

# Grade 9 English Curriculum



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## CTECS - Vision of Graduate

### Connecticut Technical Education and Career System

# Vision of a Graduate

*A CTECS Graduate is...*



**A Problem Solver**



**Work Ready**



**Respectful**



**Skilled Socially**



**A Critical Thinker**



**An Effective Communicator**

**The Vision of a Graduate (VoG)** at the Connecticut Technical Education and Career System (CTECS) embodies our commitment to preparing students for success in Connecticut's workforce.

Developed in collaboration with students, parents, staff, and employers, the VoG ensures that CTECS students are not only job-ready but also equipped to lead, innovate, and adapt in a dynamic world.

As educators, we are dedicated to developing these qualities by providing a comprehensive education that empowers our students to achieve their fullest potential and make meaningful contributions to society.

## A Problem Solver

*Problem solvers tackle challenges by identifying root causes of issues, brainstorming solutions, implementing effective strategies, and demonstrating adaptability.*

- Engage students with open-ended, creative thinking tasks that require both conventional and innovative solutions.
- Facilitate group discussions and collaborative projects.
- Use real-world scenarios and hands-on activities.
- Highlight the importance of effort, persistence, and continuous learning.
- Provide regular feedback and encourage reflection.

## Work Ready

*To be work-ready includes a combination of technical expertise, soft skills, and personal qualities that ensure a graduate can effectively contribute to the workplace from day one.*

- Set high standards for punctuality, responsibility, professionalism, and task completion.
- Use project-based learning and collaborative assignments.
- Emphasize clear written and verbal communication.
- Offer practical exercises like mock interviews and resume workshops.
- Integrate technology and teach digital literacy.

## Respectful

*Graduates who embody respectfulness emphasize the importance of treating others with dignity, valuing diversity, and fostering an inclusive and positive environment, both personally and professionally.*

- Demonstrate personal, interpersonal, and professional skills.
- Show respect for diversity.
- Model respect through active listening and empathy.
- Set clear expectations for respectful interactions.
- Promote collaboration and group discussions.
- Celebrate respectful behavior.
- Address disrespect promptly and constructively.

## Skilled Socially

*Graduates who are skilled socially are equipped to navigate social environments, build relationships, and contribute positively to their communities and workplaces.*

- Show awareness of global responsibility to others and the environment.
- Participate in community involvement.
- Design cooperative group projects and team activities
- Set expectations for respect and give regular feedback.
- Facilitate discussions on inclusivity, kindness, and respect.
- Model positive interactions and recognize strong social skills.

## A Critical Thinker

*Critical thinkers approach problems systematically by analyzing, evaluating, and synthesizing information to make well-informed decisions and contribute to innovative solutions.*

- Encourage critical thinking individually and collaboratively.
- Design lessons that challenge assumptions and explore diverse viewpoints.
- Use open-ended questions, rigorous activities, and cross-curricular projects.
- Integrate project-based learning and real-world problem-solving.
- Offer reflective opportunities like journaling and discussions.
- Cultivate an environment that values curiosity and inquiry.

## An Effective Communicator

*Effective communicators convey ideas, information, and emotions accurately and persuasively, fostering understanding and collaboration.*

- Communicate effectively using oral, written, visual, artistic, and technical modes.
- Include group discussions, presentations, and peer reviews.
- Promote active listening and thoughtful responses.
- Offer clear guidelines and constructive feedback.
- Stress clear, respectful, and purposeful communication.

## CTECS Instructional Model

CTECS uses the Marzano Compendium to guide research-based instructional strategies that differentiate learning and promote access, engagement, and success for all students. Teachers apply these strategies to support diverse learners (including multilingual learners, students with disabilities, and students with varied academic or technical backgrounds) through scaffolds, modeling, guided practice, and multiple ways to participate and show understanding. This approach ensures every student can work toward proficiency in the Priority Standards and the competencies outlined in the CTECS Vision of a Graduate.

Feedback	Content	Context
<p><b>Providing and Communicating Clear Learning Goals</b></p> <ol style="list-style-type: none"> <li>1. Providing scales and rubrics</li> <li>2. Tracking student progress</li> <li>3. Celebrating success</li> </ol> <p><b>Using Assessments</b></p> <ol style="list-style-type: none"> <li>4. Using informal assessments of the whole class</li> <li>5. Using formal assessments of individual students</li> </ol>	<p><b>Conducting Direct Instruction Lessons</b></p> <ol style="list-style-type: none"> <li>6. Chunking content</li> <li>7. Processing content</li> <li>8. Recording and representing content</li> </ol> <p><b>Conducting Practicing and Deepening Lessons</b></p> <ol style="list-style-type: none"> <li>9. Using structured practice sessions</li> <li>10. Examining similarities and differences</li> <li>11. Examining errors in reasoning</li> </ol> <p><b>Conducting Knowledge Application Lessons</b></p> <ol style="list-style-type: none"> <li>12. Engaging students in cognitively complex tasks</li> <li>13. Providing resources and guidance</li> <li>14. Generating and defending claims</li> </ol> <p><b>Using Strategies That Appear in All Types of Lessons</b></p> <ol style="list-style-type: none"> <li>15. Previewing strategies</li> <li>16. Highlighting critical information</li> <li>17. Reviewing content</li> <li>18. Revising knowledge</li> <li>19. Reflecting on learning</li> <li>20. Assigning purposeful homework</li> <li>21. Elaborating on information</li> <li>22. Organizing students to interact</li> </ol>	<p><b>Using Engagement Strategies</b></p> <ol style="list-style-type: none"> <li>23. Noticing and reacting when students are not engaged</li> <li>24. Increasing response rates</li> <li>25. Using physical movement</li> <li>26. Maintaining a lively pace</li> <li>27. Demonstrating intensity and enthusiasm</li> <li>28. Presenting unusual information</li> <li>29. Using friendly controversy</li> <li>30. Using academic games</li> <li>31. Providing opportunities for students to talk about themselves</li> <li>32. Motivating and inspiring students</li> </ol> <p><b>Implementing Rules and Procedures</b></p> <ol style="list-style-type: none"> <li>33. Establishing rules and procedures</li> <li>34. Organizing the physical layout of the classroom</li> <li>35. Demonstrating withitness</li> <li>36. Acknowledging adherence to rules and procedures</li> <li>37. Acknowledging lack of adherence to rules and procedures</li> </ol> <p><b>Building Relationships</b></p> <ol style="list-style-type: none"> <li>38. Using verbal and nonverbal behaviors that indicate affection for students</li> <li>39. Understanding students' backgrounds and interests</li> <li>40. Displaying objectivity and control</li> </ol> <p><b>Communicating High Expectations</b></p> <ol style="list-style-type: none"> <li>41. Demonstrating value and respect for reluctant learners</li> <li>42. Asking in-depth questions of reluctant learners</li> <li>43. Probing incorrect answers with reluctant learners</li> </ol>

## Curriculum Introduction

This curriculum document outlines the essential learning for this academic program and provides a clear structure for planning, instruction, and assessment. It includes the components required by NEASC Standard 2.2a, along with elements that reflect the unique nature of CTECS academic programs. The curriculum is organized to show what students learn in each course, how learning progresses across grade levels, and how instruction supports both technical skill development and the CTECS Vision of a Graduate.

