about it?

It is your turn to answer the question - this can be submitted in a few different formats:

- Documentarian - Record a series of interviews where you ask people the questions that Shadyac asked and edit them together in an interesting and compelling manner - you should insert yourself as a narrator.
- TEDTalk - Write a speech (and perform and record it) of you exploring the answer to the questions Shadyac poses. Be complete and compelling.
- Exploratory Essay - you can begin writing and responding in an exploratory manner, where you don't begin with a central thesis, but allow your ideas to evolve as you write.
- Thesis Based Essay - you can write with a central focus. In the case of Shadyac, his central answer to the first question was "I am" and by the end concludes that he is also what is right with the world, and explains how. For your part, state your opinion and support it.
- Create your own idea - email me for approval

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

- CCSS.ELA SL. 11-12.3
- CCSS.ELA W.11-12.7

Unit 2 Texts

The core text for this unit will be Tom Shadyac's documentary *I Am*. In addition, students will read and analyze excerpts from Shadyac's *Life's Operating Manual*.

Time Allotment: 3-4 weeks

Unit 3
INITIATION

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: *Facing Obstacles and overcome adversity, self reflection, collective reflection* **Skill Lenses:** *Self selection of text, Annotation, Group dynamic, synthesis and connection between texts, text analysis, evaluation of universal ideas* **Content Exposure and Focus:** *Overcoming Trauma, facing challenges, lessons learned from past experiences, self improvement*	As an individual continues to come into their own, they will inevitably face obstacles that test their fortitude and attempt to derail their progress. In facing strife, we must rely on ourselves and on the people around us who are supporting us. The relationships we make in our lives can be the cause of or assistance out of struggle.	What obstacles must we overcome in order to discover ourselves? (C) How do we effectively engage with others when sharing and listening to their experiences?(C) How does observing, connecting, and formally discussing the external factors in the lives of characters/ subjects in a text influence human behavior? (S) In what ways do our relationships (with our parents/guardians, friends, and communities) shape us as individuals? (W)	**RL 11-12.2** RL 11-12.3 RL 11-12.10 W 11-12.2 W 11-12.2e W 11-12.6 W 11-12.9 **SL 11-12** **SL 11-12.1a** **SL 11-12.1c** SL 11-12.3 L 11-12.3	Students will be able to effectively collaborate throughout the pre-reading, reading, and assessment of a group Book Club. Students will annotate a text in a manner that focuses on the essential questions of the unit. Students will formally discuss their findings and ideas in Shared Inquiry Discussion Students will work together to create a final assessment slide presentation that discusses the inherent value of the text to the curriculum and community.

UNIT 3 - Teaching Strategies

- Close Reading
- Group Collaboration
- Shared Inquiry Discussion
- Presentation Creation

UNIT 3 Assessments

Pre-Reading - Book Clubs - The Story of Self Book Clubs as a part of Unit 3, are designed to empower a group of readers to select a book from the approved list, pace out the reading of the text as a group, explore answers to the essential questions, and discuss the text together. In addition, Story of Self Book Club members will participate in Shared Inquiry Discussions with peers from different clubs centered on identical essential questions. The student's job is to share their learning and search for deeper meaning through connection or disconnection.

Shared Inquiry Discussion - Students will participate in 2-3 graded, Shared Inquiry Discussions. These discussions will be added to the pacing calendar by the teacher and will take place once a week during the unit. Discussion groups should be kept small and have a mix of texts in them. The goal is to address the essential questions that tie the books together and/or show their divergence.

Group Presentation Creation - In a hypothetical setting, students have been asked to present to a group of community members about the inherent value of their chosen book to both the curriculum of the class and the community in general. They are to create a multi-modal document (doc, slideshow, etc) that provides a brief description of the text's value, links to articles, videos, speeches, or other media that speak to the topics in the text, and a list of 3-5 Analytical Questions that would be worth evaluating while reading the book.

For presentation of their work - Students will share in one of two manners -

One - in a round table session discussing the rationale for the choices they made and stating why they think their presentation accomplishes the goal. These actual presentations will not take place.

Two - students will formally present their work to the class as if they were the target audience.

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

- CCSS.ELA SL 11-12
- CCSS.ELA SL 11-12.1a
- CCSS.ELA SL 11-12.1c

Unit 3 Texts

- Fiction
    - *Ishmael* - Written by: Daniel Quinn
    - *Long Way Down* - Written by: Jason Reynolds
    - *Turtles All the Down* - Written by: John Green
    - *Deadline* - Written by: Chris Crutcher
    - *Maus* - Art Spiegelman (currently in Peace, Protest and Tolerance curriculum)
- Nonfiction
    - *Wild* - Written by: Cheryl Strayed
    - *Tuesdays with Morrie* - Written by: Mitch Albom
    - *Who Says I Can't* - Written by: Coach Rob Mendez
    - *Into the Wild* - Written by: Jon Krakauer
    - *Glass Castle* - Written by: Jeanette Walls
    - *Hey, Kiddo* - Written by: Jarrett Krocozka

Time Allotment: 4-5 weeks

Unit 4
THE RETURN

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: *Self Reflection, Personal Growth, Facing Unrecoverable Hardship* **Skill Lenses:** *Annotation, synthesis, speech analysis, speech construction, speech purpose* **Content Exposure and Focus:** *Facing struggle, learning life lessons, passing on a legacy*	There is no perfect path to achieving your dreams, but one must create a pathway. When we face unrecoverable hardship, we can still live out our lives and preserve our legacy. In order to discover purpose and forge meaning we must reflect, grow, and set goals.	What does it take to follow your dreams? (C & W) Why does an individual abandon a dream? (C & W) What obstacles must we overcome in order to discover ourselves? (C, W, & S) In what ways do our relationships with our parents/guardians, friends, and communities shape us as individuals? (C, W, & S) How do we discover purpose in our lives? (S & W)	RL 11-12.2 **RI 11-12.3** **RI 11-12.7** **W 11-12.2e** **W 11-12.3** L 11-12.1	Students will annotate and document the lessons through the text. Students will review and apply the rhetorical appeals (ethos, pathos, logos) to the construction of their lecture. Students will compose a meaningful lecture that articulates the lessons that they want to impart to their audience.

UNIT 4 Teaching Strategies

- Annotations
- Close reading/viewing
- Video/audio modeling and editing
- Rhetorical Appeals

UNIT 4 Assessments

The Last Lecture *Active Viewing Guide*: Click here for example of packet

Your Last Lecture

A good way to conclude the reading of *The Last Lecture* is to take some time to consider:

- What would your last lecture topic be?

In this scenario, the student's audience can be any group of their choosing. The lecture that they choose to write and potentially give should be something that is between 2-5 minutes in length (so 1.5-3 pages).

The must consider one or more of the Essential Questions to engage you in the writing of your lecture:

- What does it take to follow your dreams?
- Why does an individual abandon a dream?
- What obstacles must we overcome in order to discover ourselves?
- In what ways do our relationships with our parents/guardians, friends, and communities shape us as individuals?
- How do we discover purpose in our lives?

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

- CCSS.ELA RI 11-12.3
- CCSS.ELA RI 11-12.7
- CCSS.ELA W 11-12.2e
- CCSS.ELA W 11-12.3

Unit 4 Texts

The core text for this unit will be Randy Pausch's book, *The Last Lecture*. Additionally, students will view Randy Pausch's speech, *The Last Lecture: Achieving Your Childhood Dreams*

Time Allotment: 3-4 Weeks

Final Assessment/ Course Portfolio: (addresses the Communication & Growth Mindset)

Story of Self Portfolio

@storyofself

A *Story of Self* is a piece of writing that serves as a snapshot into a quaking moment that is a microcosm of who the author or subject is and what has brought them to this moment of their life. It is designed to be shared on social media, in a blog, or on one page of a piece of paper. Most are a minimum of 300 words, but should not exceed 500. All *Stories of Self* are accompanied by a photograph that is artfully emblematic of the theme of the story that is told.

For this culminating assessment you must compose 8 *Stories of Self*. ONE will be your own, the other SEVEN will be subjects of your own choosing. In the end, what makes a *Story of Self* special, is you do all the writing in the voice of your subject, so it is all in the first person. You quite literally get to tell their story.

To assist in the process of interviewing and composing these pieces and to help with organization and preparation, your "Story of Self Portfolio" can be broken down into up to 4 chapters, each representing a different path for questioning. These chapter categories are:

- **Call to Adventure/ Initiation -** *Significant Experience/ Defining Moment*
- **The Spark/ Initiation or Separation -** *Forming an Opinion*
- **Slaying a Dragon/ Separation -** *Facing an Obstacle*
- **Finding Your Bliss/ Return -** *Achieving/ Acquiring an Understanding*

Your subjects for interviews can be anyone: a relative, stranger, teacher, friend, administrator, etc.). Each entry is written in the first person - so you must capture the voice of your subject.

CLICK HERE for TWO EXAMPLES - the first is one I created about myself and the other is a former colleague named Kristin Magazine - it is titled.

Guiding Questions for Interviews

Call to Adventure/ Initiation - *Significant Experience/ Defining Moment Questions*

- Before you describe a significant or defining moment - What makes a moment significant or something that is defining?
- Describe a moment or experience that is important or significant to you.
    - Listen to what the person says, be prepared to ask follow up questions.
- Were there any significant guides or mentors along the way?
- How has this experience or moment helped you grow as an individual?
- What led up to this experience (was it spontaneous, planned?)
- Are you proud of your actions throughout this experience? Explain.
- How has this experience helped you grow as a person and influenced you?

Slaying a Dragon/ Separation - *Facing an Obstacle Questions*

- Describe one obstacle that you have faced in your life.
    - Why/ how did the obstacle present itself?
    - What were the biggest challenges that you faced?
    - Who helped you along the way? Who hindered your progress?
    - What lessons have you taken away from the experience, if any?
- What has called you to this topic or cause? How are you connected to it?
    - What values move you to take action like that and might also inspire others to similar action?
    - What stories can you tell from your own life about specific people or events that would show (rather than tell) how you learned or acted on those values?

The Spark/ Initiation or Separation - *Forming an Opinion Questions*

- What is one opinion that you have formed in your life that is very important to you?
- Discuss your influences/ mentors.
- What came to create this opinion?
- Why is it such a powerful opinion?
- When faced with someone who doesn't agree with you, how do you handle yourself?
    - Where did you learn this trait or behavior?
- Has this opinion strengthened and/or hurt any of your relationships in your life?
- Do you see this opinion ever changing?

Finding Your Bliss/ Return - *Achieving/ Acquiring an Understanding Questions*

- What is one of the most significant accomplishments you have achieved or are working towards achieving?
- Have you achieved it yet - If yes, how has it impacted your life? If not, what are you doing right now to work towards that goal?
- What makes this accomplishment so significant?
- Why is this accomplishment important to you?
- What do other people stand to learn from your accomplishment

CLICK HERE for a link to a template for each of your chapters.

ACADEMIC LANGUAGE

Academic Language: English/literary study of the Hero's Cycle requires students to be proficient in the following literary language, much of which they have honed throughout their studies in grades 9-11. 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
- conflict (external and internal)
- dialogue
- imagery
- mood
- motif
- plot
- point of view
- setting
- simile
- symbolism
- theme
- tone
- rhetorical appeals

COURSE CREDIT

.5 credit in English.
One class period daily for 1 semester

PREREQUISITES

Successful completion of English grades 9-11

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull Public School Vision of the Graduate 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 Department Writing Rubric
- English Department Speaking & Listening/Shared Inquiry Rubric

Skill Rubric: Communication 9-12 (currently under revision)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PURPOSE Expresses ideas in alignment with the intended purpose.	Limited demonstration of understanding. Purpose is not identified and/or not fully articulated. Does not or partially expresses ideas in alignment with purpose.	Purpose is identified and articulated but may be occasionally unclear. Expresses ideas with purpose.	Purpose is identified and clearly articulated and enhanced. Clearly expresses ideas in alignment with the intended purpose. Makes connections beyond the intended purpose.	
AUDIENCE Demonstrates an awareness of the intended audience.	Demonstrates little to no awareness of the audience. Language and content is inappropriate and/or ineffective for the audience.	Demonstrates an awareness of the audience. Language and content is appropriate and helps the audience understand the topic/position.	Clearly and consistently demonstrates a complete awareness of the intended audience by connecting to the audience and adjusting as needed. Engages with and responds to the intended audience in a developmentally appropriate manner. Language and content is appropriate and precise which helps the intended audience further understand the topic/position.	
ORGANIZATION Organizes and supports ideas in alignment with the intended purpose.	The organizational structure is not and/or minimally effective for the purpose. The topic/position is not focused and/or minimally supported by details.	Effective organizational structure supports the purpose. The topic/position is focused, well thought out, and supported by accurate and effective details.	Clearly expresses ideas in alignment with the intended purpose. Purpose is clearly identified and connections are made beyond the intended purpose. Substantive and accurate details support and extend the topic/position with exceptional development, specificity, and depth.	
LISTENING Receives and responds to ideas in alignment with the intended purpose.	Limited to no ability to listen to others. Unable to ask relevant questions. Can not paraphrase/restate the message.	Listens to, evaluates, and responds to others. Asks relevant questions. Demonstrates understanding by accurately paraphrasing/restating the message.	Actively listens to, evaluates and responds to others. Asks relevant questions that indicate an interest to learn more and understand further. Demonstrates understanding by accurately paraphrasing/ restating the message and expanding upon the ideas presented.	
SCORING	Beginning: 4 - 6	**Meets: 7 - 8 GOAL**	Exceeds: 10 - 12	__ / 12

Skill Rubric: Collaboration 9-12 (currently under revision)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PLANNING Works effectively with and is receptive to the ideas/contributions of group members.	Does not or lacks a discussion on the strengths of each group member. Does not define group roles.	Assigns roles and defines contributions of those in the group. Suggests ways the group can approach the task.	Assigns roles and defines contributions based upon the unique knowledge, abilities, or interests of those in the group. Plans the approach to the task and anticipates challenges and resolutions.	
COMMUNICATION Thinks with the group and acknowledges multiple perspectives.	Does not or rarely listens to the thinking of the group. Provides little to no feedback.	Utilizes the thinking of the group in order to work toward the completion of the task. Provides feedback.	Synthesizes and expresses the multiple perspectives of the group in order to complete the task. Provides feedback that improves the quality of the task.	
CONTRIBUTION Works with others to complete a task and shares the credit.	Little or no contribution to the task.	Shares work, reviews others' contributions and offers general feedback.	Shares work beyond the individual task, constructively critiques others' contributions, and offers feedback to improve the overall quality of the task.	
REFLECTION Monitors individual and collective contributions of each group member throughout the completion of the task.	Little or no reflection on ways to adjust the group's collaboration process throughout the task/product. Focuses only on individual contributions to the task.	Reflects and suggests individual and/or collective contributions to adjust the group's collaboration process to improve the quality of the task.	Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task.	
SCORING	Beginning: 4 - 6	**Meets: 7 - 8 GOAL**	Exceeds: 10 - 12	__ / 12

SKill Rubric: Critical Thinking/Problem Solving 9-12 (currently under revision)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
UNDERSTANDING Identifies the problem, question or issue being addressed.	Exhibits limited and/or no understanding of key concepts.	Exhibits an understanding of key concepts.	Exhibits a thorough and accurate understanding of key concepts and can access those concepts from multiple perspectives.	
PLANNING Applies systematic thinking and selects strategies to address the problem, question or issue.	Shows limited to no evidence of a plan, model or strategy to solve a problem.	Shows a plan, model or strategy to solve a problem.	Shows innovative and creative thinking to solve a problem.	
QUESTIONING Analyzes relevant information related to the problem, question or issue.	Unable to or has difficulty questioning and analyzing numerical, written, or visual data and identifying related evidence.	Questions and analyzes numerical, written, or visual data and selects the relevant evidence.	Questions and analyzes numerical, written, or visual data and selects the most relevant and impactful evidence. Describes why different approaches to a problem or situation could yield the same or similar results.	
REFLECTION Makes evidence-based conclusions/solutions and makes adjustments as needed to address the problem, question or issue.	Solution is inadequately supported or supported with minimal evidence, limited analysis of data and relevant information.	Solution is accurately supported by evidence and the student makes conclusions based on appropriate evidence.	Solution is thorough, accurate, and evidence-based. Shows extensive, thoughtful and reflective thinking on how a problem is solved and makes adjustments as needed.	
SCORING	Beginning: 4 - 6	**Meets: 7 - 8 GOAL**	Exceeds: 10 - 12	__ / 12

Disposition Rubrics 9-12
Draft Rubrics

Draft Rubrics/Frameworks (9-12)
1. Self-Efficacy 2. Growth Mindset 3. Innovation 4. Emotional Intelligence 5. Integrity

DRAFTSelf-Efficacy 9-12

PORTRAIT OF A GRADUATE
- GRADES 9-12

Definition: Self-Efficacy is the belief that you are capable of successfully performing a task or managing a situation.