Teachers should use this document to:

- Understand the overall structure and expectations of the course sequence
- Reference the Course Map to see the scope and sequence of Priority Standards and the alignment to district assessments
- Use the Priority Standards and Units of Study to guide daily, weekly, and cycle-based planning
- Integrate Big Ideas, Essential Questions, Skills/Learning Outcomes, vocabulary, and resources during lesson design
- Plan and implement formative assessments to monitor progress and guide instruction
- Maintain consistency of technical and artistic practice instruction across campuses while adapting to student needs and industry-based opportunities

## Curriculum Components

### Course Map

A Course Map serves as the scope and sequence for this course by outlining the progression of instructional units and the standards that guide teaching and assessment. While each campus will have individual student needs and cycle schedules, all instructors are expected to teach the standards outlined in the Course Map. Using the Course Map below, teachers will intentionally plan learning experiences that prepare students to meet the identified standards within the designated assessment windows.

### Priority Standards (Units of Study)

Priority Standards identify the most essential learning in the program. They reflect the core competencies and skills that require the greatest instructional focus and appear on program assessments. Priority Standards guide each Unit of Study with big ideas, essential questions, content topics, and skills/learning outcomes aligned to assessments.

## **Vertical Alignment**

Vertical alignment shows how Priority Standards and instructional expectations progress within the academic program. It provides a clear pathway of skill development, increasing complexity, and academic proficiency across the four-year sequence.

## **Learning Outcomes**

Learning outcomes are what students will know (Concepts) and be able to do (Skills). Concepts identify the major content topics within the Priority Standard (Unit of Study). They appear in the left column of the Learning Outcomes table and follow a similar coding structure as the Priority Standard.

Skills are learning objectives that describe the measurable actions students must be able to perform to demonstrate proficiency. They appear in the right column of the Learning Outcomes table and show the progression of learning evidence in the Priority Standard.

## **Vocabulary**

Essential vocabulary includes the content and academic terms students must understand and use accurately to engage in learning and demonstrate proficiency on assessments. Vocabulary is foundational to communication, and should be a primary initial focus within each unit and taught explicitly through modeling, demonstration, and repeated application.

## **Resources**

Resources include the texts, materials, and digital tools that support learning within each unit to achieve the standards.

## **Assessment Practices**

Teachers use ongoing formative assessments—such as questioning, checks for understanding, performance demonstrations, reflections, and teacher observation—to monitor progress, guide instruction, and support all learners in mastering the Priority Standards.

Each program also includes district assessments, which measure proficiency on the Priority Standards identified in the Course Map. These assessments provide consistent evidence of student learning across campuses and ensure academic alignment to course expectations and program outcomes. Teachers should reference the Course Map and Units of Study when planning instruction to ensure students have opportunities to practice and demonstrate the skills and knowledge assessed on the district assessments.

## Literacy Vision

The vision for literacy in the Connecticut Technical Education and Career System (CTECS) is to cultivate a literate and productive student body who are college and/or career ready. The vision at CTECS is to develop relevant, lifelong reading and writing habits in our students that will enhance their learning pathway and prepare them for success in a global community.

## English Curriculum Philosophy

The CTECS English Curriculum 24-25 revision was modeled after the CSDE English Language Arts (ELA) Model Curriculum. The curricula were constructed using the [Connecticut State Department of Education \(CSDE\) K–12 Curricula Design Principles Handbook](#) as a framework to structure the design process in order to ensure access to high quality, high-impact teaching and learning aligned to the content standards adopted by the Connecticut Board of Education to provide CTECS's students access to equitable educational opportunities within a culture of high expectations.

This standards-based curriculum defines what students are expected to learn by course and grade; it provides a roadmap of the essential learning outcomes for mastery by the end of the grade/course. The curriculum combines how teachers will teach to develop skills, content knowledge, and assess students' ability to transfer learning. The structure and organization of curriculum are guided by a curriculum framework that must include standards aligned concepts, skills, high impact instructional methods, high quality materials, and multiple means of assessment aligned to standards.

## Aligned Prioritized Standards

- [CTECS Grade 9 CT Core Standards Alignment](#)
- [CONNECTICUT CORE STANDARDS ENGLISH LANGUAGE ARTS, 6–12 STANDARDS PROGRESSION](#)
- [Common Core State Standards for English Language Arts \(ELA\) and Literacy in History/Social Studies, Science, and Technical Subjects](#)
- [24-25 English Curriculum Prioritized Standards by Grade Level and Unit](#)

### Grade 9 English Curriculum Prioritized Standards by Unit

	Unit 1	Unit 2	Unit 3	Unit 4
<b>Unit Priority Standards</b>	RL.9-10.2 RL.9-10.3 RL.9-10.5 W.9-10.3 SL.9-10.1 L.9-10.2	RI.9-10.2 RI.9-10.3 RI.9-10.6 W.9-10.2 L.9-10.4 L.9-10.4a	RI.9-10.8 W.9-10.1 W.9-10.1a W.9-10.1b W.9-10.1e SL.9-10.1d	<b>PART A:</b> RL.9-10.7 RI.9-10.7 SL.9-10.1a  <b>PART B:</b> W.9-10.6 W.9-10.7 W.9-10.8 SL.9-10.2

## Grade 9 English Curriculum Unit 1

### Priority Standards Addressed in Unit 1

#### **RL.9-10.2**

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

#### **RL.9-10.3**

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

#### **RL.9-10.5**

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

#### **W.9-10.3**

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

#### **SL.9-10.1**

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

#### **L.9-10.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Transfer Goal: Aligned to District Vision of a Graduate:**

#### **An Effective Communicator**

- actively listens
  - SL.9-10.1
- clearly and concisely conveys information for shared understanding
  - W.9-10.3
  - SL.9-10.1
  - L.9-10.2
- command of the language; written and verbal
  - W.9-10.3
  - L.9-10.2

#### **Skilled Socially**

- uses effective verbal and non-verbal communication skills
  - W.9-10.3
  - SL.9-10.1

- ability to work as part of a team
  - SL.9-10.1

**A Critical Thinker**

- applies unbiased analysis and evaluation
  - RL.9-10.3
  - RL.9-10.5

**Big Ideas:**

- Collecting strong, relevant, and thorough evidence helps readers analyze main ideas and text structures.
- An author’s choices concerning text structure, point of view, and rhetoric lends meaning to the text and advances his or her purpose.
- Informative or explanatory texts examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Flexible strategy use supports the understanding of grade-level material.