Reflective Opportunities	**A secondary student may demonstrate self-efficacy by:** ● Asking for extra help to clarify a concept in math class so he/she can complete the homework with success. ● Dealing with frustration by taking a deep breath and reminding herself that she can look back at the textbook and go to extra help before the test. ● Participating in class discourse despite being unsure of the answer ● Tackling new challenges with a positive attitude ● Using positive self talk while playing sports even when losing ● Entering a new grade and thinks that she will pass all of her classes, even though she struggled in the past. ● Setting personal goals and celebrating successes ● Confidently participating in class discussions ● Willingly accepting feedback from students and peers ● Standing up for yourself or a peer after observing name calling	**Areas of Growth**
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Growth Mindset 9-12

PORTRAIT OF A GRADUATE

- GRADES 9-12

Definition: The belief that one that can improve their intelligence or skills through continued hard work and adapt when faced with challenges.

Reflective Opportunities	**A secondary school student may demonstrate a growth mindset by…** ● Analyzing errors on assessments with the intent to expand their learning ● Exhibiting grit in task completion regardless of obstacles ● Setting, adapting, and completing short term and long term goals ● Understand that failure is a part of being a life-long learner, and responds with persistence and/or trying other methodologies ● Shows resourcefulness by consulting with other entities as needed in order to find ways to accomplish a task ● Taking breaks when needed in order accomplish small components towards the larger goal ● Identify the leverage aspects of a task that will move completion forward ● Exhibiting flexibility and adaptability while going through the process of goal setting ● Develop a path to succeed by evaluating one's own abilities ● Shows drive and motivation with an end goal in mind. ● Continuing in a course of action, using discouragement, opposition or previous failure as learning opportunities to continue towards achieving goals.	**Areas of Growth**
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Innovation 9-12

PORTRAIT OF A GRADUATE
- GRADES 9-12

Definition: Innovation is the ability to look at something familiar and see new possibilities, which leads to curiosity about new learning and the desire to create something original or imaginative

Reflective Opportunities	**Behavioral Examples:** **A secondary school student may demonstrate innovation/creativity/curiosity by…** ● Giving a presentation that has a high degree of creativity. ● Trying a unique, different method to solve a problem instead of the one shown by the teacher ● Incorporating new technology, such as creating a podcast, to enhance their final project in class. ● Independently researching a topic from class that was of particular interest ● Expressing excitement about the opportunity to do/try something new ● Suggests a new and different approach to the assignment, such as creating a song instead of writing an open ended response ● Demonstrating eagerness to take learning beyond the classroom, like researching your own family history after learning about ancestry ● Asking questions to intellectually challenge teachers and peers ● Designing or improving new processes or approaches ● Generating ideas for how to approach the group project	**Areas of Growth**
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Emotional Intelligence 9-12

PORTRAIT OF A GRADUATE
- GRADES 9-12

Definition: Students exhibit an aptitude for being able to identify how and why they are feeling, and how to regulate and address those emotions.

Reflective Opportunities	**A secondary school student may demonstrate emotional intelligence by…** ● Showing empathy for others; for example, understanding when a classmate may not be able to complete an assignment at the same level. ● Working with classmates cooperatively despite differences. ● Using strategies to regulate their own emotions and behaviors and/or helps peers when they are frustrated or sad. ● Exercising empathy in a way that spreads joy and positivity through representing the strengths of others or the situation (eg. we have the materials to finish the project or our differences in the team give us strengths to accomplish goals even better than on our own) ● Accurately expressing their emotional state when faced with frustration (eg. failing a test, not being asked to the dance) ● Talking about conflicts such as deciding on roles in a group in order to respectfully and sensitively find solutions ● Encouraging classmates to behave properly for a substitute teacher (showing self-control of their behavior and emotions). ● Building relationships despite differences (has friends with different abilities and backgrounds) ● Recognizing group dynamics during collaborative tasks and communicating so that roles are distributed with sensitivity (choosing teammates for a sport or project, volunteering for roles, suggesting configurations sensitively) ● Accepting responsibility for actions after making a mistake ● Honoring classmates in their work together by understanding people have different perspectives and ways of expressing their emotions. ● Handling setbacks and adapting when things don't go according to plan. ● Following through with commitments showing reliability and trustworthiness with peers and adults. ● Demonstrates confidence by volunteering to present materials to a large crowd for the first time.	**Areas of Growth**
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Integrity 9-12

PORTRAIT OF A GRADUATE
GRADES 9-12

Definition: Integrity is doing the right thing even when it's hard or when no one is looking.

Reflective Opportunities	**A secondary school student may demonstrate integrity by…** ● Showing up on time to class and doing homework in a timely manner ● Noticing when another student drops her/his books in the hallway, and helps to pick them up ● Returning a wallet that is found in the parking lot with the content intact ● Helping an individual who is struggling with learning - offers to help with Algebra homework by solving similar problems (peer to peer learning) ● Volunteering to help with a service project with the Trumbull Food Bank-creates flyers and collects canned food items with permission from the principal. ● Respecting her peer who is wearing a sari ● Speaking up when student overhears a peer being teased and/or by privately letting the teacher know what happened/Name calling is hurtful, think before you speak ● Advocating for a peer after observing another student calling someone names ● Volunteering to help at practice for the Unified basketball team. ● Taking pride in their work and behaviors ● Using school resources such as WeVideo appropriately; when asked to use it for school assignments and not personal video making, the students only created the science video to document learning. ● Dressing and accessorizing in their own style and confidently walking into school regardless of the reactions of others. Be yourself in the face of adversity ● Modeling appropriate behavior and ignoring negative?bad? behavior when provoked by others	**Areas of Growth**
	Feedback to Students	
	Goals (growth areas) for Future Learning	

SCHOOL-WIDE RUBRICS

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 • text-to-self • text-to-world	Demonstrates specific connections ▪ text-to-text • text-to-self • text-to-world	Demonstrates general connections • text-to-text • text-to-self • text-to-world	Struggles to make connections ▪ text-to-text • text-to-self • 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 discussion impacted individual thinking, and demonstrating authentic thinking and a strong desire for self-improvement in future discussions.	Reflection is intelligent, honest, and complete, making a mix of general and specific references to the discussion and individual preparation, demonstrating some authentic thinking and the desire for self-improvement in future discussions.	Reflection is emerging, making mostly general references to the discussion and individual preparation, which may or may not be accurate, demonstrating an attempt at authentic thinking and the recognition of a need for self- improvement in future discussions.	Reflection is confusing, unfocused, and/or sparse, making few references to the discussion or individual preparation, lacking authentic thinking and apparent desire for self- improvement in future discussions.	Reflection is limited and incomplete, making little to no specific reference to the discussion and individual preparation, and devoid of both authentic thinking and the desire for self-improvement in future discussions.

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Poetry
Grade 12

2024

(Last revision date: 2014)

Curriculum Writing Team

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Poetry

Grade 12

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND 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.
Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Poetry is a one-semester course that offers students an introduction to the different elements that go into reading, interpreting, appreciating and writing poetry. The essence of poetry is voice, allowing the author to tell a story, to relate an experience, and to connect with his or her reader. Throughout this course, students will interact with poetry in a variety of modes, through analyzing different works and writing their own original poems. They will learn how poets express themselves through exposure to poetry that represents a variety of styles, backgrounds and cultures, both written and spoken word. Perhaps the most important part of this class is that it provides students with an opportunity to discover their own unique voices in a true learning community; a place in which students can learn, question, debate, think, grow and write. The course encourages creativity, is constructivist and organic, and draws on students' prior skills and knowledge gained in grades 9-11 English courses.

The distillation of feeling and emotion in a text relies heavily on voice, which provides an opportunity for students to explore and experiment with language. They will read, watch, analyze, discuss, write about and reflect upon poems that embody the authors' personal exploration, as well as discover and refine their own written/spoken voice. Writing will play an integral role in the course as students will interact with poetry through various modes of writing. Students will respond to various texts in written form, both organic and formal, and also write their own poetry throughout the course. Students will become part of a writing community in which they will have the opportunity to share their work, to give and receive positive and constructive feedback, and to cultivate their own unique voice. For example, after studying various examples of figurative language, students will work to integrate these examples into their own pieces. Students are expected to be actively engaged in their own learning process, participating in class discussions and working effectively within workshop groups. All assignments are weighted according to the amount of work involved and point values are left to the discretion of the teachers.

Students will be able to trace their own growth and development as writers through the anthology process, which requires students to assemble an anthology of their work throughout the semester and participate in an ongoing revision and reflection (both formal and informal) of their work as the course progresses. Towards the end of the semester, students will select and substantially revise some of their favorite pieces, both assessed and drafted, to compile an anthology that reflects their individual poetic voice. With the support of their writing group in

the classroom, students will select pieces that demonstrate their growth as authors. Focusing on the different elements of poetry learned in the course, students will reflect upon their own individual pieces, allowing both student and teacher to trace the growth of the student as author.

Due to its comprehensive nature as representative of the student's body of work over the entire course of study, the anthology is in lieu of a final examination in the course. Since Poetry ACP/H is a portfolio course, all students must complete the culminating Poetry Anthology as a second marking period major assessment. The OPTIONAL final exam, an on-demand performance task and author's note is meant to support students in successfully completing the course. Students who choose to complete the optional final exam may have incomplete assignments, need an additional opportunity to practice skills, or may wish to improve their overall final grade in the course.

Mandatory Honors Section Project/Criteria

Students may take the course at the Advanced College-Preparatory or the Honors level; for Honors credit, in addition to completing all regular assignments and anthology requirements each marking period, students will:

- produce a lesson or podcast in Unit 1 and produce one additional poem as a summative assessment,
- produce two more poems for the Great Form Challenge in Unit 2,
- take on and maintain a leadership role for the interdisciplinary cross-course task or complete an independent study of the *Dead Poets Society* in Unit 3,
- include the maximum number of poems in the culminating anthology.

*Students may NOT retroactively drop from Honors to ACP to avoid the consequence of not completing the designated requirements/criteria.

COURSE GOALS

The following course goals derive from the 2010 Connecticut Core Standards:

CCSS.ELA-LITERACY.RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CCSS.ELA-LITERACY.RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CCSS.ELA-LITERACY.RI.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative

	meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
CCSS.ELA-LITERACY.RI.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
CCSS.ELA-LITERACY.W.11-12.1.D	Establish and maintain appropriate style and tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-LITERACY.W.11-12.2.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.11-12.5.	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 11-12 here.)
CCSS.ELA-LITERACY.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
CCSS.ELA-LITERACY.W.11-12.10	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.
CCSS.ELA-LITERACY.SL.11-12.1.B	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CCSS.ELA-LITERACY.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CCSS.ELA-LITERACY.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links

	among ideas, word choice, points of emphasis, and tone used.
CCSS.ELA-LITERACY.SL.11-12.5	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.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)
CCSS.ELA-LITERACY.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.11-12.3	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.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-LITERACY.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-LITERACY.L.11-12.5A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
CCSS.ELA-LITERACY.L.11-12.5B	Analyze nuances in the meaning of words with similar denotations.
CCSS.ELA-LITERACY.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering

	vocabulary knowledge when considering a word or phrase important to comprehension or expression.

The following course goals derive from the 2016 ISTE Technology Standards:

ISTE 1.1.C	Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
ISTE 1.1.D	Students understand the fundamental concepts of technology operations; demonstrate the ability to choose, use and troubleshoot current technologies; and are able to transfer their knowledge to explore emerging technologies.
ISTE 1.2.B	Students engage in positive, safe, legal and ethical behavior when using technology, including in social interactions online or when using networked devices.
ISTE 1.2.C	Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
ISTE 1.3.C	Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
ISTE 1.4.D	Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems
ISTE 1.6.A	Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
ISTE 1.6.B	Students create original works or responsibly repurpose or remix digital resources into new creations.
ISTE 1.7.B	Students use collaborative technologies to work with others, including peers, experts and community members, to examine issues and problems from multiple viewpoints.
ISTE 1.7.C	Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

COURSE ENDURING UNDERSTANDINGS

Students will understand that…

- poetry is a form of art that distills feeling and emotion into powerful narratives representative of the human experience.
- poets utilize a variety of different forms - adhering to rules, breaking them, and even creating new modes - as part of the ongoing evolutionary artistic process.
- although writing may be an individualistic endeavor, poetry is a shared communal experience.
- poetry, both in form and content, is an essential element of global citizenship as it helps us understand our society, culture, and the world at large.
- they each have an individual poetic voice that is distinct, valuable, and necessary to express their own thoughts, feelings, emotions, and opinions about themselves and the world around them.
- sharing and critiquing work - both theirs, published poets, and peers - is a necessary process towards the development of their own poetic voice.
- it is important to experience poetry that represents a variety of styles, backgrounds and cultures so that they can broaden their world view.
- poetry, like all writing, is a form of intellectual property

COURSE ESSENTIAL QUESTIONS

- How do poets create and establish meaning?
    - How and why do poets determine which form and words to utilize?
- How is poetry used to shed light on issues that impact the human experience?
    - How does reading a range of poets from different time periods and cultures inform our view and expand our understanding of the world around us?
- What is your poetic voice?
    - How can you best express this voice to your audience?
    - How can you hone and improve upon your voice?
    - How can your voice contribute to the world around you?

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
    - that there are a myriad of poetic forms.
    - that poets often break form and defy convention to accomplish their goals.
    - terminology that helps them identify and interpret elements of writer's craft.
    - that poetry is an essential part of human expression/a revered art form

- Students will be able to . . .
    - read and analyze a variety of poetic works.
    - identify and interpret elements of the writer's craft that establish the content and meaning of a poem.
    - determine the message and impact of a poet or poem.
    - choose poetic forms and devices to best express their ideas.
    - identify various poetic forms and how to write in these forms.

- write and revise poetry with a specific focus on the power of language to both express themselves and move others.
- share and perform poetry as part of a community of poets.
- utilize their physical voice (tone, volume, inflection, pace) to convey their message.
- utilize poetry to further their understanding of the world.
- discover and celebrate the role of poetry in their lives outside of the classroom.

COURSE SYLLABUS

Course Name
Poetry

Level
Advanced College Prep/Honors*

Prerequisites
Successful completion of grades 9, 10, and 11 English

General Description of the Course

This semester-long course offers students the opportunity to pursue their interest in studying poetry with a new level of depth and intensity. Students will approach poetry from multiple vantage points—as readers, listeners, viewers, writers and speakers. As readers, students will analyze authors' techniques and use of literary devices, themes, and poetic forms in order to synthesize and make greater meaning of the poems they read. As listeners, students will engage in active listening, identifying and appreciating the tone, pace, volume and inflection in a poet's speech and how it imparts meaning. As viewers, students will pay attention to a poet's facial expressions and body movements to analyze the impact on message and meaning. As writers, students will try their own hand at the art form they are studying; revision of their own work is a requirement, and workshopping opportunities will be provided. As speakers, students will practice employing verbal techniques to determine which strategies are most effective at conveying their intended message as they deliver their poems aloud to an audience. Students will access and study poems over a variety of platforms including printed text, online anthologies, podcasts, and video performances. Assessments in this course include but are not limited to: written and verbal literary analysis of poems, original student poems (written, spoken and performed), and a required culminating anthology that showcases the growth in the body of work produced by the student over the course of the semester.

Assured Assessments

Formative Assessments:

- First Day of Class Poem
- Class Participation

Summative Assessments:

- The Great Form Challenge
- Where I'm From Poem
- Multi-Voice Poem
- Poetry Slam Reflection*
- Student Poetry Anthology

Supplemental Texts

- Poetry Anthologies
  - *Oxblood* - Nicole Caruso Garcia
  - *Counting Descent* - Clint Smith
  - *Weaving Sundown in a Scarlet Light* - Joy Harjo
  - *The Tradition* - Jericho Brown
  - *The Carrying* - Ada Limón
- Teacher-selected poems to analyze and critique as models

UNIT 1 (ongoing over the course of the semester)

Personal Poetic Exploration

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-LITERACY.RI.11-12.4	**Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.**
CCSS.ELA-LITERACY.RI.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
CCSS.ELA-LITERACY.W.11-12.1.D	Establish and maintain appropriate style and tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-LITERACY.W.11-12.2.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.11-12.5.	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 11-12 here.)
CCSS.ELA-LITERACY.SL.11-12.3	**Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.**
CCSS.ELA-LITERACY.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)
CCSS.ELA-LITERACY.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.11-12.3	**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.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-LITERACY.L.11-12.5	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
CCSS.ELA-LITERACY.L.11-12.5A	**Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.**

ISTE 1.1.C	Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
ISTE 1.1.D	Students understand the fundamental concepts of technology operations; demonstrate the ability to choose, use and troubleshoot current technologies; and are able to transfer their knowledge to explore emerging technologies.
ISTE 1.2.B	Students engage in positive, safe, legal and ethical behavior when using technology, including in social interactions online or when using networked devices.
ISTE 1.2.C	Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
ISTE 1.6.B	Students create original works or responsibly repurpose or remix digital resources into new creations.
ISTE 1.7.B	Students use collaborative technologies to work with others, including peers, experts and community members, to examine issues and problems from multiple viewpoints.
ISTE 1.6.B	Students create original works or responsibly repurpose or remix digital resources into new creations.
ISTE 1.7.B	Students use collaborative technologies to work with others, including peers, experts and community members, to examine issues and problems from multiple viewpoints.
ISTE 1.7.C	Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

Unit Essential Questions

- How do poets create and establish meaning?
    - How and why do poets determine which form and words to utilize?
- What is your poetic voice?
    - How can you best express this voice to your audience?
    - How can you hone and improve upon your voice?

Unit Scope and Sequence

Continuing over the course of the semester, Unit one begins on the very first day with the First Day of Class poem. Used as a baseline for writing, students are purposely given little instruction and asked to write a poem. The goal of this assignment is strictly to see what students produce

based on their prior knowledge and skills, which will allow the instructor to tailor future instruction. This assignment will earn a completion grade at the start and will be revisited at the end of the semester when students revise it utilizing the knowledge and skills they've gained over the course.

In this unit, students will focus on the idea of poetic voice: how different authors express their voices and how the students themselves can start to recognize and develop their own, unique voice. Students will use various published authors, as well as teacher and student work, as models and inspirations as they create original poetry reflective of their understanding of the use of various literary elements to create the layers of meaning found in effective poetry. Beginning with the "Where I'm From Poem," teachers will offer students access to various assignments with the purpose of developing and honing students' voices. Depending upon student need and interest, teachers will select assignments for students to engage with, ultimately assessing 4-5 finished pieces. *Students seeking the Honors designation will complete an additional poem as a summative assessment.* Throughout this unit and the semester, students will work in collaborative writing groups to give and receive feedback in a positive and safe environment. Students will also begin establishing work for their poetry anthologies, starting with the poems they create for this unit, adding to their body of work with each piece they produce. Assignments that are not assessed for a grade during this unit may be used as a springboard for new pieces that students may include as part of their Culminating Poetry Anthology.

- **Where I'm From poem: exposes students to a variety of poetic models that answer the question "Where are you from?" Once familiar with the various formats and structure, students will call on these examples to craft their own original work to describe where they are from. This poem calls for students to practice and experiment with poetic devices such as imagery, personification, simile, metaphor, and potentially symbols, puns, and rhyme.**
- Journey Poem: After studying a number of poems depicting journeys, students will pen their own poem portraying a personal physical, emotional, psychological, spiritual, tangible or virtual journey that they have undertaken, employing poetic devices that best suit the content, tone and format of their narrative.
- Multi-Voice Poetry: requires the poet(s) to connect differing perspectives into one, fluid poem in order to highlight a universal theme. This type of poetry gives students the opportunity to collaborate with their classmates to connect their ideas and insights into one narrative, while also highlighting their own voice and individual perspective. This type of poetry requires the poets to take on another person's point of view by connecting with it.
- The Love Poem: challenges students to write a love poem from one inanimate object to another. After examining the personification and wordplay that published poets utilize to accomplish this effectively, students will write their own poems from one object to another, emulating the successful techniques they studied. This may be done individually or with a partner.
- Ekphrasis poetry: defined as a poet's written response to visual art, this assignment presents students with different poets' reactions to visual art, asking them to ultimately choose a piece of art to respond to in verse. Instructors can offer published visual works to which students may choose to respond - or students can select a published visual work

autonomously - the emphasis being on the choices that students make to effectively tell the story behind the art.

- The Mantra poem: has students study the definition of a mantra and analyze how poets use a particular mantra as the muse for an extended metaphor throughout their piece. Students will then identify their own mantra and create a poem that embodies its meaning.
- The Apostrophe poem: asks students to address a poem from a speaker to a concept or person who is not physically present. This allows students to play with point of view and perspective in addition to form and poetic devices.

Unit Assured Assessments

Formative Assessments:

First Day poem

Summative Assessments (3-4 total in addition to the Where I'm From Poem, *4-5 total in addition to the Where I'm From Poem for Honors*):

Where I'm From Poem
Journey Poem
Multi-Voice Poetry
Love Poem
Ekphrasis Poem
Mantra Poem
Apostrophe Poem

Resources:

Where I'm From Poem
Core:

- "Where I'm From" - George Ella Lyon
- "Silver Lined Heart" - Taylor Mali
- "Counting Descent" - Clint Smith
- "To Live in the Borderlands" - Gloria Anzaldua

Supplemental:

- "Using Your Voice is a Political Choice" - Amanda Gorman TedTalk
- "Things I Didn't Know I Loved" - Hazim Hikmet
- student exemplars from prior years

Journey Poem
Core:

- "The Hill We Climb" - Amanda Gorman
- "The Woman Hanging From the Thirteenth Floor Window" - Joy Harjo
- "The Road Not Taken" - Robert Frost
- "Lady Lazarus" - Sylvia Plath
- "OCD" - Neil Hilborn
- "To This Day" - Shane Koyczan

Supplemental:

- Student & Teacher models
- "Song of the Open Road" - Walt Whitman

Poem For Two Voices

Core:

- "Unexpected Links" - Laura Purdie Salas
- "Hir" - Alysia Harris & Aysha El Shamayleh
- "Somewhere In America" - Brave New Voices
- "One Color" -
- "Emmet" - Brave New Voices
- "Say No" - Olivia Gatwood & Megan Falley
- "America's Next Top Model - Brave New Voices
- "Lost Voices" - Darius Simplson and Scout Bostley

Supplemental:

- Student and Teacher Models

Love Poem

Core:

- "Love Letter From the Toothbrush to the Bicycle Tire" - Sarah Kay
- "The Passionate Shepherd to His Love" - Christopher Marlowe
- "The Nymph's Reply to the Shepherd" - Sir Walter Raleigh

Supplemental:

- Student and Teacher Models

Ekphrasis Poem

Core:

- "Stealing the Scream" - Monica Youn paired with *The Scream* - Edvard Munch
- "Archaic Torso of Apollo" - Rainer Maria Rilke paired with *Torse de Milet*
- "The Hunter in the Snow" - William Carlos Williams paired with *The Hunters in the Snow* - Jan Brueghel
- "Landscape With the Fall of Icarus" - William Carlos Williams paired with *Landscape with the Fall of Icarus* - Pieter Breugel

Supplemental:

- "On The Medusa Of Leonardo Da Vinci In The Florentine Gallery" - Percy Bysshe Shelley paired with *Medusa* - Leonardo Da Vinci
- "The Dance" - William Carlos Williams paired with *The Kermess* by Jan Brueghel
- Student and Teacher Models

Mantra Poem

Core:

- "Do Not Go Gentle Into That Good Night" - Dylan Thomas
- "Polyamory, with Knives" - Jeanann Verlee
- "Oh, the Places You'll Go!" - Dr. Seuss
- "Go Big Young Friends" - George Watsky

- "Direct Orders" - Anis Mojgani

Supplemental:
- "The Type" - Sarah Kay
- Student and Teacher Models

Apostrophe Poem
Core:
- "Letter to the Playground Bully, From Andrea Age 8½" - Andrea Gibson
- "You So Woman" - Ruth Forman
- "Wild Nights, Wild Nights" - Emily Dickinson
- "Death Be Not Proud" - John Donne
- "Apostrophe" - Liza Katz Duncan

Supplemental:
- Student and Teacher Models

Time Allotment
- Approximately 6-8 Weeks

UNIT 2
Introduction to Poetic Forms and Devices

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-LITERACY.RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CCSS.ELA-LITERACY.RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
CCSS.ELA-LITERACY.RI.11-12.4	**Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.**

CCSS.ELA-LITERACY.RI.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
CCSS.ELA-LITERACY.W.11-12.1.D	Establish and maintain appropriate style and tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-LITERACY.W.11-12.2.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.11-12.5.	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 11-12 here.)
CCSS.ELA-LITERACY.SL.11-12.3	**Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.**
CCSS.ELA-LITERACY.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.11-12.3	**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.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-LITERACY.L.11-12.5	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

CCSS.ELA-LITERACY.L.11-12.5A	**Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.**
CCSS.ELA-LITERACY.L.11-12.5B	Analyze nuances in the meaning of words with similar denotations.
CCSS.ELA-LITERACY.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
ISTE 1.1.C	Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
ISTE 1.2.B	Students engage in positive, safe, legal and ethical behavior when using technology, including in social interactions online or when using networked devices.
ISTE 1.2.C	Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
ISTE 1.3.C	Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Unit Essential Questions

- How do poets create and establish meaning?
  - How and why do poets determine which form and words to use?
- How is poetry used to shed light on issues that impact the human experience?
  - How does reading a range of poets from different time periods and cultures inform our view and expand our understanding of the world around us?

Unit Scope and Sequence

The purpose of this unit is to offer students an introduction to the myriad poetic terminology, structures, forms, and devices. Teachers will offer students the ability to interact with a wide range of poetic forms by offering mini-lessons on the requirements of each, allowing students to practice composing in that form. Although strict adherence to poetic form can often be found in canonical authors, students will also explore modern versions and adaptations of forms from a

wide variety of authors of different backgrounds and cultures. Poets are also creating new forms all of the time, so teachers may share current poetic movements with students as these new forms arise. The Great Form Challenge is the summative assessment for this unit which requires that students produce 3-5 original polished poems that demonstrate their understanding of the forms based on their ability to adhere to and/or stray from the forms' requirements. *Students seeking the honors designation will produce 5-7 poems.* Throughout the unit, students will participate in the writing and revision process, making heavy use of peer editing. Students will continue to establish work for their culminating poetry anthologies with the poems they create for this unit, adding to their body of work with each piece they produce.

For this unit, the *Poetry Unbound* podcast can be a substantial resource for teachers. There is a wealth of short episodes that read, explain, and analyze various poems and forms in a way that is interesting and accessible for students. By breaking down each poem, these episodes walk students through the process of analysis and interpretation. Teachers can utilize class time to listen to episodes together, can assign episodes for homework, or even have students mimic the format of this podcast to create a lesson or podcast episode on a poem of their choosing (*a requirement for students seeking the Honors designation**) that the host, Pádraig Ó Tuama, has not covered.

Unit Assured Assessments

Formative Assessments:
Daily, individual, small writing practice with each poetic form

Summative Assessments:
The Great Form Challenge
*Poetry Unbound Lesson

Resources:

Instead of identifying key core and supplemental texts, teachers should endeavor to offer students a sampling of each of the following by choosing poems for study:

- Ballad
  - "Ballad of Birmingham" - Dudley Randall
- Blank Verse
  - "When the Zombies Come" - Rob Griffith
- Concrete Poetry
  - "Easter Wings" - George Herbert
  - "r-p-o-p-h-e-s-s-a-g-r" - e. e. cummings
  - "Silencio" - Eugen Gomringer
  - "Sent With a Bottle of Burgundy for a Birthday" - John Hollander
  - "Orientation after Rashid Johnson" - Justin Phillip Reid
  - "Portrait with Stiff Upper Lip" - Justin Phillip Reid
  - "Essex I" - Amanda Gorman
- Haiku

    - "The Light of a Candle" - Yosa Buson
    - "A Poppy Blooms" - Katsushika Hokusai
    - "I am Nobody" - Richard Wright
    - "Now the Swinging Bridge" - Matsuo Basho
- Ghazal
    - "Even the Rain" - Agha Shahid Ali
    - "Ghazal of the Better- Unbegun" - Heather McHugh
    - "Hip-Hop Ghazal" - Patricia Smith
- Rhyme and Meter
    - "Stopping By Woods on a Snowy Evening" - Robert Frost
    - "Annabel Lee" - Edgar Allan Poe
    - excerpts from "DNA" - Kendric Lamar
- Rondeau
    - "We Wear the Mask" - Paul Lawrence Dunbar
    - "In Flanders Field" - Lt. Col. John McCrae
- Sestina
    - "Sestina on Sestinas" - Barry Spacks
    - "The Painter" - John Ashbery
    - "The Mortician in San Francisco" - Randall Mann
    - "Sestina: Like" - A. E Stallings
    - "The Book of Yolek" - Anthony Hecht
    - "The Guest Ellen at the Supper for Street People" - David Ferry
    - "The Do It Yourself Sestina" - form by Terrence Hayes
- Sonnet
    - "Sonnet 130" - William Shakesepeare
    - "Design" - Robert Frost
    - "Fairy Tale Logic" - Alicia E. Stallings
    - "First Poem For You" - Kim Addonizio
    - "next to of course god america i" - e.e. cummings
    - "Cinderella" - Sylvia Plath
    - "Sidewalks" - Allison Joseph
    - "Ozymandias" - Percy Bysshe Shelly
    - "How Do I Love Thee" - Elizabeth Barret Browning
    - Lin Manuel Miranda's 2016 Tony Award Acceptance Speech
- Split Couplet
    - "Little Red Riding Hood Grows Up" - Kim Bridgeford
- Terza Rima
    - "I have Been One Acquainted with the Night" - Robert Frost
    - First canto from "Ode to the West Wind" - Percy Bysshe Shelley
    - "Capacity" - Nicole Caruso Garcia
- Triolet
    - "Triolet on a Line Apocryphally Attributed to Martin Luther" - A.E. Stallings
    - "Blues Triolet" - Nicole Caruso Garcia
- Villanelle
    - "One Art" - Elizabeth Bishop
    - "Mad Girl's Love Song" - Sylvia Plath

- "Musical and Sweet, the Villanelle" - Sondra Bill (Page 25 PDF)
- "A Daughter Prepares to Leave for College" - Jean Kreiling (Page 36 PDF)

Supplemental Resources:

- Poetry Unbound Podcast
- Poetry Collections:
  - *Oxblood* - Nicole Caruso Garcia
  - *Counting Descent* - Clint Smith
  - *The Tradition* - Jericho Brown
  - *The Carrying* - Ada Limón
  - *Weaving Sundown in a Scarlet Light* - Joy Harjo

Time Allotment

- Approximately 3 Weeks

UNIT 3

Interdisciplinary Cross-Course Unit: What Will Your Verse Be?

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-LITERACY.W.11-12.5.	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 11-12 here.)
CCSS.ELA-LITERACY.W.11-12.6	**Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.**
CCSS.ELA-LITERACY.W.11-12.10	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.
CCSS.ELA-LITERACY.SL.11-12.1.B	**Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.**

CCSS.ELA-LITERACY.SL.11-12.1.C	**Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.**
CCSS.ELA-LITERACY.SL.11-12.5	**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.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.11-12.3	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.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-LITERACY.L.11-12.6	Acquire - and use accurately - general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

The following course goals derive from the 2016 ISTE Technology Standards:

ISTE 1.1.C	Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
ISTE 1.1.D	**Students understand the fundamental concepts of technology operations; demonstrate the ability to choose, use and troubleshoot current technologies; and are able to transfer their knowledge to explore emerging technologies.**

ISTE 1.2.B	**Students engage in positive, safe, legal and ethical behavior when using technology, including in social interactions online or when using networked devices.**
ISTE 1.2.C	**Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.**
ISTE 1.3.C	Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
ISTE 1.4.D	Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems
ISTE 1.6.A	Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
ISTE 1.6.B	Students create original works or responsibly repurpose or remix digital resources into new creations.
ISTE 1.7.B	**Students use collaborative technologies to work with others, including peers, experts and community members, to examine issues and problems from multiple viewpoints.**
ISTE 1.7.C	**Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.**

Unit Essential Questions

- **How is poetry used to shed light on issues that impact the human experience?**
- **What is your poetic voice?**
  - **How can your voice contribute to the world around you?**
  - **How can one individual make a difference in the world?**
- **How can you positively impact your school community?**
  - **What are your strengths and how can you use them to help create a meaningful end product?**

Unit Scope and Sequence

Unit three is designed to be a culmination of the semester. The muse for this unit is taken from Whitman: “the powerful play goes on and you may contribute a verse…what will your verse be?” This sentiment is echoed in *Dead Poets Society*, as Mr. Keating guides students to

appreciate poetry, his teachings encouraging students to leave their mark upon the world. The goal of this unit is much the same: to encourage Trumbull High School students to leave a positive, lasting impact on their school and community through poetry.