**Essential Questions:**

- How and why does a reader analyze nonfiction text?
- How do authors’ choices regarding point of view, structure, and use of rhetoric advance the author’s purpose and affect readers’ ability to comprehend the text?
- How do writers structure and support informative/explanatory texts?
- What are different ways to determine the meaning of unknown words?

**Learning Outcomes**

<b><i>Students will know:</i></b>	<b><i>As evidenced by: (oral, written, or performance):</i></b>
<p><b>RL.9-10.2</b></p> <ul style="list-style-type: none"> <li>● Theme and central idea</li> <li>● Objective summary</li> <li>● Thematic analysis</li> </ul>	<p><b>RL.9-10.2</b></p> <ul style="list-style-type: none"> <li>● Identify and then analyze the central idea or theme within a text.</li> <li>● Explain how the author uses the story elements and specific details to introduce, build, or refine a theme or central idea.</li> <li>● Write an objective summary of the text that includes specific details related to the theme or central idea.</li> <li>● Analyze how the theme relates to real life experiences.</li> </ul>
<p><b>RL.9-10.3</b></p>	<p><b>RL.9-10.3</b></p>

<ul style="list-style-type: none"> <li>● Characterization</li> <li>● Plot development</li> <li>● Thematic development</li> </ul>	<ul style="list-style-type: none"> <li>● Identify complex characters in a text.</li> <li>● Identify evidence in a text that makes a character complex.</li> <li>● Examine a character’s growth throughout the text.</li> <li>● Evaluate how the decisions and actions characters make affect the plot and theme.</li> <li>● Predict how different decisions would have changed the plot and theme.</li> <li>● Explain how a character’s personality drives his/her decisions.</li> <li>● Analyze a character’s motivations</li> </ul>
<p><b>RL.9-10.5</b></p> <ul style="list-style-type: none"> <li>● Text structures</li> <li>● Effects</li> <li>● Mood</li> <li>● Plot construction</li> </ul>	<p><b>RL.9-10.5</b></p> <ul style="list-style-type: none"> <li>● Discuss how the purpose of the overall understanding is impacted by the author’s choice of words.</li> <li>● Analyze a writing which demonstrates the use of tone, sequence, and transitions to create mystery, tension, or surprise.</li> <li>● Identify the techniques the author uses to determine the mood and sequence of the story.</li> <li>● Explain how the author’s organization affects the outcome of the story.</li> </ul>
<p><b>W.9-10.3</b></p> <ul style="list-style-type: none"> <li>● Narrative writing process</li> <li>● Creative texts</li> <li>● Fiction vs. nonfiction</li> <li>● Narrative or literary techniques to develop experiences, events, and/or characters:</li> <li>● Elements of short stories</li> <li>● Development of theme</li> <li>● Sequence</li> </ul>	<p><b>W.9-10.3</b></p> <ul style="list-style-type: none"> <li>● Utilize the elements of a short story to create an original, engaging writing.</li> <li>● Develop an appropriate plot structure.</li> </ul>
<p><b>SL.9-10.1</b></p> <ul style="list-style-type: none"> <li>● Discussion initiation</li> <li>● Discussion participation</li> <li>● Express ideas clearly</li> <li>● Peer participation</li> <li>● Active conversations <ul style="list-style-type: none"> <li>○ agree and disagree with peers</li> </ul> </li> </ul>	<p><b>SL.9-10.1</b></p> <ul style="list-style-type: none"> <li>● Start discussions</li> <li>● Participate in conversations with diverse partners.</li> <li>● Present new ideas.</li> <li>● Create goals and deadlines for work completed.</li> <li>● Move conversations through the use of questions and responses.</li> </ul>

**L.9-10.2**

- Conventions of standard English
- Capitalization
- Punctuation
- Spelling
- Quotation
- Colon
- Grammar and usage references

**L.9-10.2**

- Demonstrate proper capitalization, punctuation, and spelling when writing.
- Introduce a list or quotation with a colon.
- Consult references for grammar and usage rules.

**Academic Vocabulary**

- **Thematic analysis\***
- Motivation\*
- Characterization\*
- **Plot elements\***
- Analyze\*
- Structure\*
- Parallel plot\*
- Sequence\*
- Transition\*
- Text structure\*
- Diverse viewpoints\*
- Multiple perspectives
- Plot structure\*
- Persuasion
- Justify\*
- Tolerance
- Objective

**Content Vocabulary**

- Theme\*
- Summary\*
- Central idea\*
- Order
- Manipulate
- Flashbacks\*
- Narrative writing process\*
- Creative writing process
- Fiction & nonfiction
- Sensory language\*
- Conflict \*
- Point of view (first person, third person limited, omniscient)\*
- Dialogue\*
- Diction
- Closure
- Irony
- Figurative language
- Collaborative discussions
- Evidence\*

- Collegial
- Simile
- Metaphor
- Personification
- Oxymoron
- Euphemism
- Symbol
- Paradox
- Connotation
- Denotation
- Nuance
- Formal language
- Jargon
- Subject-specific language
- College and career readiness

### Resources:

#### Technology:

- **Smarter Tools for Teachers:**
  - <https://smartertoolsforteachers.org/>
    - Educator-created lessons, activities, strategies, and professional learning to help tailor instruction and boost learning.
- **Actively Learn:**
  - <https://read.activelylearn.com/#/teacher/catalog> (Access through ClassLink)
- **SORA**
  - <https://soraapp.com/library/ctecsct> (Access through ClassLink)

#### Engage NY Resources:

- [Grade 9 Module 1 “So you want a double life”: Reading Closely and Writing to Analyze Unit 1, Unit 2 & Unit 3](#)

#### Achieve the Core Resources:

- [“The Jade Peony”](#)
- [“Harrison Bergeron”](#)
- [“The Scarlet Ibis”](#)

#### Skill Practice:

**Ideas for student reflection on their learning** (\*these suggestions can be used throughout all 4 units)-

<https://www.responsiveclassroom.org/stop-and-think-teaching-students-to-reflect/>

<https://www.edutopia.org/article/simple-strategy-encourage-student-reflection-and-improvement/>

<https://thinkingpathwayz.weebly.com/blog/strategies-to-support-student-self-reflection>

- Tone vs. Mood **Video** <https://www.youtube.com/watch?v=YcCrsVK5dWs&t=38s>
- "What Is Main Idea?" Khan Academy Video <https://www.youtube.com/watch?v=4swFGRhQoMI>

### **Suggested Texts:**

- "Hello My Name Is" by Jason Kim (Actively Learn and CommonLit)
- "Two Kinds" by Amy Tan (CommonLit)
- "All Summer in a Day" by Ray Bradbury (Actively Learn)
- "The Gift of the Magi" by O. Henry (Actively Learn)
- "Fish Cheeks" by Amy Tan (Actively Learn)
- "I Ain't No Good Girl" by Sharon Flake
- The First Day by Edward P. Jones (Actively Learn)