Teachers may choose to use the "Freestyle Love Supreme Assignment" or the "Tribute Poem" as an introduction to this last unit. Both assignments encourage students to see themselves as having the potential to leave their mark on the world, that their individual actions contribute to a lasting legacy. Both tasks ask students to reflect on their experience and construct a poem that pays tribute to the communities that have challenged and empowered them over their lives. This poem will embody all they have experienced and allow the students to face the thoughts, fears, and emotions that come reflecting on formative chapters in their lives. The goal is that this reflective poem will inspire students to create their own legacy and give back to the school community that has impacted them through an interdisciplinary cross-course task such as the THS Poetry slam, Outreach Project, or similar activity.

Throughout this unit, students will work collaboratively on a project that will have a far-reaching and positive impact on the Trumbull High School community. In conjunction with the Creative Writing Courses and the National English Honor Society, the spring Poetry courses will produce and promote the annual THS Poetry Slam. This includes recruiting poets for the slam, collaborating on a central theme and marketing that theme, advertising to the community, generating revenue and fundraising, planning and executing the launch day event and structuring and executing the slam itself. In the event that Poetry is in the first semester, or as an additional opportunity for Poetry in the second semester, students will participate in a Poetry Outreach Program, which includes but is not limited to writing and executing a Poetry lesson in English classrooms, developing and promoting the idea of a Trumbull High School poetry community. In the end, students will reflect on their impact on the end product. *Students seeking the Honors designation are required to take on and successfully maintain a leadership role throughout this unit, overseeing a group of their peers according to the needs of the assignment*.

As the end of this unit will coincide with the end of the semester, students will be revisiting and revising work for their poetry anthologies, finalizing poems into finished works as well as drafting new pieces. As the culmination anthology requires a combination of revised and new work, teachers may present further poetic forms and techniques for students to consider employing which may include but are not limited to: list poems, black-out poetry, centos, mosaic poems, and reversal poems.

To supplement this unit, students can also engage in a study of the poetry within *The Dead Poet's Society* and complete a reflection upon viewing. *This is a requirement for students seeking an Honors designation who did not have a leadership role in the interdisciplinary cross-course task.*

Unit Assured Assessments

Formative Assessments:
Participation in peer-editing for poetry anthologies
Participation in the Interdisciplinary Cross-course Task (Poetry Slam, Outreach, or similar task)

Summative Assessments:
Tribute Poem **OR** Freestyle Love Supreme Assignment
Participation in the Poetry Slam, Poetry Outreach, or similar activity
Culminating Poetry Anthology

Supplemental Assessment for Honors:
Leadership position in Interdisciplinary Cross-Course taks OR Independent Study of *Dead Poets Society*
Submission of the maximum number of poems in the Culminating Anthology

Resources:

Core Resources:
Examples of work from past Poetry Slams including, but not limited to: artwork, promotional videos, social media accounts, posters, playbills, t-shirt design, emcee scripts, judging score sheets, and wording for promotional emails and announcements.

Supplemental Resources:
Dead Poets Society - Peter Weir
We Are Freestyle Love Supreme - Andrew Fried

Time Allotment

- Approximately 3-4 Weeks, the planning for the event overlapping with previous units due to the time necessary for preparation

POETIC TERMINOLOGY

The following is a list of terms that students will encounter over their course of study of poetry:

- alliteration
- allusion
- anaphora
- assonance
- blank verse
- consonance
- couplets
- diction
- end rhyme
- enjambment
- form
- ghazal
- haiku
- hyperbole
- iambic pentameter
- imagery
- inflection
- internal rhyme
- irony (dramatic, situational, verbal)
- juxtaposition
- metaphor
- meter
- mood
- onomatopoeia
- pace
- personification
- pun
- quatrains
- repetition
- rhyme scheme
- rhyming verse
- rondeau

- sestina
- simile
- sonnet
- speaker
- split couplet
- spoken word poetry
- stressed syllables
- structure
- symbolism
- theme
- tense
- terza rima
- tone
- triolet
- villanelle
- volume

CREDIT

One-half credit in English
Three class periods per cycle for a half year

PREREQUISITES

Successful completion of grades 9, 10, and 11 English

CURRENT REFERENCES

Brown, Jericho. *The Tradition.* Cooper Union Press, 2019. Print.
Caruso-Garcia, Nicole. *Oxblood.* Able Muse Press, 2022. Print.
Gorman, Amanda. *Call Us What We Carry: Poems*. Penguin Young Readers Group, 2021.
Harjo, Joy. *Weaving Sundown in a Scarlet Light.* W.W. Norton and Company, 2022. Print.
Limón, Ada. *The Carrying.* Milkweed Editions, 2021. Print.
Poetry Foundation, http://poetryfoundation.org. Accessed 16 July 2024.
Poets.org, *Academy of American Poets*, http://poets.org. Accessed 16 July 2024.
Smith, Clint. *Counting Descent.* Write Bloody Publishing, 2016. Print.

ASSURED STUDENT PERFORMANCE RUBRICS

- Vision of the Graduate Skill and Distribution 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
- Culminating Personal Poetry Anthology Rubric
- Great Form Challenge Rubric
- Where I'm From Poem Rubric
- Multi-Voice Poem Rubric
- Journey Poem Rubric
- Love Poem Rubric
- Ekphrasis Poem Rubric
- Mantra Poem Rubric
- Apostrophe Poem Rubric
- Poetry Slam Reflection

OTHER RESOURCES

- Button Poetry
- Brave New Voices/Youth Speaks
- Voices in Power
- Moth GrandSLAM
- Poetry Slam, Inc.
- Poetry Unbound Podcast
- Notes, Quotes, Questions, Epiphanies Note-taking Sheet

Skill Rubric: Communication 9-12 (currently under revision)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PURPOSE Expresses ideas in alignment with the intended purpose.	Limited demonstration of understanding. Purpose is not identified and/or not fully articulated. Does not or partially expresses ideas in alignment with purpose.	Purpose is identified and articulated but may be occasionally unclear. Expresses ideas with purpose.	Purpose is identified and clearly articulated and enhanced. Clearly expresses ideas in alignment with the intended purpose. Makes connections beyond the intended purpose.	
AUDIENCE Demonstrates an awareness of the intended audience.	Demonstrates little to no awareness of the audience. Language and content is inappropriate and/or ineffective for the audience.	Demonstrates an awareness of the audience. Language and content is appropriate and helps the audience understand the topic/position.	Clearly and consistently demonstrates a complete awareness of the intended audience by connecting to the audience and adjusting as needed. Engages with and responds to the intended audience in a developmentally appropriate manner. Language and content is appropriate and precise which helps the intended audience further understand the topic/position.	
ORGANIZATION Organizes and supports ideas in alignment with the intended purpose.	The organizational structure is not and/or minimally effective for the purpose. The topic/position is not focused and/or minimally supported by details.	Effective organizational structure supports the purpose. The topic/position is focused, well thought out, and supported by accurate and effective details.	Clearly expresses ideas in alignment with the intended purpose. Purpose is clearly identified and connections are made beyond the intended purpose. Substantive and accurate details support and extend the	

			topic/position with exceptional development, specificity, and depth.	
LISTENING Receives and responds to ideas in alignment with the intended purpose.	Limited to no ability to listen to others. Unable to ask relevant questions. Can not paraphrase/restate the message.	Listens to, evaluates, and responds to others. Asks relevant questions. Demonstrates understanding by accurately paraphrasing/restating the message.	Actively listens to, evaluates and responds to others. Asks relevant questions that indicate an interest to learn more and understand further. Demonstrates understanding by accurately paraphrasing/ restating the message and expanding upon the ideas presented.	

SCORING Beginning: 4 - 6 **Meets: 7 - 8 GOAL** Exceeds: 10 - 12 __ / 12

Skill Rubric: Collaboration 9-12 (currently under revision)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PLANNING Works effectively with and is receptive to the ideas/contributions of group members.	Does not or lacks a discussion on the strengths of each group member. Does not define group roles.	Assigns roles and defines contributions of those in the group. Suggests ways the group can approach the task.	Assigns roles and defines contributions based upon the unique knowledge, abilities, or interests of those in the group. Plans the approach to the task and anticipates challenges and resolutions.	

COMMUNICATION Thinks with the group and acknowledges multiple perspectives.	Does not or rarely listens to the thinking of the group. Provides little to no feedback.	Utilizes the thinking of the group in order to work toward the completion of the task. Provides feedback.	Synthesizes and expresses the multiple perspectives of the group in order to complete the task. Provides feedback that improves the quality of the task.	
CONTRIBUTION Works with others to complete a task and shares the credit.	Little or no contribution to the task.	Shares work, reviews others' contributions and offers general feedback.	Shares work beyond the individual task, constructively critiques others' contributions, and offers feedback to improve the overall quality of the task.	
REFLECTION Monitors individual and collective contributions of each group member throughout the completion of the task.	Little or no reflection on ways to adjust the group's collaboration process throughout the task/product. Focuses only on individual contributions to the task.	Reflects and suggests individual and/or collective contributions to adjust the group's collaboration process to improve the quality of the task.	Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task.	
SCORING	Beginning: 4 - 6	**Meets: 7 - 8 GOAL**	Exceeds: 10 - 12	__ / 12

SKill Rubric: Critical Thinking/Problem Solving 9-12 (currently under revision)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
UNDERSTANDING Identifies the problem, question or issue being addressed.	Exhibits limited and/or no understanding of key concepts.	Exhibits an understanding of key concepts.	Exhibits a thorough and accurate understanding of key concepts and can access those concepts from multiple perspectives.	
PLANNING Applies systematic thinking and selects strategies to address the problem, question or issue.	Shows limited to no evidence of a plan, model or strategy to solve a problem.	Shows a plan, model or strategy to solve a problem.	Shows innovative and creative thinking to solve a problem.	
QUESTIONING Analyzes relevant information related to the problem, question or issue.	Unable to or has difficulty questioning and analyzing numerical, written, or visual data and identifying related evidence.	Questions and analyzes numerical, written, or visual data and selects the relevant evidence.	Questions and analyzes numerical, written, or visual data and selects the most relevant and impactful evidence. Describes why different approaches to a problem or situation could yield the same or similar results.	
REFLECTION Makes evidence-based conclusions/solutions and makes adjustments as needed to address	Solution is inadequately supported or supported with minimal evidence, limited analysis of data and relevant information.	Solution is accurately supported by evidence and the student makes conclusions based on appropriate evidence.	Solution is thorough, accurate, and evidence-based. Shows extensive, thoughtful and reflective	

the problem, question or issue.			thinking on how a problem is solved and makes adjustments as needed.	
SCORING	Beginning: 4 - 6	**Meets: 7 - 8 GOAL**	Exceeds: 10 - 12	__ / 12

Disposition Rubrics 9-12
Draft Rubrics

Draft Rubrics/Frameworks (9-12)
1. **Self-Efficacy** 2. **Growth Mindset** 3. **Innovation** 4. **Emotional Intelligence** 5. **Integrity**

DRAFTSelf-Efficacy 9-12

PORTRAIT OF A GRADUATE
- GRADES 9-12

Definition: Self-Efficacy is the belief that you are capable of successfully performing a task or managing a situation.

Reflective Opportunities	**A secondary student may demonstrate self-efficacy by:** ● Asking for extra help to clarify a concept in math class so he/she can complete the homework with success.	**Areas of Growth**

	● Dealing with frustration by taking a deep breath and reminding herself that she can look back at the textbook and go to extra help before the test. ● Participating in class discourse despite being unsure of the answer ● Tackling new challenges with a positive attitude ● Using positive self talk while playing sports even when losing ● Entering a new grade and thinks that she will pass all of her classes, even though she struggled in the past. ● Setting personal goals and celebrating successes ● Confidently participating in class discussions ● Willingly accepting feedback from students and peers ● Standing up for yourself or a peer after observing name calling	
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Growth Mindset 9-12

PORTRAIT OF A GRADUATE
- GRADES 9-12

Definition: The belief that one that can improve their intelligence or skills through continued hard work and adapt when faced with challenges.

Reflective Opportunities	**A secondary school student may demonstrate a growth mindset by…** ● Analyzing errors on assessments with the intent to expand their learning ● Exhibiting grit in task completion regardless of obstacles ● Setting, adapting, and completing short term and long term goals ● Understand that failure is a part of being a life-long learner, and responds with persistence and/or trying other methodologies ● Shows resourcefulness by consulting with other entities as needed in order to find ways to accomplish a task ● Taking breaks when needed in order accomplish small components towards the larger goal ● Identify the leverage aspects of a task that will move completion forward	**Areas of Growth**

	● Exhibiting flexibility and adaptability while going through the process of goal setting ● Develop a path to succeed by evaluating one's own abilities ● Shows drive and motivation with an end goal in mind. ● Continuing in a course of action, using discouragement, opposition or previous failure as learning opportunities to continue towards achieving goals.	
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Innovation 9-12

PORTRAIT OF A GRADUATE
- GRADES 9-12

Definition: Innovation is the ability to look at something familiar and see new possibilities, which leads to curiosity about new learning and the desire to create something original or imaginative

Reflective Opportunities	**Behavioral Examples:** **A secondary school student may demonstrate innovation/creativity/curiosity by…** ● Giving a presentation that has a high degree of creativity. ● Trying a unique, different method to solve a problem instead of the one shown by the teacher ● Incorporating new technology, such as creating a podcast, to enhance their final project in class. ● Independently researching a topic from class that was of particular interest ● Expressing excitement about the opportunity to do/try something new ● Suggests a new and different approach to the assignment, such as creating a song instead of writing an open ended response ● Demonstrating eagerness to take learning beyond the classroom, like researching your own family history after learning about ancestry ● Asking questions to intellectually challenge teachers and peers ● Designing or improving new processes or approaches ● Generating ideas for how to approach the group project	**Areas of Growth**

	Feedback to Students	
	Goals (growth areas) for Future Learning	

Emotional Intelligence 9-12

PORTRAIT OF A GRADUATE
- GRADES 9-12

Definition: Students exhibit an aptitude for being able to identify how and why they are feeling, and how to regulate and address those emotions.

Reflective Opportunities	**A secondary school student may demonstrate emotional intelligence by…** ● Showing empathy for others; for example, understanding when a classmate may not be able to complete an assignment at the same level. ● Working with classmates cooperatively despite differences. ● Using strategies to regulate their own emotions and behaviors and/or helps peers when they are frustrated or sad. ● Exercising empathy in a way that spreads joy and positivity through representing the strengths of others or the situation (eg. we have the materials to finish the project or our differences in the team give us strengths to accomplish goals even better than on our own) ● Accurately expressing their emotional state when faced with frustration (eg. failing a test, not being asked to the dance) ● Talking about conflicts such as deciding on roles in a group in order to respectfully and sensitively find solutions ● Encouraging classmates to behave properly for a substitute teacher (showing self-control of their behavior and emotions). ● Building relationships despite differences (has friends with different abilities and backgrounds) ● Recognizing group dynamics during collaborative tasks and communicating so that roles are distributed with sensitivity (choosing teammates for a sport or project, volunteering for roles, suggesting configurations sensitively) ● Accepting responsibility for actions after making a mistake ● Honoring classmates in their work together by understanding people have different perspectives and ways of expressing their emotions. ● Handling setbacks and adapting when things don't go according to plan.	**Areas of Growth**

	● Following through with commitments showing reliability and trustworthiness with peers and adults. ● Demonstrates confidence by volunteering to present materials to a large crowd for the first time.	
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Integrity 9-12

PORTRAIT OF A GRADUATE
GRADES 9-12

Definition: Integrity is doing the right thing even when it's hard or when no one is looking.