### **Non-Fiction:**

- "How Some YouTube, Instagram, and TikTok Stars Use Their Influence for Good" by Actively Learn Staff (Actively Learn)
- "How Advertising Shaped Thanksgiving as We Know It" by Samantha N. N. Cross, Associate Professor of Marketing, Iowa State University (Actively Learn)
- "How Social Media Turns Arguments Between Teens Into Violence" by Caitlin Elsaesser, Assistant Professor of Social Work, University of Connecticut (Actively Learn)
- "Student Guide: How Much Sleep Do You Really Need?" (Actively Learn)
- "Claim, Evidence, and Reasoning: Should Kids Use Social Media?" (Actively Learn)

### **Books (\*excerpts are recommended):**

- *Romeo and Juliet* by William Shakespeare (Actively Learn)
- *Of Mice and Men* by John Steinbeck (Actively Learn)
- *The Old Man and the Sea* by Ernest Hemingway (Actively Learn)
- *A Monster Calls* by Patrick Ness
- *Tales from the Odyssey Part 1* by Sharon Pope Osborne (Actively Learn)
- \*Graphic Novels of Classic Titles

### **Cross Cycle Tasks:**

#### *Suggestions:*

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *DOK*; *Bloom's Taxonomy*.
- Quizlet Study Sets activity.

### **Last day of the Cycle:**

- Students meet in small groups to read and discuss text they will create posts for:

- Week 1: post 2 reflections and respond to 2 reflections
- Week 2: post 2 questions or wonderings

**First day of the New Cycle:**

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

**Assessments:**

**Formative Assessments:**

**REQUIRED:**

- In Actively Learn (access through ClassLink)
  - Unit 1: CFA 1
  - Unit 1: CFA 2
- In Performance Matters
  - Gr 9 SAT RW Fall Benchmark (Baseline)

**Suggested:**

- Reading inventories/ engagement surveys
- Reading goals
- Reader/Writer notebooks; journaling
- Annotations and close reading analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

**Summative Assessments:**

**REQUIRED:**

- In Actively Learn (access through ClassLink)
- Unit 1/2: End of Unit Assessment: "The Necklace" by Guy de Maupassant

**Suggested:**

- Reading written response to text/thinking during reading assessment
- On-demand writing assessment to revise/add to an existing story using style and craft of the author
- Performance task (see below)
- Independent Reading survey/reflection
- Book club/short story discussion observations

**Achieve the Core Mini-Assessments**

**Grade 9, ELA Literacy Assessments, Reading, Fiction:**

- ["Night" by Elie Wiesel](#)

**Interim Assessment Blocks (IABs)**

- *Grade 9 Block 1: Read Literary Texts*
- *Grade 9, Block 3: Brief Writes*
- *Grade 9, Block 4: Revision*

### **Focused Interim Assessment Blocks (FIABs)**

- *Grade 9, Claim 1, Target 2 - Reading: Central Ideas*
- *Grade 9, Claim 1, Target 4 - Reading: Reasoning & Evidence*
- *Grade 9, Claim 1, Target 5 - Reading: Analysis Within and Across Texts*
- *Grade 9, Claim 1, Target 6 - Reading: Text Structures & Features*
- *Grade 9, Claim 2, Target 1a - Writing: Write Brief Texts*
- *Grade 9, Claim 2, Target 1b - Writing: Revise Brief Texts*
- *Grade 9, Claim 2, Target 8 - Writing: Language and Vocabulary Use*

### **Opportunities for Interdisciplinary Connections:**

#### **Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects**

[https://learning.ccssso.org/wp-content/uploads/2022/11/ELA\\_Standards1.pdf](https://learning.ccssso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf)

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

#### **Mathematical Practice Standards**

#### **Next Generation Science Standards**

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

#### **International Society for Technology in Education (ISTE)**

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

#### **CTE Competency Standards**

- Utilizing tasks, projects and assignments that connect to trade technologies:
  - Aerospace Manufacturing
  - Architecture
  - Automotive Technology
  - Automotive Collision Repair and Refinishing
  - Bioscience and Environmental Technology
  - Biotechnology
  - Building and Civil Construction
  - Culinary Arts
  - Criminal Justice and Protective Services
  - Digital Media
  - Diesel and Heavy - Duty Equipment Repair

- Electrical
- Graphic Design
- Heating
- Ventilation and Air Conditioning
- Health Technology
- Hairdressing and Cosmetology
- Information Technology
- Landscape Design
- Installation and Equipment
- Masonry
- Mechanical Design and Engineering Technology
- Precision Machining Technology
- Plumbing and Heating
- Plumbing, Heating and Cooling
- Robotics and Automation
- Tourism
- Hospitality and Guest Services Management
- Veterinary Science
- Welding and Metal Fabrication

#### **Components of Social, Emotional, and Intellectual Habits**

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

## Grade 9 English Curriculum Unit 2

### Priority Standards Addressed in Unit 2

#### RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

#### RI.9-10.3

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

#### RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

#### W.9-10.2

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

#### L.9-10.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

#### L.9-10.4a

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

### Transfer Goal: Aligned to District Vision of a Graduate:

#### An Effective Communicator

- actively listens
  - SL.9-10.1 (Supporting Standard)
  - SL.9-10.1a (Supporting Standard)
- clearly and concisely conveys information for shared understanding
  - W.9-10.2
  - SL.9-10.1 (Supporting Standard)
  - SL.9-10.1a (Supporting Standard)
- command of the language; written and verbal
  - W.9-10.2
  - L.9-10.4
  - L.9-10.4a

### **A Critical Thinker**

- applies unbiased analysis and evaluation
  - RI.9-10.3
  - RI.9-10.6
  - W.9-10.2
- evaluates sources of information for reliability
  - RI.9-10.6
- makes rational decisions based on application of evidence and observation
  - RI.9-10.2
  - RI.9-10.3
  - RI.9-10.6
  - W.9-10.2

### **A Problem Solver**

- identifies multiple solutions and selects the most sensible approach
  - L.9-10.4
  - L.9-10.4a

### **Big Ideas:**

- Collecting strong, relevant, and thorough evidence helps readers analyze main ideas and text structures.
- An author's choices concerning text structure, point of view, and rhetoric lends meaning to the text and advances his or her purpose.
- Informative or explanatory texts examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Flexible strategy use supports the understanding of grade-level material.

### **Essential Questions:**

- How and why does a reader analyze nonfiction text?
- How do authors' choices regarding point of view, structure, and use of rhetoric advance the author's purpose and affect readers' ability to comprehend the text?
- How do writers structure and support informative/explanatory texts?
- What are different ways to determine the meaning of unknown words?

### **Learning Outcomes**

<b><i>Students will know:</i></b>	<b><i>As evidenced by: (oral, written, or performance):</i></b>
<b>RI.9-10.2</b> <ul style="list-style-type: none"><li>● Central idea and development</li><li>● Recognition of specific details</li><li>● Objective summary</li></ul>	<b>RI.9-10.2</b> <ul style="list-style-type: none"><li>● Identify and then analyze the development of the central idea within a text.</li></ul>

<ul style="list-style-type: none"> <li>● Analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Select evidence from text to support analysis of the central idea.</li> <li>● Categorize specific details.</li> <li>● Summarize text objectively.</li> </ul>
<p><b>RI.9-10.3</b></p> <ul style="list-style-type: none"> <li>● Structure and organization</li> <li>● Sequence</li> <li>● Introduction</li> <li>● Development</li> <li>● Explicit and implicit connections</li> </ul>	<p><b>RI.9-10.3</b></p> <ul style="list-style-type: none"> <li>● Explain how the author’s ideas are connected.</li> <li>● Analyze how an author links a series of ideas or events.</li> <li>● Demonstrate understanding of how the introduction of events or ideas can develop purpose throughout the text.</li> </ul>
<p><b>RI.9-10.6</b></p> <ul style="list-style-type: none"> <li>● Point of view</li> <li>● Purpose</li> <li>● Rhetoric</li> <li>● Analysis</li> <li>● Persuasive appeals <ul style="list-style-type: none"> <li>○ Ethos</li> <li>○ Pathos</li> <li>○ Logos</li> </ul> </li> </ul>	<p><b>RI.9-10.6</b></p> <ul style="list-style-type: none"> <li>● Annotate a text focusing on rhetorical devices as applicable to an author’s purpose/point of view.</li> <li>● Analyze an informational text for rhetorical devices.</li> <li>● Determine an author’s point of view or purpose in a text.</li> <li>● Critique the author’s use of rhetoric to advance his or her point of view or purpose.</li> </ul>
<p><b>W.9-10.2</b></p> <ul style="list-style-type: none"> <li>● Organization: <ul style="list-style-type: none"> <li>○ Outline</li> <li>○ Introduction (thesis statement)</li> <li>○ Body Paragraphs</li> <li>○ Conclusion</li> </ul> </li> <li>● Narrowing a topic</li> <li>● Relevant and concrete facts and details</li> <li>● Target Audience</li> <li>● Transitions</li> <li>● Formatting styles</li> <li>● Use of quotations</li> <li>● Facts: relevant and precise</li> <li>● Domain-specific vocabulary</li> <li>● Selecting, organizing, and analyzing content</li> <li>● Concluding statement</li> </ul>	<p><b>W.9-10.2</b></p> <ul style="list-style-type: none"> <li>● Write an effective introduction.</li> <li>● Organize complex ideas and concepts through the use of formatting, graphics, and multimedia.</li> <li>● Incorporate facts, vocabulary, specific details and quotations to support the topic.</li> <li>● Use transitions in writing to link ideas and concepts.</li> <li>● Communicate ideas by choosing domain-specific language and vocabulary.</li> <li>● Demonstrate style and tone that is appropriate to a target audience.</li> <li>● Write a conclusion to reaffirm the material presented.</li> </ul>
<p><b>L.9-10.4</b></p> <ul style="list-style-type: none"> <li>● Definition</li> <li>● Content knowledge</li> </ul>	<p><b>SL.9-10.1</b></p> <ul style="list-style-type: none"> <li>● Start discussions</li> <li>● Participate in conversations with diverse partners.</li> <li>● Present new ideas.</li> </ul>

	<ul style="list-style-type: none"> <li>● Create goals and deadlines for work completed.</li> <li>● Move conversations through the use of questions and responses.</li> </ul>
<p><b>L.9-10.4a</b></p> <ul style="list-style-type: none"> <li>● Contextual evidence</li> <li>● Context clues</li> <li>● Precise meaning</li> <li>● Parts of speech</li> <li>● Etymology</li> <li>● Root words</li> <li>● Suffixes</li> <li>● Prefixes</li> </ul>	<p><b>L.9-10.2</b></p> <ul style="list-style-type: none"> <li>● Demonstrate proper capitalization, punctuation, and spelling when writing.</li> <li>● Introduce a list or quotation with a colon.</li> <li>● Consult references for grammar and usage rules.</li> </ul>
<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Analyze*</li> <li>● Sequence*</li> <li>● Transitional* devices</li> <li>● Determine</li> <li>● Refine</li> <li>● Fallacies</li> <li>● Objective</li> <li>● Persuasiveness</li> <li>● Contradiction*</li> <li>● Concession</li> <li>● Controversial</li> <li>● Claim*</li> <li>● Premise</li> <li>● Bias</li> <li>● Rhetorical Appeals <ul style="list-style-type: none"> <li>○ ethos</li> <li>○ pathos</li> <li>○ logos</li> </ul> </li> <li>● Thesis* Statement</li> <li>● Context* Clues</li> </ul> <p><b>Content Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Summary*</li> <li>● Central idea*</li> <li>● Informative and explanatory* texts</li> <li>● Evidence*</li> <li>● Unfold</li> <li>● Connections</li> <li>● Argumentation*</li> <li>● Counter Argument*</li> <li>● Refutation</li> <li>● Subjective</li> </ul>	

- Objective
- Provocative
- Credibility\*
- Domain-specific Vocabulary
- Concluding\* Statement
- Etymology
- Contextual Evidence\*
- Root word\*
- Prefix
- Suffix
- Print and digital resources
- Inferred\*

**Resources:**

**Technology:**

- **Smarter Tools for Teachers:**
  - <https://smartertoolsforteachers.org/>
    - Educator-created lessons, activities, strategies, and professional learning to help tailor instruction and boost learning.
- **Actively Learn:**
  - <https://read.activelylearn.com/#/teacher/catalog> (Access through ClassLink)
- **SORA**
  - <https://soraapp.com/library/ctecsct> (Access through ClassLink)

**Engage NY Resources:**

- [Grade 9 Module 3 Unit 1: Using Seed Texts as Springboards to Research](#)
- [Grade 9 Module 4 Lesson 9: “By the 1800s, it was clear” to “the Age of Freedom”](#)

**Achieve the Core Resources:**

- [“Remember the Ladies - Women of American Revolution”](#)
- [“Evolution of the Internet”](#)
- [“Immunizations”](#)

**Suggested Texts:**

**Skill Practice:**

"How to Write a Summary" <https://www.youtube.com/watch?v=Gz8JDJDwRxQ>

"What Is Point of View" <https://www.youtube.com/watch?v=DsIKbwkuiVA>

"How to Use Rhetoric to Get What You Want"

<https://www.youtube.com/watch?v=3kIMM9BkW5o>

"Writing a Thesis Statement" <https://www.youtube.com/watch?v=wCzuAMVmlZ8&t=34s>

"Writing an Effective Thesis Statement" [https://www.youtube.com/watch?v=4sx42\\_C10zw](https://www.youtube.com/watch?v=4sx42_C10zw)

The following resources can be found on Actively Learn, unless stated otherwise:

#### Civil Rights:

- "The Nuts and Bolts Heroes of the Civil Rights Movement" (informational)
- "A Child of Slavery Who Taught a Generation" (*CommonLit*-Informational)
- "Famous Mexican Americans" (informational)
- "Viva la Causa: Cesar Chavez's Fight for Social Justice" (biography)