Reflective Opportunities	**A secondary school student may demonstrate integrity by…** ● Showing up on time to class and doing homework in a timely manner ● Noticing when another student drops her/his books in the hallway, and helps to pick them up ● Returning a wallet that is found in the parking lot with the content intact ● Helping an individual who is struggling with learning - offers to help with Algebra homework by solving similar problems (peer to peer learning) ● Volunteering to help with a service project with the Trumbull Food Bank-creates flyers and collects canned food items with permission from the principal. ● Respecting her peer who is wearing a sari ● Speaking up when student overhears a peer being teased and/or by privately letting the teacher know what happened/Name calling is hurtful, think before you speak ● Advocating for a peer after observing another student calling someone names ● Volunteering to help at practice for the Unified basketball team. ● Taking pride in their work and behaviors ● Using school resources such as WeVideo appropriately; when asked to use it for school assignments and not personal video making, the students only created the science video to document learning. ● Dressing and accessorizing in their own style and confidently walking into school regardless of the reactions of others. Be yourself in the face of adversity	**Areas of Growth**

	● Modeling appropriate behavior and ignoring negative?bad? behavior when provoked by others	
	Feedback to Students	
	Goals (growth areas) for Future Learning	

Trumbull High School School-Wide Reading Rubric

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/straight forward 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_____	Student is able to exceptionally interpret 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	Student is able 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	Student is able to interpret text by : • Guided reflection and/or revision of initial understanding • Summarizing some main ideas of text • Guided interpretation of text by answering questions locating answers in text	Student 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 • text to self • text to world	Demonstrates specific connections • text to text • text to self • text to world	Demonstrates general connections • text to text • text to self • text to world	Struggles to make connections • text to text • text to self • text to world

Evaluate
 	
X_____
	Insightfully evaluates the text by one or more of the following elements:
	• Critical analysis to create a conclusion supported by the text
	• Perceptive judgments about the quality of the text
	  • Synthesis of text
	  • Express a personal opinion.
		Evaluates the text by one or more of the following elements:
		• 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)
			A general evaluation of the text by one or more of the following elements:
			• Forms a superficial conclusion from the text
			• Assesses the quality of the text
			• Uses text to express personal opinion(s)
				Struggles to evaluate the text by any of the following elements:
				• Forming a conclusion from the text
				• Assessing the quality of the text
				• Using text to express personal opinion(s)

Trumbull High School School-Wide Writing Rubric

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

Trumbull High School School-Wide Independent Learning and Thinking Rubric

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.

Culminating Personal Poetry Anthology

150 Points

DUE DATE: _____

At the heart of the class is inspiration and personal expression and you have been encouraged to express yourself in a variety of ways. This anthology should serve as a culminating experience for the class and for your time here at Trumbull High School. Your task is to compose, organize, and creatively organize an anthology of your own original writing.

Requirements:

1. **A creative Title Page and a Table of Contents:**
    a. You must choose a creative title, include your name as the author, and artistically render the cover so that it looks like the cover of a book. Think of something that represents you right now. It should be "so you" in fact that I should be able to guess that it is your anthology without seeing your name on the cover.
    b. You must title every poem, organize them in a distinct manner, and number them (either by hand or using the computer). These page numbers must appear accurately in your Table of Contents.
2. **Introduction** – Think of this as an extended poet's note. Your introduction must include:
    a. your experience composing these poems,
    b. what the poems represent about you,
    c. and how you have grown as a writer,
    d. what or who inspires you (a person, an author, nature, etc.) and why, and
    e. anything that you want to make me aware of in regard to poetic forms or content before I read.
3. **5-8 Original Poems**
    a. All poems must be typed.
    b. You can revise <u>up to three poems that you have already written</u> for the class. These should be recently and <u>substantially revised</u> - this means a draft beyond the one that you submitted to me for grading.
    c. Shorter poem equivalents: 3 haikus = one poem, 2 twenty-five word poems = one poem.
    d. I would love to see you run with different themes.
    e. You can include any type of expression.
    f. We will continue doing poetry exercises during class time. Any of these can appear in your anthology, but they MUST be polished and free from error.

4. ENDNOTE – This will appear on the back of your anthology. You must find a way to creatively conclude your anthology. These are your last words before I grade you. What do you want me to know?

Culminating Personal Poetry Anthology

Grading Rubric	**POINTS POSSIBLE**	**Points Earned**
Creative Title Page and Table of Contents - You have chosen a creative and fitting title for your anthology. The title page includes your name as the author, and offers an artistic rendering or image(s) so that it looks like the cover of a book. Both the title and the image(s) should wholly and appropriately reflect you and your work. You must title every poem, organize them in a purposeful and distinct manner, and number each of the pages (either by hand or using the computer). These page numbers must appear accurately in your Table of Contents so that I can easily navigate your anthology.	**10**	
Introduction - In a brief introduction, you must write about what these poems represent about you, your experience with composing them, your development as a writer over the semester, what or who inspires you (a person, an author, nature, etc.) and why.	**20**	
5-8 Original Poems All poems must be typed. You can use 3 poems that you have already submitted for this class, but they must be <u>substantially revised</u>. I would also love to see you run with different themes. Include any genre, any expression. Go out on a limb and try something new!	**100**	
Endnote - In a last note, you conclude your anthology in both a creative and summative manner. These are your last words before I grade you. What do you want me to know?	**10**	
Grammar, Mechanics and Formatting -		

All of your writing has been proofread and spell-checked. Ideally there are no errors in language or formatting. Remember that I am grading what I see so be sure that poems that depend upon visual form are laid out correctly.	**10**	
TOTAL:	**150**	

The Great Form Challenge Rubric

Trying to craft a poem with a strict form can be just as liberating, and sometimes easier, than creating one that is free of form where you have to establish your own rules. For this assignment, the goal is to craft THREE completely different form poems (if you choose haiku, you must write three of them to count as one form). See the Great Form Challenge Handout with examples and explanations.

_____/ 15 You have attempted three different forms.

_____/ 30 Your poems adhere exactly (or *very, very closely*) to the specified form.

_____/ 30 You have employed poetic devices that serve both the form and content of each poem.

_____/ 30 The content and form of each poem are mutually necessary. In other words, the form needs *that particular content* in order to succeed, and the content needs *that particular form* in order to succeed.

_____/ 15 Multiple drafts of each poem show a dedication to the editing and revision process.

_____/ 120 Total

The "Where I'm From" Poem Assignment

For this poem, you will give your reader insight into how your past has shaped your identity. Following a model, you will think back on different items, events, feelings, and anecdotes that truly had an impact on who you are becoming. Your poem should end with a final concluding thought about *who you are now*.

First, we will brainstorm a list to get you focused. We will view models and discuss the poet's craft (how they achieved their goal). Then, you will draft a poem and have opportunities to edit and revise in class before you submit a final version for grading.

There is no set structure requirement. I would suggest that you use free verse (no rhyme) unless rhyme happens naturally. Your poem should be at least four stanzas in length.

Grading:

Your poem follows the structure and format of the models provided, or employs another equally effective structure.	(10) _____
Your poem reveals exactly who you are through vivid descriptions of: items, events, anecdotes, feelings, values, people, etc.	(10) _____
Your poem has a final concluding thought about you that is skillfully aligned with the theme of the poem.	(5) _____
Your poem is original, creative, and effectively employs poetic devices such as simile, metaphor, imagery, etc.	(10) _____
All drafts are included with the final piece and indicate a commitment to revision.	(5) _____
Total:	(40) _____

Multi-Voice Poem – Rubric

Rubric	Points Possible	Points Earned
The poem has one focus (one topic).	5	
The poem has an easily accessible message that is best addressed by multiple voices.	10	
The voices are different and separate. They maintain their own distinct tone and purpose.	10	
Moments of overlap are clear, purposeful, and appropriate, effectively conveying the overall message of the poem.	5	
The poem offers a complete story or dialogue with a clear beginning, middle, and end.	5	
The poem effectively employs at least two distinct poetic devices that powerfully convey the meaning and message.	5	
Punctuation is purposeful, adding the correct pauses and effect to accurately portray the tone of the poem.	5	
The poem is free of mechanical and grammatical errors.	5	
The performance of the poem (your use of voice, gestures, placement "on stage") highlights the two voices and enhances the message.	10	
TOTAL	60	

Journey Poem

Poem Focuses – FIGURATIVE LANGUAGE and NARRATIVE POETRY

Figurative language is language that uses words or expressions with a meaning that is different from the literal interpretation. When a writer uses literal language, he or she is simply stating the facts as they are. Figurative language, in comparison, uses exaggerations or alterations to make a particular linguistic point. Figurative language is very common in poetry, but is also used in prose and nonfiction writing as well.

There are many different types of figurative language. Here are a few examples:

- **Simile:** A simile is a comparison between two dissimilar items that uses the words "like" or "as." One example of a simile would be to say, "Jamie runs as fast as a cheetah."
- **Metaphor:** A metaphor is a comparison between two dissimilar items, but it does not use like or as. One example of a metaphor would be to say, "Nobody invites Edward to parties because he is a wet blanket."
- **Personification:** When something that is not human is given human-like qualities, this is known as personification. An example of personification would be to say, "The leaves danced in the wind on the cold October afternoon."
- **Hyperbole:** Exaggeration, often in a humorous way, to make a particular point is known as hyperbole. One example of hyperbole would be to say, "My eyes widened at the sight of the mile-high ice cream cones we were having for dessert."
- **Onomatopoeia:** When you name an action by imitating the sound associated with it, this is known as onomatopoeia. One example of onomatopoeia would be to say, "The bees buzz angrily when their hive is disturbed."
- **Alliteration:** The repetition of the beginning sounds of words. An example would be "She sat in silence staring at the stars." You can also repeat sounds in the middle of words - assonance is the term for repeated vowel sounds and consonance is the term for repeated consonant sounds.
- **Symbolism:** Symbolism occurs when a noun which has meaning in itself is used to represent something entirely different. One example of symbolism would be to use an image of the American flag to represent patriotism and a love for one's country.

Narrative Poetry tells a story. It follows a similar structure as that for a short story or novel. There is a beginning, middle and end, as well as the usual literary devices such as character and plot. A narrative poem can take the form of rhyming couplets, or it can go more in the direction of prose poetry, in that the rhyme scheme is flexible. There are many variations on the theme of the narrative poem.

YOUR GOAL is to craft a poem about a journey. The motif is broad on purpose. I want to see how creative you can be and the lengths that you can go to in order to craft something that tells a story, is meaningful, and manipulates language in a manner that is authentic and unique.

	Potential Points	Points Earned
Content The poem has depth and a clear message. This message is the central focus and is creatively woven throughout the poem.	15	
Use of Figurative Language The poem utilizes figurative language in a manner that heightens meaning. Aside from demonstrating the poet's keen understanding of the concept, figurative language may also add to the poem in a stylistic fashion.	15	
Narrative Form The poem has a clear story with a distinct beginning, middle, and end.	10	
Punctuation Punctuation has been carefully and purposefully chosen. The punctuation marks (, . ; : ? ! -) serve to convey and clarify the message of the poem.	5	
Editing and Revision You have included all of your rough drafts and editing sheets. These drafts demonstrate a commitment to revision, displaying the substantial changes that occurred between drafts.	5	
TOTAL	50	

Love Letter From One Object to Another

Your challenge is to create a love poem from one inanimate object to another, modeled after Sarah Kay's poem "A Love Letter..." This poem challenges you to be witty and to employ puns that highlight the characteristics of each object. Make careful decisions about:

- Which object is the speaker and which object is the subject
- Which characteristics you will highlight from each object
- Which poetic devices, besides puns, will help you achieve your message

It is more difficult than it seems to write a well-crafted poem. It is easy enough to simply make a list of ten items or ideas; your challenge is to make that list both narrative and poetic.

Message - Your poem says something meaningful about love or relationships.	10	
Poetic Devices - You have used poetic devices to carefully and purposefully convey the message of your poem. These devices transform your writing into a poem rather than a chronicling of characteristics or statements.	10	
Characteristics- You have made full use of the characteristics of your object. Use all of your senses. Consider both connotation and denotation of words and employ them to your advantage. Based on characteristics, you have made a purposeful decision about which item is the speaker and which item is the subject of the poem.	15	
Spelling, Grammar, Punctuation, Organization - Your poem contains no grammatical or spelling errors. Punctuation is purposeful and contributes to the overall message of the poem. The content and structure of your poem are effectively organized to convey your message.	5	
Total	40	

Ekphrasis Poem

From poets.org: "A poem based on a picture or work of art is called an ekphrasis...The poet Alfred Corn states in his essay on the history of ekphrastic verse, '...a poem can provide new aspects for a work of visual art.' In an interview, Mary Jo Bang described her own approach to ekphrastic poems: 'I am taking an existing work of art and rewriting over it. I'm imposing a new narrative on it, one that is partially suggested by the artwork itself and partially by something that comes from within. Sometimes that thing is an autobiographical moment, sometimes it's a larger concern, social or political or intellectual.'"

Select a picture or piece of art to study. It can contain people or not - the content is entirely up to you. Your task is to place a context onto the image for the viewer.

- What do you want the viewer and reader to know about this piece of art?
- What's important that they might not realize at first glance?
- What story behind the story needs to be told?
- What tone or mood do you want to convey and why?

One way to accomplish this is to start the viewer at a specific point in the art. You should "zoom in" on this point to focus them and ground your story. Then, zoom out from that point referencing the composition of the art, in order to give the picture context. Zooming out also allows you to make a statement about the world, people, or yourself.

- Where do you want your viewer to begin looking?
- What do you want them to see?
- Where do you want them to stop looking? What do you want their last focus to be?

_____ **15 points** - **Poetic devices**

You have employed ample and appropriate poetic devices to describe the image and its importance to the reader. These may include but are not limited to: imagery, simile and metaphor, symbol, rhyme and other sound devices. The devices create (or recreate) the scene for your reader, bringing the content that you are choosing to highlight to life.

_____ **15 points** - **Moving Beyond the image**

You have used the poem to convey a story beyond the picture. You should strive to reveal something about yourself, the world, or human nature.

_____ **5 points** - **Mechanics and punctuation**

Not only have you spell checked your poem, but you have made purposeful choices regarding grammar and punctuation. It is readily apparent to the reader that any rule breaking is intentional and not the result of a careless mistake or typographical error.

_ _ _ _ _ _ _ _ _ _ _ 35 points - <u>Total</u>

Personal Mantra/Advice Poem

Typed Rough Draft due – _____
Final Draft due – _____

Task:

For this assignment you will use a personal mantra, or piece of advice, as the focus of the poem. Mantra comes from both Buddhism and Hinduism and refers to a word or a sound that was repeated to aid concentration while meditating (think om ॐ). In Sanskrit, it means the thought behind the action. In our western culture, mantras are words or phrases that drive or center us and ideas that we look to for guidance, encouragement, wisdom , inspiration, motivation, to move us to do the things we do.

For example:

- On my website I have a link to George Watsky performing "Go Big, Young Friends." I believe that the title of the poem is a mantra and his verses wholeheartedly embody the sentiment to "go big."
- I find myself quoting Nietzsche frequently when I say "That which does not kill you will make you stronger" and one by Brene Brown, "If you're not in the arena also getting your ass kicked, I am not interested in your feedback." I am attempting to write a poem that defines what this means for me in my life. I will eventually share it with you.

Once you have chosen a personal mantra to serve as your title, you must then craft a poem that embodies the essence or the meaning of your mantra. The poem can be written in whatever form you see fit, but it must come to empower your mantra and breathe life into it.

Grading:

_____ (10 pts) Your chosen mantra

_____ (20 pts) How well you depict your mantra over the course of the poem

_____ (10 pts) How well you enhance your message through stylistic and poetic choices (whether or not to rhyme, how to format the poem, figurative language, etc.)

_____ (10 pts) How well you convey your voice and your connection to the mantra

_____ (50 pts) Total

Poetry Slam Reflection

1. What group were you originally part of? _____

2. Describe, **in detail**, how you contributed any and all Poetry Slam and Hype Day efforts during the weeks we worked on it in Q4 (so from 4/5/22 to 5/13/22). Offer **specific examples** of responsibilities that *you* shouldered individually and tasks that *you* completed. Where can I locate the work that you produced?