#### Women Who Made an Impact:

- "Female Firefighters Defy Old Ideas of Who Can Be an American Hero" (informational)
- "Supreme Court Justice Ruth Bader Ginsburg Dies at 87" (biography)
- "World Mourns the Death of Nobel Laureate Toni Morrison" (biography)

#### Historical Events:

- "What Was the Holocaust?" (definition)
- "Nazi Concentration Camps" (definition)
- "Origins of the Great Depression" (definition)
- "The Lived Experience of the Great Depression" (definition)
- "Disaster Communications: Lessons from 9/11" (informational)

#### Refugees:

- "For a North Korean Refugee Raising Her Kids in the UK, Her past Is Never Far" (*CommonLit*- informational)
- "The Hermit Kingdom" (*CommonLit*-informational)
- "Where the World's Refugees Are" (*CommonLit*-informational)
- "Surviving" (*CommonLit*-memoir)

#### Environment:

- "Will We 'Fix' the Weather? Yes. Should We 'Fix' the Weather? Hmm." (*CommonLit*-essay)
- "Love It or Hate It, Earth Day's Just Not What It Used to Be. What Happened?" (*CommonLit*-informational)
- "The African Swamp Protecting Earth's Environment" (*CommonLit*-speech)

#### Miscellaneous:

- "Why It Matters That Teens Are Reading Less" (*CommonLit*-informational)
- "Accidentally Delicious" (informational)
- "The Serious Business Behind Toy Making" (informational)
- "Vaping Is an Urgent Threat to Public Health" (informational)
- "The Effect of Others" (*CommonLit*-informational)

- “Why Kids Bully:Because They’re Popular” (*CommonLit*-informational)
- “Characteristics of Resilient People” (*CommonLit*-informational)
- “Why You Stink at Fact Checking” (*CommonLit*-informational)
- “Kobe Bryant’s Death Leaves NBA Players, Others in Shock” (biography)
- “Why Losing Kobe Bryant Felt Like Losing a Relative or Friend” (informational)
- “The Fastest Woman in the World” (biography)

### **Cross Cycle Tasks:**

#### *Suggestions:*

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *DOK*; *Bloom's Taxonomy*.
- Quizlet Study Sets activity.

### **Last day of the Cycle:**

- Students meet in small groups to read and discuss text they will create posts for:
  - Week 1: post 2 reflections and respond to 2 reflections
  - Week 2: post 2 questions or wonderings

### **First day of the New Cycle:**

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

### **Assessments:**

#### **Formative Assessments:**

#### **REQUIRED:**

- In Actively Learn (access through ClassLink)
  - Unit 2: CFA 1
  - Unit 2: CFA 2
- In Performance Matters
  - Gr 9 SAT RW Winter Benchmark

#### **Suggested:**

- Reading inventories/ engagement surveys
- Reading goals
- Reader/Writer notebooks; journaling
- Annotations and close reading analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers

- Exit tickets
- 1:1 or small group conferring

### **Summative Assessments:**

#### **REQUIRED:**

- In Actively Learn (access through ClassLink)
  - Unit 1/2: End of Unit Assessment: *"A Whale Sized Battle Against Climate Change"*

#### Suggested:

- Reading written response to text/thinking during reading assessment
- On-demand writing assessment to revise/add to an existing story using style and craft of the author
- Performance task (see below)
- Independent Reading survey/reflection
- Book club/short story discussion observations

### **Achieve the Core Mini-Assessments**

Grade 9, Reading Informational:

- ["A Big Surprise from the Edge of the Solar System"](#)

### **Interim Assessment Blocks (IABs)**

- *Grade 9 Block 2: Read Informational Texts*
- *Grade 9, Block 3: Brief Writes*
- *Grade 9, Block 4: Revision*

### **Focused Interim Assessment Blocks (FIABs)**

- *Grade 9, Claim 1, Target 9 - Reading: Central Ideas*
- *Grade 9, Claim 1, Target 11 - Reading: Reasoning & Evidence*
- *Grade 9, Claim 1, Target 12 - Reading: Analysis Within and Across Texts*
- *Grade 9, Claim 2, Target 3a - Writing: Write Brief Texts*
- *Grade 9, Claim 2, Target 3b - Writing: Revise Brief Texts*
- *Grade 9, Claim 2, Target 8 - Writing: Language and Vocabulary Use*

### **Opportunities for Interdisciplinary Connections:**

#### **Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects**

[https://learning.ccsso.org/wp-content/uploads/2022/11/ELA\\_Standards1.pdf](https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf)

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

#### **Mathematical Practice Standards**

### **Next Generation Science Standards**

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

### **International Society for Technology in Education (ISTE)**

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

### **CTE Competency Standards**

- Utilizing tasks, projects and assignments that connect to trade technologies:
  - Aerospace Manufacturing
  - Architecture
  - Automotive Technology
  - Automotive Collision Repair and Refinishing
  - Bioscience and Environmental Technology
  - Biotechnology
  - Building and Civil Construction
  - Culinary Arts
  - Criminal Justice and Protective Services
  - Digital Media
  - Diesel and Heavy - Duty Equipment Repair
  - Electrical
  - Graphic Design
  - Heating
  - Ventilation and Air Conditioning
  - Health Technology
  - Hairdressing and Cosmetology
  - Information Technology
  - Landscape Design
  - Installation and Equipment
  - Masonry
  - Mechanical Design and Engineering Technology
  - Precision Machining Technology
  - Plumbing and Heating
  - Plumbing, Heating and Cooling
  - Robotics and Automation
  - Tourism
  - Hospitality and Guest Services Management
  - Veterinary Science
  - Welding and Metal Fabrication

### **Components of Social, Emotional, and Intellectual Habits**

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking

- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

## Grade 9 English Curriculum Unit 3

### Priority Standards Addressed in Unit 3

#### **RI.9-10.8**

**Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.**

#### **W.9-10.1**

**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

#### **W.9-10.1a**

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

#### **W.9-10.1b**

**Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.**

#### **W.9-10.1e**

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

#### **SL.9-10.1d**

**Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.**

### **Transfer Goal: Aligned to District Vision of a Graduate:**

#### **An Effective Communicator**

- actively listens
  - SL.9-10.1d
  
- clearly and concisely conveys information for shared understanding
  - W.9-10.1
  - W.9-10.1a
  - W.9-10.1b
  - W.9-10.1e
  - SL.9-10.1d
  
- command of the language; written and verbal
  - W.9-10.1

- W.9-10.1a
- W.9-10.1b
- W.9-10.1e

### **Skilled Socially**

- uses effective verbal and non-verbal communication skills
  - W.9-10.1
  - W.9-10.1a
  - W.9-10.1b
  - W.9-10.1e
  - SL.9-10.1d
- interacts with diverse audiences in a manner appropriate for the setting
  - W.9-10.1b
  - SL.9-10.1d
- empathizes with and values others
  - W.9-10.1b
  - SL.9-10.1d