3. Rate yourself on the following scale where 1 is low and 5 is high:

	Low -1	2	3	4	High-5
Your ability to anticipate planning needs and offer assistance					
Your ability to use class time effectively to plan and execute tasks					
Your ability to work effectively with others to complete tasks					
Your ability to work effectively on your own to complete tasks					
The amount of time you volunteered outside of class to help with planning and tasks					
The quality of work you produced					

The quantity of work you produced					

4. If you could go back and change anything about your individual participation and effort, would you? Explain.

5. Do you have any questions or comments at this time?

Notes-Quotes-Questions-Epiphanies

✍️Notes (summary/events)	🤓Quotes (writer's craft or significant passages)
❓Questions (what does it leave you wondering?)	💡Epiphanies (big realizations)

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Advanced College Prep Algebra I
Grade 9

2024

Curriculum Writing Team

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ACP Algebra I
Grade

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The Trumbull Board of Education promotes non-discrimination in all of its programs, including educational opportunities and services provided to students, student assignment to schools and classes, and educational offerings and materials.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning that 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.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Advanced College Preparatory Algebra I is a prerequisite for all high school and college mathematics and thus provides a necessary foundation for higher-level mathematics. Students develop abstract reasoning and critical thinking skills, develop a better understanding of the world in which they live, and become better able to correctly apply mathematical knowledge when required. The focus areas of Algebra 1 help students gain strong foundations, including a solid understanding of concepts, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the classroom.

COURSE GOALS

The following course goals are from the 2010 Connecticut Common Core State Standards for Mathematics and apply to all units:

N-RN The Real Number System
Extend the properties of exponents to radical exponents. Use properties of rational and irrational numbers.

N-Q Quantities
Reason quantitatively and use units to solve problems.

A-SSE Seeing Structure in Expressions
Interpret the structure of expressions. Write expressions in equivalent forms to solve problems.

A-APR Arithmetic with Polynomials and Rational Expressions
Perform arithmetic operations on polynomials. Understand the relationship between zeros and factors of polynomials.

A-CED Creating Equations
Create equations that describe numbers or relationships.

A-REI Reasoning with Equations and Inequalities
Understand solving equations as a process of reasoning and explain the reasoning. Solve equations and inequalities in one variable. Solve systems of equations. Represent and solve equations and inequalities graphically.

F-IF Interpreting Functions
Understand the concept of a function and use function notation. Interpret functions that arise in applications in terms of the context. Analyze functions using different representations.

F-BF Building Functions
Build a function that models a relationship between two quantities. Build new functions from existing functions.

F-LE Linear, Quadratic, and Exponential Models
Construct and compare linear, quadratic, and exponential models and solve problems. Interpret expressions for functions in terms of the situation they model.

S-ID Interpreting Categorical and Quantitative Data
Summarize, represent, and interpret data on a single count or measurement variable. Summarize, represent, and interpret data on two categorical and quantitative variables. Interpret linear models.

S-IC Making Inferences and Justifying Conclusions
Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

S-CP Conditional Probability and the Rules of Probability
Understand independence and conditional probability and use them to interpret data.

COURSE ENDURING UNDERSTANDINGS

Students will understand that…

- linear, exponential, and quadratic equations can be used to model real-life situations.
- technology can help them analyze, organize, and display data to support their conclusions.
- make sense of problems and persevere in solving them.
- reason abstractly and quantitatively.
- model with mathematics.
- use appropriate tools strategically.
- attend to precision.

COURSE ESSENTIAL QUESTIONS

- What is an expression?
- What is an equation?
- What is a sequence?
- How can patterns be represented?
- What are arithmetic and geometric sequences?
- What does equality mean?
- What is an inequality?
- How can we use linear equations and linear inequalities to solve real-world problems?
- What is a solution set for a linear equation or linear inequality?
- What is a function?
- What are the different ways in which functions may be represented?
- How can functions be used to model real-world situations, make predictions, and solve problems?
- What is a linear function?
- What are the different ways that linear functions may be represented?
- What is the significance of a linear function's slope and *y*-intercept?
- How do linear functions model real-world situations?
- How are parallel and perpendicular lines related?
- How do we make predictions and informed decisions based on current numerical information?
- What are the advantages and disadvantages of analyzing data by hand versus by using technology?
- What is the potential impact of deciding data that contains one or more outliers?
- What does the number of solutions (none, one, or infinite) of a system of linear equations represent?
- What are the advantages and disadvantages of solving a system of linear equations graphically versus algebraically?
- What characterizes exponential growth and decay?
- What are real-world models of exponential growth and decay?
- What are the limitations of exponential growth models?
- How can one differentiate an exponential model from a linear model?
- How is the factoring of polynomials related to the multiplication of polynomials?
- What is the best method for solving a quadratic equation?

COURSE KNOWLEDGE & SKILLS

Students will:

- examine patterns to determine whether the pattern is arithmetic or geometric
- use recursive and explicit forms of sequences
- determine if sequences represent linear or exponential functions
- solve multistep linear equations and inequalities
- determine what causes a linear equation to have no solution or infinite solution
- determine if relations are functions
- identify parent functions
- use function notation
- graph linear functions
- write equations of lines in slope intercept form, point-slope form, and standard form
- explore parallel and perpendicular lines
- find trend lines, lines of best fit, and regression equations
- solve systems of linear equations using graphing, substitution, and elimination
- solve systems of linear inequalities using graphing
- simplify expressions using properties of exponents
- identify and write equations involving exponential growth and decay
- explore real-life applications of functions
- simplify polynomial expressions
- factor polynomial expressions with a focus on quadratic expressions
- solve quadratic equations

COURSE SYLLABUS

Course Name

Advanced College Prep Algebra I

Level

Advanced College Prep

General Description of the Course

In this curriculum, students will learn function notation and develop the concepts of domain and range. They explore many examples of functions, including sequences; they interpret functions given graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. Students build on and informally extend their understanding of integer exponents to consider exponential functions. Students explore systems of equations and inequalities, and they find and interpret their solutions. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions.

Students build on prior experiences with data, which provides a more formal means of assessing how a model fits data. Students use regression techniques to describe approximately linear relationships between quantities. They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. With linear models, they look at residuals to analyze the goodness of fit.

Students consider quadratic functions, comparing the key characteristics of quadratic functions to those of linear and exponential functions. They select from among these functions to model phenomena. Students learn to anticipate the graph of a quadratic function by interpreting various forms of quadratic expressions. In particular, they identify the real solutions of a quadratic equation as the zeros of a related quadratic function.

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit tickets

Summative assessments can include, but are not limited to::

- Individual and group assessments
- Common end-of-unit assessments
- Common end-of-semester examination

Core Texts & Resources

- CSDE CCSS https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1
- TI 84, or 84+ Graphing Calculator

Unit P
Prerequisite Material

Unit Goals

At the completion of this unit, students will be able to:

- Simplify expressions using order of operations
- Combine like terms
- Solve one and two-step equations
- Proportions

2010 Connecticut Common Core State Standards for Mathematics

Standards (Priority Standards in Bold)

8EE 7. Solve linear equations in one variable.

a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).

b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

A-SSE 1. Interpret expressions that represent a quantity in terms of its context.

a. Interpret parts of an expression, such as terms, factors, and coefficients.

b. Interpret complicated expressions by viewing one or more of their parts as a single entity...

A-SSE 3. (part) Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

A-CED 1. (part) Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear functions.*

A-CED 4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law V = IR to highlight resistance R.*

A-REI 1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

A-REI 3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Unit Essential Questions

- What is an expression?
- What is an equation?

Unit Essential Vocabulary

Equation	Expression	Like Terms
Order of Operations	Proportion	Simplify
Solve		

Scope and Sequence

1. Students will simplify numerical expressions using order of operations.
2. Students will simplify algebraic expressions by combining like terms.
3. Students will solve one-step equations and two-step equations.
4. Students will solve proportions.

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit tickets

Summative assessments:

- Individual and group assessments
- Common end-of-unit assessments
- Common end-of-semester examination

Resources

- CSDE CCSS https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1
- TI 84, or 84+ Graphing Calculator

Time Allotment

- 7 days

Unit 1
Patterns

Unit Goals

At the completion of this unit, students will be able to:

- Recognize patterns that are linear and exponential
- Build a function that models a relationship between two quantities

.

2010 Connecticut Common Core State Standards for Mathematics

Standards (Priority Standards in Bold)

F-IF 3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.

F-BF 1. Write a function that describes a relationship between two quantities.*

a. Determine an explicit expression, a recursive process, or steps for calculation from a context.

F-BF 2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.*

Unit Essential Questions

- What is a sequence?
- How can patterns be represented?
- What are arithmetic and geometric sequences?

Unit Essential Vocabulary

Arithmetic Sequence	Explicit Rule	Geometric Sequence	Integer
N^{th} term	Recursive Rule	Symbolic Algebraic Expression	

Scope and Sequence

1. Students will represent patterns with tables, graphs, and symbolic rules.
2. Students will understand the difference between recursive rule versus explicit rule.
3. Students will recognize and analyze arithmetic sequences.
4. Students will recognize and analyze geometric sequences.

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit tickets

Summative assessments:

- Individual and group assessments
- Common end-of-unit assessments
- Common end-of-semester examination

Resources

- CSDE CCSS https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1
- TI 84, or 84+ Graphing Calculator

Time Allotment

- 9 days

UNIT 2
Linear Equations and Inequalities

Unit Goals

At the completion of this unit, students will be able to:

- Solve linear equations involving multi-steps and variables on both sides
- Solve equations involving coefficients that are real numbers
- Solve linear inequalities involving multi-steps and variables on both sides
- Graph the solution to linear inequalities

2010 Connecticut Common Core State Standards for Mathematics

Standards (Priority Standards in Bold)

8EE 7. Solve linear equations in one variable.

a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).

b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

A-SSE 1. Interpret expressions that represent a quantity in terms of its context.

a. Interpret parts of an expression, such as terms, factors, and coefficients.

b. Interpret complicated expressions by viewing one or more of their parts as a single entity...

A-SSE 3. (part) Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

A-CED 1. (part) Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear functions.*

A-CED 4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law V = IR to highlight resistance R.*

A-REI 1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

A-REI 3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

N-Q 1 Use units as a way to understand problems and to guise the solution of multi-step problems; choose and interpret units consistently in formulas….

N-Q 2 Define appropriate quantities for the purpose of descriptive modeling.

N-Q 3 Choose a level of accuracy appropriate to limitations on measurements when reporting quantities.

Unit Essential Questions

- What does equality mean?
- What is an inequality?
- How can we use linear equations and linear inequalities to solve real-world problems?
- What is a solution set for a linear equation or linear inequality?

Unit Essential Vocabulary

Algebraic expression	All Real Numbers	Coefficient	Constant
Commutative property	Distributive property	Equation	Evaluate
Inequality	Integers	Inverse operations	Linear inequalities
Order of operations	Properties of equality	Real numbers	Simplify
Solve	Variable		

Scope and Sequence

1. Students will write, simplify, and model situations involving linear equations.
2. Students will use the commutative, associative, and distributive properties to solve multi-step equations.
3. Students will write, simplify, and model situations involving linear inequalities.

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit tickets

Summative assessments:

- Individual and group assessments
- Common end-of-unit assessments
- Common end-of-semester examination

Resources

- CSDE CCSS https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1
- TI 84, or 84+ Graphing Calculator

Time Allotment

- 13 days

UNIT 3
Functions

Unit Goals

At the completion of this unit, students will be able to:

- Understand the concept of a function and use function notation
- Interpret functions that arise in applications in terms of the context
- Analyze functions using different representations

2010 Connecticut Common Core State Standards for Mathematics

Standards (Priority Standards in Bold)

8F 1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.

8F 2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.*

8F 5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

A-CED 2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

A-CED 10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

F-IF 1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.

F-IF 2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

F-IF 4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative....

F-IF 5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.**

F-IF 9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

Unit Essential Questions

- What is a function?
- What are the different ways in which functions may be represented?
- How can functions be used to model real-world situations, make predictions, and solve problems?

Unit Essential Vocabulary

Absolute Value Function	Continuous	Cubic Function	Dependent Variable
Discrete	Domain	Evaluating a Function	Exponential Function
Function	Function Notation	Independent Variable	Input
Interval Notation	Linear Function	Mapping Diagram	Ordered Pair
Output	Parabola	Quadratic Function	Range
Relation	Reciprocal Function	Set-Builder Notation	Square Root Function
Step Function	Table	Vertical Line Test	

Scope and Sequence

1. Students will be introduced to the concept of a function.
2. Students will be able to identify relationships that are functions
3. Students will learn how to define the domain and range of discrete and continuous functions.
4. Students will organize and analyze data in tables and graphs and use the information to describe relationships.
5. Students will be introduced to function notation and will evaluate functions.
6. Students will be exposed to parent functions, with an emphasis on linear, exponential, and quadratic functions.

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit tickets

Summative assessments:

- Individual and group assessments
- Common end-of-unit assessments
- Common end-of-semester examination

Resources

- CSDE CCSS https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1
- TI 84, or 84+ Graphing Calculator

Time Allotment

- 14 days

UNIT 4
Linear Functions

Unit Goals

At the completion of this unit, students will be able to:

- Write linear functions in slope-intercept form, point-slope form, and standard form
- Calculate and interpret the slope of a line
- Understand the graph of linear functions
- Apply linear functions to real-world applications

2010 Connecticut Common Core State Standards for Mathematics

Standards (Priority Standards in Bold)

F-IF 6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*

F-IF 7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*

a. Graph linear ...functions and show intercepts…

F-IF 8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

F-LE 1. Distinguish between situations that can be modeled with linear functions [and with exponential functions].

a. Prove that linear functions grow by equal differences over equal intervals...

b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another....

F-LE 2. Construct linear ... functions, including arithmetic ... sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

F-LE 5. Interpret the parameters in a linear ... function in terms of a context.

Unit Essential Questions

- What is a linear function?
- What are the different ways that linear functions may be represented?
- What is the significance of a linear function's slope and *y*-intercept?
- How do linear functions model real-world situations?
- How are parallel and perpendicular lines related?

Unit Essential Vocabulary

Dependent Variable	Independent Variable	Initial Value	Linear Function
Linear Inequality	Linear Models	Nonlinear Function	Parallel
Parameters	Perpendicular	Point-Slope Form	Rate of Change
Slope	Slope-Intercept Form	Standard Form	Unit Rate
Velocity	x-intercept	y-intercept	

Scope and Sequence

1. Students will graph linear functions.
2. Students will write linear equations in slope-intercept form and point-slope form.
3. Students will interpret the meaning of slope and y-intercept.
4. Students will understand the relationship between parallel and perpendicular lines.

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit tickets

Summative assessments:

- Individual and group assessments
- Common end-of-unit assessments
- Common end-of-semester examination

Resources

- CSDE CCSS https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1
- TI 84, or 84+ Graphing Calculator

Time Allotment

- 19 days

UNIT 5
Scatter Plots & Trend Lines

Unit Goals

At the completion of this unit, students will be able to:

- Summarize and interpret data using one variable statistics
- Represent data using linear models
- Interpret linear models

2010 Connecticut Common Core State Standards for Mathematics

Standards (Priority Standards in Bold)

8-SP 1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

8-SP 2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.

8-SP 3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.*

S-ID 2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range) of two or more different data sets.

S-ID 3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

S-ID 6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.

c. Fit a linear function for a scatter plot that suggests a linear association.

S-ID 7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

S-ID 8. Compute (using technology) and interpret the correlation coefficient of a linear fit.

S-ID 9. Distinguish between correlation and causation.

Unit Essential Questions

- How do we make predictions and informed decisions based on current numerical information?
- What are the advantages and disadvantages of analyzing data by hand versus by using technology?
- What is the potential impact of deciding data that contains one or more outliers?

Unit Essential Vocabulary

Boxplot	Causation	Correlation	Correlation coefficient
Data	Dependent variable	Distribution	Graphical representation
Independent variable	Interquartile range (IQR)	Line of best fit	Linear regression
Linear relationship/model	Mean (average)	Median	Measures of central tendency
Mode	Nonlinear relationship/model	Outlier	Prediction
Regression equation	Scale	Scatter plot	Skewed distribution
Slope	Trend line	Variable	

Scope and Sequence

1. Use five number summaries to create box and whisker plots
2. Fit trend lines to a scatter plot
3. Make predictions from trend lines
4. Calculate linear regression equations and find the correlation coefficient

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit tickets

Summative assessments:

- Individual and group assessments
- Common end-of-unit assessments
- Common end-of-semester examination

Resources

- CSDE CCSS https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1
- TI 84, or 84+ Graphing Calculator

Time Allotment

- 10 days

UNIT 6
Systems of Linear Equations

Unit Goals

At the completion of this unit, students will be able to:

- Solve systems of linear equations graphically
- Solve systems of linear equations using algebraic methods
- Identify if systems of linear equations are consistent or inconsistent

2010 Connecticut Common Core State Standards for Mathematics

Standards (Priority Standards in Bold)

A-CED 3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.

A-REI 5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

A-REI 6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

A-REI 11. Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear functions.*

Unit Essential Questions

- What does the number of solutions (none, one, or infinite) of a system of linear equations represent?
- What are the advantages and disadvantages of solving a system of linear equations graphically versus algebraically?

Unit Essential Vocabulary

Breakeven Point	Consistent	Elimination Method
Inconsistent	Infinite Solution	Parallel
Solution	Substitution Method	System of Linear Equations

Scope and Sequence

1. Students will represent, compare, and analyze two linear equations, look for common solutions, and use this information to make choices between competing situations in real-world contexts.
2. Students will solve systems of equations graphically and algebraically.
3. Students will explain what the solution of a system of linear equations represents in the contexts of various applications.
4. Students will explore the special cases of parallel lines (no solution) and identical lines (infinite solutions).

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit tickets

Summative assessments:

- Individual and group assessments
- Common end-of-unit assessments
- Common end-of-semester examination

Resources

- CSDE CCSS https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1
- TI 84, or 84+ Graphing Calculator

Time Allotment

- 11 days

UNIT 7
Introduction to Exponential Functions

Unit Goals

At the completion of this unit, students will be able to:

- Simplify expressions using the properties of exponents
- Graph and write exponential functions

2010 Connecticut Common Core State Standards for Mathematics

Standards (Priority Standards in Bold)

A-SSE 1b. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret* $P(1+r)^n$ *as the product of P and a factor not depending on P.*

A-SSE 3c. Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15^t can be rewritten as $[1.15^{(1/12)}]^{(12t)} \approx 1.012^{(12t)}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

F-IF 7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*

e. Graph exponential ... functions, showing intercepts and end behavior... F-IF 8b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{(t/10)}$, and classify them as representing exponential functions.

F-BF 2. Write ... geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.*

F-LE 1. Distinguish between situations that can be modeled with linear functions and with exponential functions.

a. Prove ... that exponential functions grow by equal factors over equal intervals....

c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

F-LE 2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

F-LE 3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly...

F-LE 5. Interpret the parameters in a ... exponential function in terms of a context.

Unit Essential Questions

- What characterizes exponential growth and decay?
- What are real-world models of exponential growth and decay?
- What are the limitations of exponential growth models?
- How can one differentiate an exponential model from a linear model?

Unit Essential Vocabulary

Decay Factor	Decay Rate	Doubling
Exponential Decay	Exponential Function	Exponential Growth
Growth Factor	Growth Rate	Half-Life
Percent	Quadrupling	Tripling

Scope and Sequence

1. Students will investigate the properties of exponents.
2. Students will write equations of exponential functions.
3. Students will graph exponential functions.
4. Students will identify the real-world meaning of the initial value and the growth/decay factor.

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit tickets

Summative assessments:

- Individual and group assessments
- Common end-of-unit assessments
- Common end-of-semester examination

Resources

- CSDE CCSS https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1
- TI 84, or 84+ Graphing Calculator

Time Allotment

- 11 days

UNIT 8
Quadratic Functions and Equations

Unit Goals

At the completion of this unit, students will be able to:

- Add, subtract, and multiply polynomial expressions
- Factor polynomial expressions with a focus on quadratic functions
- Solve quadratic equations

2010 Connecticut Common Core State Standards for Mathematics

Standards (Priority Standards in Bold)

8EE 2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.

A-SSE 3. a Factor a quadratic expression to reveal the zeros of the function it defines. b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.

A-APR 1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

A-CED 1. Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from ...quadratic functions ...*

A-CED 2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

F-IF 4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries... *

Unit Essential Questions

- How is the factoring of polynomials related to the multiplication of polynomials?
- What is the best method for solving a quadratic equation?

Unit Essential Vocabulary

Binomial	Coefficient	Constant Term	Cubic
Decreasing	Expanded Form	Factored Form	Increasing
Leading Coefficient	Monomial	Quadratic Formula	Quadratic Function
Quadratic Equation	Quadratic	Parabola	Parameter
Polynomial	Quadratic	Standard Form	Trinomial
Vertex	x-intercepts	y-intercept	Zero Product Property

Scope and Sequence

1. Students will perform operations with polynomial expressions
2. Students will factor using the Greatest Common Factor
3. Students will factor quadratic expressions
4. Students will factor by grouping
5. Students will solve quadratic equations using the square root method, factoring, and the quadratic formula

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit tickets

Summative assessments:

- Individual and group assessments
- Common end-of-unit assessments
- Common end-of-semester examination

Resources

- CSDE CCSS https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1
- TI 84, or 84+ Graphing Calculator

Time Allotment

- 27 days

COURSE CREDIT

1.0 credits in mathematics
One class period for one year

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TPS VISION OF THE GRADUATE SKILLS AND DISPOSITIONS



ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Problem-Solving Rubric
- Trumbull High School School-Wide Independent Learning and Thinking Rubric

Trumbull High School School-Wide Problem Solving Through Critical Thinking Rubric

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Understanding X_____	• Student demonstrates clear understanding of the problem and the complexities of the task	• Student demonstrates sufficient understanding of the problem and most of the complexities of the task	• Student demonstrates some understanding of the problem but requires assistance to complete the task	• Student demonstrates limited or no understanding of the fundamental problem after assistance with the task
Research X_____	• Student gathers compelling information from multiple sources including digital, print, and interpersonal	• Student gathers sufficient information from multiple sources including digital, print, and interpersonal	• Student gathers some information from few sources including digital, print, and interpersonal	• Student gathers limited or no information
Reasoning and Strategies X_____	• Student demonstrates strong critical thinking skills to develop a comprehensive plan integrating multiple strategies	• Student demonstrates sufficient critical thinking skills to develop a cohesive plan integrating strategies	• Student demonstrates some critical thinking skills to develop a plan integrating some strategies	• Student demonstrates limited or no critical thinking skills and no plan
Final Product and/or Presentation X_____	• Solution shows deep understanding of the problem and its components • Solution shows extensive use of 21st-century technology skills	• Solution shows sufficient understanding of the problem and its components • Solution shows sufficient use of 21st-century technology skills	• Solution shows some understanding of the problem and its components • Solution shows some use of 21st-century technology skills	• Solution shows limited or no understanding of the problem and its components • Solution shows limited or no use of 21st-century technology skills

Trumbull High School School-Wide Writing Rubric

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

Trumbull High School School-Wide Independent Learning and Thinking Rubric

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 Final 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 and its components • Solution shows limited or no application of 21st-century skills

ACP Algebra I Pacing Guide

P. Prerequisites: 7 Days

Days	*Topics*
1	Simplify expressions using order of operations
1	Combine like terms
2	Solving One-Step and Two-Step Equations
1	Proportions
1	Review
1	Assessment

1. Patterns: 9 Days

Days	*Topics*
1	Representing patterns
1	Patterns with integers
2	Arithmetic sequences
2	Geometric sequences
1	Patterns with Fractals
1	Review
1	Assessment

2. Linear Equations and Inequalities: 13 Days

Days	*Topics*
1	Solving equations variables both sides
2	Solving equations using the distributive property
2	Fraction busting and solving with noninteger coefficients
1	Review
1	Assessment
4	Linear inequalities
1	Review
1	Assessment

3. Functions: 14 Days

Days	*Topics*
1	Representing Relations and Functions
1	What is a Function?
1	Parent Functions
3	Function Notation
1	Assessment
1	Graphing Functions
3	Domain and Range of Functions
1	Review
1	Test

4. Linear Functions: 19 Days

Days	*Topics*
2	Rate of Change and Slope
2	Slope-Intercept Form
3	Point-Slope Form
2	Standard Form
1	Review
1	Assessment
3	Parallel and Perpendicular Lines
1	Review
1	Assessment
2	Linear Inequalities
1	Assessment

Midterm Exam Review (3 Days)

—----------END of SEMESTER 1—----------

5. Scatter Plots & Trend Lines: 10 days

Days	*Topics*
2	Five-number summary/Box and whisker
2	Scatterplots and Trend Lines
2	Linear Regression
4	Project

6. Systems of Linear Equations: 11 days

Days	*Topics*
1	Solving by graphing
2	Solving using substitution
2	Solving using elimination
1	Review
1	Assessment
2	Applications of linear systems
1	Review
1	Assessment

7. Introduction to Exponential Functions: 11 days

Days	*Topics*
4	Exponent properties
1	Review
1	Assessment
1	Exponential Functions
2	Percents
2	Exponential Growth and Decay
1	Review
1	Assessment

8. Quadratic Functions and Equations: 27 days

Days	*Topics*
2	Adding and subtracting polynomials
3	Multiplying polynomials
1	Review
1	Assessment
5	Factoring Polynomials
1	Review
1	Assessment
2	Simplifying square roots
1	Solving square root property
1	Solving zero product property
4	Solving by factoring
3	Solving using the quadratic formula
1	Review
1	Assessment

Final Exam Review (3 Days)

—----------END of SEMESTER 2—----------

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

College Prep Algebra I
Grade 9

2024

Curriculum Writing Team

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CP Algebra I
Grade

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The Trumbull Board of Education promotes non-discrimination in all of its programs, including educational opportunities and services provided to students, student assignment to schools and classes, and educational offerings and materials.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning that 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.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

College Preparatory Algebra I is a prerequisite for all high school and college mathematics and thus provides a necessary foundation for higher-level mathematics. Students develop abstract reasoning and critical thinking skills, develop a better understanding of the world in which they live, and become better able to correctly apply mathematical knowledge when required. The focus areas of Algebra 1 help students gain strong foundations, including a solid understanding of concepts, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the classroom.

COURSE GOALS

The following course goals are from the 2010 Connecticut Common Core State Standards for Mathematics and apply to all units:

N-RN The Real Number System
Extend the properties of exponents to radical exponents. Use properties of rational and irrational numbers.

N-Q Quantities
Reason quantitatively and use units to solve problems.

A-SSE Seeing Structure in Expressions
Interpret the structure of expressions. Write expressions in equivalent forms to solve problems.

A-APR Arithmetic with Polynomials and Rational Expressions
Perform arithmetic operations on polynomials. Understand the relationship between zeros and factors of polynomials.

A-CED Creating Equations
Create equations that describe numbers or relationships.

A-REI Reasoning with Equations and Inequalities
Understand solving equations as a process of reasoning and explain the reasoning. Solve equations and inequalities in one variable. Solve systems of equations. Represent and solve equations and inequalities graphically.

F-IF Interpreting Functions
Understand the concept of a function and use function notation. Interpret functions that arise in applications in terms of the context. Analyze functions using different representations.

F-BF Building Functions
Build a function that models a relationship between two quantities. Build new functions from existing functions.

F-LE Linear, Quadratic, and Exponential Models
Construct and compare linear, quadratic, and exponential models and solve problems. Interpret expressions for functions in terms of the situation they model.

S-ID Interpreting Categorical and Quantitative Data
Summarize, represent, and interpret data on a single count or measurement variable. Summarize, represent, and interpret data on two categorical and quantitative variables. Interpret linear models.

S-IC Making Inferences and Justifying Conclusions
Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

S-CP Conditional Probability and the Rules of Probability
Understand independence and conditional probability and use them to interpret data.

COURSE ENDURING UNDERSTANDINGS

Students will understand that…

- linear, exponential, and quadratic equations can be used to model real-life situations.
- technology can help them analyze, organize, and display data to support their conclusions.
- make sense of problems and persevere in solving them.
- reason abstractly and quantitatively.
- model with mathematics.
- use appropriate tools strategically.
- attend to precision.

COURSE ESSENTIAL QUESTIONS

- What is an expression?
- What is an equation?
- What is a sequence?
- How can patterns be represented?
- What are arithmetic and geometric sequences?
- What does equality mean?
- What is an inequality?
- How can we use linear equations and linear inequalities to solve real-world problems?
- What is a solution set for a linear equation or linear inequality?
- What is a function?
- What are the different ways in which functions may be represented?
- How can functions be used to model real-world situations, make predictions, and solve problems?
- What is a linear function?
- What are the different ways that linear functions may be represented?
- What is the significance of a linear function's slope and *y*-intercept?
- How do linear functions model real-world situations?
- How do we make predictions and informed decisions based on current numerical information?
- What are the advantages and disadvantages of analyzing data by hand versus by using technology?
- What is the potential impact of deciding data that contains one or more outliers?
- What does the number of solutions (none, one, or infinite) of a system of linear equations represent?
- What are the advantages and disadvantages of solving a system of linear equations graphically versus algebraically?
- What characterizes exponential growth and decay?
- What are real-world models of exponential growth and decay?
- What are the limitations of exponential growth models?
- How can one differentiate an exponential model from a linear model?
- How is the factoring of polynomials related to the multiplication of polynomials?

COURSE KNOWLEDGE & SKILLS

Students will:

- examine patterns to determine whether the pattern is arithmetic or geometric
- use recursive and explicit forms of sequences
- determine if sequences represent linear or exponential functions
- solve multistep linear equations and inequalities
- determine what causes a linear equation to have no solution or infinite solution
- determine if relations are functions
- identify parent functions
- use function notation
- graph linear functions
- write equations of lines in slope intercept form and point-slope form
- find trend lines, lines of best fit, and regression equations
- solve systems of linear equations using graphing, substitution, and elimination
- solve systems of linear inequalities using graphing
- simplify expressions using properties of exponents
- identify and write equations involving exponential growth and decay
- explore real-life applications of functions
- simplify polynomial expressions
- factor polynomial expressions with a focus on quadratic expressions
- solve quadratic equations

Course Name

College Prep Algebra I

Level

College Prep

General Description of the Course

In this curriculum, students will learn function notation and develop the concepts of domain and range. They explore many examples of functions, including sequences; they interpret functions given graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. Students build on and informally extend their understanding of integer exponents to consider exponential functions. Students explore systems of equations and they find and interpret their solutions. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions.

Students build on prior experiences with data, which provides a more formal means of assessing how a model fits data. Students use regression techniques to describe approximately linear relationships between quantities. They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. With linear models, they look at residuals to analyze the goodness of fit.

Students will consider quadratic functions and compare them to those of linear and exponential functions. They will begin to solve these functions using various techniques to help them in future math classes.

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit tickets

Summative assessments can include, but are not limited to::

- Individual and group assessments
- Common end-of-unit assessments
- Common end-of-semester examination

Core Texts & Resources

- CSDE CCSS https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1
- TI 84, or 84+ Graphing Calculator

Unit P
Prerequisite Material

Unit Goals

At the completion of this unit, students will be able to:

- Simplify expressions using order of operations
- Combine like terms
- Solve one and two-step equations
- Proportions

2010 Connecticut Common Core State Standards for Mathematics

Standards (Priority Standards in Bold)

8EE 7. Solve linear equations in one variable.

a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).

b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

A-SSE 1. Interpret expressions that represent a quantity in terms of its context.

a. Interpret parts of an expression, such as terms, factors, and coefficients.

b. Interpret complicated expressions by viewing one or more of their parts as a single entity...

A-SSE 3. (part) Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

A-CED 1. (part) Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear functions.*

A-CED 4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law V = IR to highlight resistance R.*

A-REI 1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

A-REI 3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Unit Essential Questions

- What is an expression?
- What is an equation?

Unit Essential Vocabulary

Equation	Expression	Like Terms
Order of Operations	Proportion	Simplify
Solve		

Scope and Sequence

1. Students will simplify numerical expressions using order of operations.
2. Students will simplify algebraic expressions by combining like terms.
3. Students will solve one-step equations and two-step equations.
4. Students will solve proportions.

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit tickets

Summative assessments:

- Individual and group assessments
- Common end-of-unit assessments
- Common end-of-semester examination

Resources

- CSDE CCSS https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1
- TI 84, or 84+ Graphing Calculator

Time Allotment

- 7 days

Unit 1
Patterns

Unit Goals

At the completion of this unit, students will be able to:

- Recognize patterns that are linear and exponential
- Build a function that models a relationship between two quantities

.

2010 Connecticut Common Core State Standards for Mathematics

Standards (Priority Standards in Bold)

F-IF 3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.

F-BF 1. Write a function that describes a relationship between two quantities.*

a. Determine an explicit expression, a recursive process, or steps for calculation from a context.

F-BF 2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.*

Unit Essential Questions

- What is a sequence?
- How can patterns be represented?
- What are arithmetic and geometric sequences?

Unit Essential Vocabulary

Arithmetic Sequence	Explicit Rule	Geometric Sequence	Integer
N^{th} term	Recursive Rule	Symbolic Algebraic Expression	

Scope and Sequence

1. Students will represent patterns with tables, graphs, and symbolic rules.
2. Students will understand the difference between recursive rule versus explicit rule.
3. Students will recognize and analyze arithmetic sequences.
4. Students will recognize and analyze geometric sequences.