### **A Critical Thinker**

- applies unbiased analysis and evaluation
  - RL.9-10.8
  - W.9-10.1
  - W.9-10.1a
  - W.9-10.1b
  - W.9-10.1e
  - SL.9-10.1d
- evaluates sources of information for reliability
  - RL.9-10.8
  - W.9-10.1
  - W.9-10.1a
  - W.9-10.1b
  - W.9-10.1e
  - SL.9-10.1d
- willing to adapt to new information and questions things
  - RL.9-10.8
  - W.9-10.1
  - W.9-10.1a
  - W.9-10.1b
  - W.9-10.1e
  - SL.9-10.1d

### **Respectful**

- embraces cultural diversity
  - SL.9-10.1d
- communicates with care and professionalism
  - W.9-10.1
  - W.9-10.1a

- W.9-10.1b
- W.9-10.1e
- SL.9-10.1

**Big Ideas:**

- All texts should be examined for valid reasoning and use of relevant and sufficient evidence for credibility.
- Arguments support claims in an analysis using valid reasoning and sufficient claims.
- Critical listeners evaluate speakers for faulty reasoning, use of evidence and rhetoric, point of view, etc..

**Essential Questions:**

- Why should students evaluate a text’s claims, reasoning, and evidence?
- How do writers structure and support argumentative texts?
- Why should listeners evaluate speakers?

**Learning Outcomes**

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
<p><b>RI.9-10.8</b></p> <ul style="list-style-type: none"> <li>● Logical fallacies</li> <li>● Structure of an argument</li> <li>● Source evaluation (e.g. web evaluation)</li> <li>● Delineate</li> </ul>	<p><b>RI.9-10.8</b></p> <ul style="list-style-type: none"> <li>● Assess validity of the author’s reasoning.</li> <li>● Evaluate evidence in reference to the claim.</li> <li>● Analyze statements for fallacious reasoning.</li> <li>● Evaluate the development and structure of the author’s argument.</li> </ul>
<p><b>W.9-10.1</b></p> <ul style="list-style-type: none"> <li>● Argument</li> <li>● Substantive topics</li> <li>● Valid reasoning</li> <li>● Know how to locate and evaluate appropriate sources/materials required by logical argumentation.</li> <li>● Relevant and sufficient evidence</li> </ul>	<p><b>W.9-10.1</b></p> <ul style="list-style-type: none"> <li>● Write arguments to support claims in an analysis.</li> <li>● Use valid reasoning to support claims and counterclaims.</li> <li>● Choose relevant and sufficient evidence to support claims and counterclaims.</li> </ul>
<p><b>W.9-10.1a</b></p> <ul style="list-style-type: none"> <li>● Thesis</li> <li>● Claim and counterclaim</li> <li>● Evidence</li> <li>● Cohesion</li> <li>● Formal Style</li> </ul>	<p><b>W.9-10.1a</b></p> <ul style="list-style-type: none"> <li>● Create a thesis statement that clarifies your argument.</li> <li>● Structure writing to establish relationships between claims, counterclaims, reasons, and evidence.</li> <li>● Establish and maintain a formal style.</li> </ul>

	<ul style="list-style-type: none"> <li>● Use norms and conventions appropriate to the writing arguments.</li> </ul>
<b>W.9-10.1b</b> <ul style="list-style-type: none"> <li>● Objective Tone</li> <li>● Strengths and limitations</li> <li>● Target Audience</li> <li>● Transitional Words</li> </ul>	<b>W.9-10.1b</b> <ul style="list-style-type: none"> <li>● Anticipate the audience's knowledge and concerns.</li> <li>● Use words, phrases and clauses as transitions to link major sections.</li> <li>● Clarify the relationships between claims and counterclaims.</li> <li>● Point out strengths and limitations of claims and counterclaims.</li> <li>● Supply evidence while pointing out strengths and limitations.</li> <li>● Establish and maintain an objective tone.</li> </ul>
<b>W.9-10.1e</b> <ul style="list-style-type: none"> <li>● Concluding Statement</li> <li>● Summarize</li> <li>● Takeaways/considerations</li> </ul>	<b>W.9-10.1e</b> <ul style="list-style-type: none"> <li>● Provide a concluding statement (section) supporting the argument.</li> <li>● Summarize the argument and express why it matters</li> <li>● Provide your audience with something new to consider and to think about.</li> </ul>
<b>SL.9-10.1d</b> <ul style="list-style-type: none"> <li>● Respect for diverse viewpoints</li> <li>● State facts and opinions</li> <li>● Judge validity</li> <li>● Evaluate information</li> </ul>	<b>SL.9-10.1d</b> <ul style="list-style-type: none"> <li>● Respond to varying viewpoints.</li> <li>● Evaluate and justify viewpoints and information presented.</li> <li>● Use evidence presented to make new discoveries.</li> </ul>
<b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>● Analyze*</li> <li>● Transitional* word/phrases</li> <li>● Sufficient</li> <li>● Fallacies</li> <li>● Valid</li> <li>● Assess</li> <li>● Rhetorical Appeals <ul style="list-style-type: none"> <li>○ ethos</li> <li>○ pathos</li> <li>○ logos</li> </ul> </li> <li>● Thesis* Statement</li> <li>● Claim*</li> </ul> <b>Content Vocabulary</b> <ul style="list-style-type: none"> <li>● Objective tone</li> <li>● Evidence*</li> </ul>	

- Relevant\*
- Evaluate
- Delineate
- Introduction\*
- Body
- Argument\*
- Counterclaims\*
- Conclusion\*

## Resources:

### Technology:

- **Smarter Tools for Teachers:**
  - <https://smartertoolsforteachers.org/>
    - Educator-created lessons, activities, strategies, and professional learning to help tailor instruction and boost learning.
- **Actively Learn:**
  - <https://read.activelylearn.com/#/teacher/catalog> (Access through ClassLink)
- **SORA**
  - <https://soraapp.com/library/ctecsct> (Access through ClassLink)

### Engage NY Resources:

- [Grade 9 Module 2 Unit 3: Everybody is Guilty of Something](#)
- [Grade 9 Module 4 Lesson 10: “How Your Addiction to Fast Fashion Kills”](#)

### Achieve the Core Resources:

- [“Coral Reefs”](#)
- [“Smokejumpers: Life Fighting Fires”](#)
- [“Doing Nothing is Something”](#)

### Suggested Texts:

The following resources can be found on Actively Learn, unless stated otherwise:

### Skill Practice:

- “Argumentative Writing: Is Teaching About Autism with TikTok Helpful or Harmful?”
- “Claim and Counterclaim: Do We Still Need to Send Humans Into Space?”
- “Claim, Evidence, and Reasoning: Should Kids Use Social Media?”
- “Evaluating Argument: Why Daylight Savings Time is Unhealthy”
- “Evaluating Evidence: Crash Course Navigating Digital Information” (video)
- “The Three Persuasive Appeals: Logos, Ethos, Pathos” (video)
- “Tips On How to Write an Argumentative Essay” (explainer)

### **Argumentative Text:**

- “5 Reasons Video Games Should Be Used in School” (opinion)
- “What’s Behind TV Bingeing’s Bad Rap” (opinion)
- “Rosa Parks Barbie Doll Reflects Popular Misunderstanding of Civil Rights Struggle” (opinion)
- “I Have a Dream” (speech)
- “Address to the Commonwealth Club of California-Cesar Chavez” (*CommonLit*-speech)
- “Malala Yousafzai Nobel Peace Prize Lecture” (*CommonLit*-speech)
- “After Being Convicted of Voting (1872)-Susan B. Anthony” (speech)
- “Elie Wiesel’s Perils of Indifference” (*CommonLit*-speech)

### **Cross Cycle Tasks:**

#### *Suggestions:*

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *DOK*; *Bloom’s Taxonomy*.
- Quizlet Study Sets activity.