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit tickets

Summative assessments:

- Individual and group assessments
- Common end-of-unit assessments
- Common end-of-semester examination

Resources

- CSDE CCSS https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1
- TI 84, or 84+ Graphing Calculator

Time Allotment

- 9 days

UNIT 2
Linear Equations and Inequalities

Unit Goals

At the completion of this unit, students will be able to:

- Solve linear equations involving multi-steps and variables on both sides
- Solve equations involving coefficients that are real numbers
- Solve linear inequalities involving multi-steps and variables on both sides
- Graph the solution to linear inequalities

2010 Connecticut Common Core State Standards for Mathematics

Standards (Priority Standards in Bold)

8EE 7. Solve linear equations in one variable.

a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).

b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

A-SSE 1. Interpret expressions that represent a quantity in terms of its context.

a. Interpret parts of an expression, such as terms, factors, and coefficients.

b. Interpret complicated expressions by viewing one or more of their parts as a single entity...

A-SSE 3. (part) Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

A-CED 1. (part) Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear functions.*

A-CED 4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law V = IR to highlight resistance R.*

A-REI 1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

A-REI 3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

N-Q 1 Use units as a way to understand problems and to guise the solution of multi-step problems; choose and interpret units consistently in formulas….

N-Q 2 Define appropriate quantities for the purpose of descriptive modeling.

N-Q 3 Choose a level of accuracy appropriate to limitations on measurements when reporting quantities.

Unit Essential Questions

- What does equality mean?
- What is an inequality?
- How can we use linear equations and linear inequalities to solve real-world problems?
- What is a solution set for a linear equation or linear inequality?

Unit Essential Vocabulary

Algebraic expression	All Real Numbers	Coefficient	Constant
Commutative property	Distributive property	Equation	Evaluate
Inequality	Integers	Inverse operations	Linear inequalities
Order of operations	Properties of equality	Real numbers	Simplify
Solve	Variable		

Scope and Sequence

1. Students will write, simplify, and model situations involving linear equations.
2. Students will use the commutative, associative, and distributive properties to solve multi-step equations.
3. Students will write, simplify, and model situations involving linear inequalities.

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit tickets

Summative assessments:

- Individual and group assessments
- Common end-of-unit assessments
- Common end-of-semester examination

Resources

- CSDE CCSS https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1
- TI 84, or 84+ Graphing Calculator

Time Allotment

- 13 days

UNIT 3
Functions

Unit Goals

At the completion of this unit, students will be able to:

- Understand the concept of a function and use function notation
- Interpret functions that arise in applications in terms of the context
- Analyze functions using different representations

2010 Connecticut Common Core State Standards for Mathematics

Standards (Priority Standards in Bold)

8F 1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.

8F 2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.*

8F 5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

A-CED 2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

A-CED 10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

F-IF 1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.

F-IF 2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

F-IF 4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative....

F-IF 5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.**

F-IF 9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

Unit Essential Questions

- What is a function?
- What are the different ways in which functions may be represented?
- How can functions be used to model real-world situations, make predictions, and solve problems?

Unit Essential Vocabulary

Absolute Value Function	Continuous	Cubic Function	Dependent Variable
Discrete	Domain	Evaluating a Function	Exponential Function
Function	Function Notation	Independent Variable	Input
Linear Function	Mapping Diagram	Ordered Pair	Output
Parabola	Quadratic Function	Range	Relation
Reciprocal Function	Set-Builder Notation	Table	Vertical Line Test

Scope and Sequence

1. Students will be introduced to the concept of a function.
2. Students will be able to identify relationships that are functions
3. Students will learn how to define the domain and range of discrete functions.
4. Students will organize and analyze data in tables and graphs and use the information to describe relationships.
5. Students will be introduced to function notation and will evaluate functions.
6. Students will be exposed to parent functions, with an emphasis on linear, exponential, and quadratic functions.

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit tickets

Summative assessments:

- Individual and group assessments
- Common end-of-unit assessments
- Common end-of-semester examination

Resources

- CSDE CCSS https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1
- TI 84, or 84+ Graphing Calculator

Time Allotment

- 14 days

UNIT 4
Linear Functions

Unit Goals

At the completion of this unit, students will be able to:

- Write linear functions in slope-intercept form and point-slope form
- Calculate and interpret the slope of a line
- Understand the graph of linear functions
- Apply linear functions to real-world applications

2010 Connecticut Common Core State Standards for Mathematics

Standards (Priority Standards in Bold)

F-IF 6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*

F-IF 7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*

a. Graph linear ...functions and show intercepts…

F-IF 8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

F-LE 1. Distinguish between situations that can be modeled with linear functions [and with exponential functions].

a. Prove that linear functions grow by equal differences over equal intervals...

b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another....

F-LE 2. Construct linear ... functions, including arithmetic ... sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

F-LE 5. Interpret the parameters in a linear ... function in terms of a context.

Unit Essential Questions

- What is a linear function?
- What are the different ways that linear functions may be represented?
- What is the significance of a linear function's slope and *y*-intercept?
- How do linear functions model real-world situations?

Unit Essential Vocabulary

Dependent Variable	Independent Variable	Initial Value	Linear Function
Linear Inequality	Linear Models	Nonlinear Function	Parameters
Point-Slope Form	Rate of Change	Slope	Slope-Intercept Form
x-intercept	*y*-intercept		

Scope and Sequence

1. Students will graph linear functions.
2. Students will write linear equations in slope-intercept form and point-slope form.
3. Students will interpret the meaning of slope and y-intercept.

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit tickets

Summative assessments:

- Individual and group assessments
- Common end-of-unit assessments
- Common end-of-semester examination

Resources

- CSDE CCSS https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1
- TI 84, or 84+ Graphing Calculator

Time Allotment

- 19 days

UNIT 5
Scatter Plots & Trend Lines

Unit Goals

At the completion of this unit, students will be able to:

- Summarize and interpret data using one variable statistics
- Represent data using linear models
- Interpret linear models

2010 Connecticut Common Core State Standards for Mathematics

Standards (Priority Standards in Bold)

8-SP 1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

8-SP 2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.

8-SP 3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.*

S-ID 2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range) of two or more different data sets.

S-ID 3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

S-ID 6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.

c. Fit a linear function for a scatter plot that suggests a linear association.

S-ID 7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

S-ID 8. Compute (using technology) and interpret the correlation coefficient of a linear fit.

S-ID 9. Distinguish between correlation and causation.

Unit Essential Questions

- How do we make predictions and informed decisions based on current numerical information?
- What are the advantages and disadvantages of analyzing data by hand versus by using technology?
- What is the potential impact of deciding data that contains one or more outliers?

Unit Essential Vocabulary

Boxplot	Causation	Correlation	Correlation coefficient
Data	Dependent variable	Distribution	Graphical representation
Independent variable	Line of best fit	Linear regression	Linear relationship/model
Mean (average)	Median	Measures of central tendency	Mode
Nonlinear relationship/model	Outlier	Prediction	Regression equation
Scale	Scatter plot	Scale	Scatter plot

Scope and Sequence

1. Use five number summaries to create box and whisker plots
2. Fit trend lines to a scatter plot
3. Make predictions from trend lines
4. Calculate linear regression equations and find the correlation coefficient

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit tickets

Summative assessments:

- Individual and group assessments
- Common end-of-unit assessments
- Common end-of-semester examination

Resources

- CSDE CCSS https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1
- TI 84, or 84+ Graphing Calculator

Time Allotment

- 10 days

UNIT 6
Systems of Linear Equations

Unit Goals

At the completion of this unit, students will be able to:

- Solve systems of linear equations graphically
- Solve systems of linear equations using algebraic methods

2010 Connecticut Common Core State Standards for Mathematics

Standards (Priority Standards in Bold)

A-CED 3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.

A-REI 5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

A-REI 6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

A-REI 11. Explain why the *x*-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear functions.*

Unit Essential Questions

- What does the number of solutions (none, one, or infinite) of a system of linear equations represent?
- What are the advantages and disadvantages of solving a system of linear equations graphically versus algebraically?

Unit Essential Vocabulary

Breakeven Point	Elimination Method	Infinite Solution
Parallel	Solution	Substitution Method
System of Linear Equations		

Scope and Sequence

1. Students will represent, compare, and analyze two linear equations, look for common solutions, and use this information to make choices between competing situations in real-world contexts.
2. Students will solve systems of equations graphically and algebraically.
3. Students will explain what the solution of a system of linear equations represents in the contexts of various applications.
4. Students will explore the special cases of parallel lines (no solution) and identical lines (infinite solutions).

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit tickets

Summative assessments:

- Individual and group assessments
- Common end-of-unit assessments
- Common end-of-semester examination

Resources

- CSDE CCSS https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1
- TI 84, or 84+ Graphing Calculator

Time Allotment

- 11 days

UNIT 7
Quadratic Functions and Equations

Unit Goals

At the completion of this unit, students will be able to:

- Simplify expressions using the properties of exponents
- Add, subtract, and multiply polynomial expressions
- Factor polynomial expressions with a focus on quadratic functions
- Solve quadratic equations

2010 Connecticut Common Core State Standards for Mathematics

Standards (Priority Standards in Bold)

8EE 2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.

A-SSE 3. a Factor a quadratic expression to reveal the zeros of the function it defines. b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.

A-APR 1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

A-CED 1. Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from ...quadratic functions ...*

A-CED 2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

F-IF 4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries... *

Unit Essential Questions

- How is the factoring of polynomials related to the multiplication of polynomials?
- What is the best method for solving a quadratic equation?

Unit Essential Vocabulary

Binomial	Coefficient	Constant Term	Cubic
Decreasing	Expanded Form	Factored Form	Increasing
Leading Coefficient	Monomial	Quadratic Formula	Quadratic Function
Quadratic Equation	Quadratic	Parabola	Parameter
Polynomial	Quadratic	Standard Form	Trinomial
Vertex	x-intercepts	y-intercept	Zero Product Property

Scope and Sequence

1. Students will investigate the properties of exponents.
2. Students will perform operations with polynomial expressions
3. Students will factor using the Greatest Common Factor
4. Students will factor quadratic expressions
5. Students will solve quadratic equations using the square root method, factoring, and the quadratic formula

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit tickets

Summative assessments:

- Individual and group assessments
- Common end-of-unit assessments
- Common end-of-semester examination

Resources

- CSDE CCSS https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1
- TI 84, or 84+ Graphing Calculator

Time Allotment

- 33 days

UNIT 8
Introduction to Exponential Functions

Unit Goals

At the completion of this unit, students will be able to:

- Graph exponential functions
- Write exponential functions

2010 Connecticut Common Core State Standards for Mathematics

Standards (Priority Standards in Bold)

A-SSE 1b. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret* $P(1+r)^n$ *as the product of P and a factor not depending on P.*

A-SSE 3c. Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15^t can be rewritten as $[1.15^{(1/12)}]^{(12t)} \approx 1.012^{(12t)}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

F-IF 7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*

e. Graph exponential ... functions, showing intercepts and end behavior... F-IF 8b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{(t/10)}$, and classify them as representing exponential functions.

F-BF 2. Write ... geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.*

F-LE 1. Distinguish between situations that can be modeled with linear functions and with exponential functions.

a. Prove ... that exponential functions grow by equal factors over equal intervals....

c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

F-LE 2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

F-LE 3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly...

F-LE 5. Interpret the parameters in a ... exponential function in terms of a context.

Unit Essential Questions

- What characterizes exponential growth and decay?
- What are real-world models of exponential growth and decay?
- What are the limitations of exponential growth models?
- How can one differentiate an exponential model from a linear model?

Unit Essential Vocabulary

Decay Factor	Decay Rate	Doubling
Exponential Decay	Exponential Function	Exponential Growth
Growth Factor	Growth Rate	Half-Life
Percent	Quadrupling	Tripling

Scope and Sequence

1. Students will write equations of exponential functions.
2. Students will graph exponential functions.
3. Students will identify the real-world meaning of the initial value and the growth/decay factor.

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit tickets

Summative assessments:

- Individual and group assessments
- Common end-of-unit assessments
- Common end-of-semester examination

Resources

- CSDE CCSS https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1
- TI 84, or 84+ Graphing Calculator

Time Allotment

- 10 days

COURSE CREDIT

1.0 credits in mathematics
One class period for one year

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TPS VISION OF THE GRADUATE SKILLS AND DISPOSITIONS



ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Problem-Solving Rubric
- Trumbull High School School-Wide Independent Learning and Thinking Rubric

Trumbull High School School-Wide Problem Solving Through Critical Thinking Rubric

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Understanding X_____	• Student demonstrates clear understanding of the problem and the complexities of the task	• Student demonstrates sufficient understanding of the problem and most of the complexities of the task	• Student demonstrates some understanding of the problem but requires assistance to complete the task	• Student demonstrates limited or no understanding of the fundamental problem after assistance with the task
Research X_____	• Student gathers compelling information from multiple sources including digital, print, and interpersonal	• Student gathers sufficient information from multiple sources including digital, print, and interpersonal	• Student gathers some information from few sources including digital, print, and interpersonal	• Student gathers limited or no information
Reasoning and Strategies X_____	• Student demonstrates strong critical thinking skills to develop a comprehensive plan integrating multiple strategies	• Student demonstrates sufficient critical thinking skills to develop a cohesive plan integrating strategies	• Student demonstrates some critical thinking skills to develop a plan integrating some strategies	• Student demonstrates limited or no critical thinking skills and no plan
Final Product and/or Presentation X_____	• Solution shows deep understanding of the problem and its components • Solution shows extensive use of 21st-century technology skills	• Solution shows sufficient understanding of the problem and its components • Solution shows sufficient use of 21st-century technology skills	• Solution shows some understanding of the problem and its components • Solution shows some use of 21st-century technology skills	• Solution shows limited or no understanding of the problem and its components • Solution shows limited or no use of 21st-century technology skills

Trumbull High School School-Wide Writing Rubric

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

Trumbull High School School-Wide Independent Learning and Thinking Rubric

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 Final 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 and its components • Solution shows limited or no application of 21st-century skills

CP Algebra I Pacing Guide

P. Prerequisites: 7 Days

Days	*Topics*
1	Simplify expressions using order of operations
1	Combine like terms
2	Solving One-Step and Two-Step Equations
1	Proportions
1	Review
1	Assessment

1. Patterns: 9 Days

Days	*Topics*
1	Representing patterns
1	Patterns with integers
2	Arithmetic sequences
2	Geometric sequences
1	Patterns with Fractals
1	Review
1	Assessment

2. Linear Equations and Inequalities: 13 Days

Days	*Topics*
2	Solving equations variables both sides
3	Solving equations using the distributive property
1	Review
1	Assessment
4	Linear inequalities
1	Review
1	Assessment

3. Functions: 14 Days

Days	*Topics*
1	Representing Relations and Functions
1	What is a Function?
2	Parent Functions
4	Function Notation
1	Assessment
2	Graphing Functions
1	Review
1	Test

4. Linear Functions: 19 Days

Days	*Topics*
3	Rate of Change and Slope
4	Slope-Intercept Form
4	Point-Slope Form
1	Review
1	Assessment
1	Review
1	Assessment
3	Linear Inequalities
1	Assessment

Midterm Exam Review (3 Days)

—----------END of SEMESTER 1—----------

5. Scatter Plots & Trend Lines: 10 days

Days	*Topics*
2	Five-number summary/Box and whisker
2	Scatterplots and Trend Lines
2	Linear Regression
4	Project

6. Systems of Linear Equations: 11 days

Days	*Topics*
1	Solving by graphing
2	Solving using substitution
2	Solving using elimination
1	Review
1	Assessment
2	Applications of linear systems
1	Review
1	Assessment

7. Quadratic Functions and Equations: 33 days

Days	*Topics*
4	Exponent properties
1	Review
1	Assessment
2	Adding and subtracting polynomials
3	Multiplying polynomials
1	Review
1	Assessment
5	Factoring Polynomials
1	Review
1	Assessment
2	Simplifying square roots
1	Solving square root property

1	Solving zero product property
4	Solving by factoring
3	Solving using the quadratic formula
1	Review
1	Assessment

8. Introduction to Exponential Functions: 10 days

Days	*Topics*
3	Exponential Functions
2	Percents
3	Exponential Growth and Decay
1	Review
1	Assessment

Final Exam Review (3 Days)

—----------END of SEMESTER 2—----------