### **Last day of the Cycle:**

- Students meet in small groups to read and discuss text they will create posts for:
  - Week 1: post 2 reflections and respond to 2 reflections
  - Week 2: post 2 questions or wonderings

### **First day of the New Cycle:**

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

### **Assessments:**

#### **Formative Assessments:**

#### **REQUIRED:**

- In Actively Learn (access through ClassLink)
  - Unit 3: CFA 1
  - Unit 3: CFA 2

#### **Suggested:**

- Reading inventories/ engagement surveys
- Reading goals
- Reader/Writer notebooks; journaling
- Annotations and close reading analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples

- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

**Summative Assessments:**

**REQUIRED:**

- In Actively Learn (access through ClassLink)
  - Unit 3/4: End of Unit Assessment: *"How Some YouTube, Instagram, and TikTok Stars Use Their Influence for Good"*

**Suggested:**

- Reading written response to text/thinking during reading assessment
- On-demand writing assessment to revise/add to an existing story using style and craft of the author
- Performance task (see below)
- Independent Reading survey/reflection
- Book club/short story discussion observations

***Interim Assessment Blocks (IABs)***

- *Grade 9 Block 2: Read Informational Texts*
- *Grade 9, Block 3: Brief Writes*
- *Grade 9, Block 4: Revision*

***Focused Interim Assessment Blocks (FIABs)***

- *Grade 9, Claim 1, Target 11 - Reading: Reasoning & Evidence*
- *Grade 9, Claim 2, Target 6a - Writing: Write Brief Texts*
- *Grade 9, Claim 2, Target 6b - Writing: Revise Brief Texts*

**Opportunities for Interdisciplinary Connections:**

**Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects**

[https://learning.ccsso.org/wp-content/uploads/2022/11/ELA\\_Standards1.pdf](https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf)

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

**Mathematical Practice Standards**

**Next Generation Science Standards**

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

**HS-ESS3-2 Earth and Human Activity**

Evaluate competing design solutions for developing, managing, and utilizing energy and

mineral resources based on cost-benefit ratios.

### **International Society for Technology in Education (ISTE)**

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

#### 1.3.b Evaluate Information:

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

#### 1.3.c Curate Information:

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

#### 1.3.d Real World Issues:

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

### **CTE Competency Standards**

- Utilizing tasks, projects and assignments that connect to trade technologies:
  - Aerospace Manufacturing
  - Architecture
  - Automotive Technology
  - Automotive Collision Repair and Refinishing
  - Bioscience and Environmental Technology
  - Biotechnology
  - Building and Civil Construction
  - Culinary Arts
  - Criminal Justice and Protective Services
  - Digital Media
  - Diesel and Heavy - Duty Equipment Repair
  - Electrical
  - Graphic Design
  - Heating
  - Ventilation and Air Conditioning
  - Health Technology
  - Hairdressing and Cosmetology
  - Information Technology
  - Landscape Design

- Installation and Equipment
- Masonry
- Mechanical Design and Engineering Technology
- Precision Machining Technology
- Plumbing and Heating
- Plumbing, Heating and Cooling
- Robotics and Automation
- Tourism
- Hospitality and Guest Services Management
- Veterinary Science
- Welding and Metal Fabrication

**Components of Social, Emotional, and Intellectual Habits**

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

## Grade 9 English Curriculum Unit 4

### Priority Standards Addressed in Unit 4

#### **PART A:**

##### **RL.9-10.7**

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

##### **RI.9-10.7**

Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

##### **SL.9-10.1a**

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.

#### **PART B:**

##### **W.9-10.6**

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

##### **W.9-10.7**

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

##### **W.9-10.8**

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

##### **SL.9-10.2**

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

#### **Transfer Goal: Aligned to District Vision of a Graduate:**

##### **An Effective Communicator**

- clearly and concisely conveys information for shared understanding
  - W.9-10.6

- W.9-10.7
- W.9-10.8
- SL.9-10.1a
- SL.9-10.2
- able to use multiple modes of communication
  - W.9-10.6
  - SL.9-10.1a
  - SL.9-10.2
- command of the language; written and verbal
  - W.9-10.6
  - W.9-10.7
  - W.9-10.8
  - SL.9-10.1a
  - SL.9-10.2

### **Skilled Socially**

- uses effective verbal and non-verbal communication skills
  - W.9-10.6
  - W.9-10.8
  - SL.9-10.1a
  - SL.9-10.2
- interacts with diverse audiences in a manner appropriate for the setting
  - W.9-10.6
- empathizes with and values others
  - RI.9-10.7

### **A Critical Thinker**

- applies unbiased analysis and evaluation
  - RL.9-10.7
  - RI.9-10.7
  - W.9-10.7
  - W.9-10.8
  - SL.9-10.1a
  - SL.9-10.2
- evaluates sources of information for reliability
  - RL.9-10.7
  - RI.9-10.7
  - W.9-10.8
  - SL.9-10.1a
  - SL.9-10.2
- makes rational decisions based on application of evidence and observation
  - RL.9-10.7

- RI.9-10.7
- W.9-10.8
- SL.9-10.1a
- SL.9-10.2

**A Problem Solver**

- identifies multiple solutions and selects the most sensible approach
  - RL.9-10.7
  - RI.9-10.7
  - W.9-10.7
  - W.9-10.8
  - SL.9-10.1a
  - SL.9-10.2

**Big Ideas:**

- In comparing and contrasting different mediums, students can evaluate what is effective in the different representation of a text, scene, or subject.
- Technology provides numerous and diverse tools that should be used to produce, publish, and update writing products.
- Critical research skills will help writers to learn to develop problem solving skills, determine credibility, and demonstrate understanding.
- Selectively synthesizing relevant sources helps writers critically analyze all sources and develop world views.

**Essential Questions:**

- How and why should students analyze accounts of a subject told in different mediums?
- What are all the steps for producing and distributing a piece of writing?
- How can developing research skills help solve problems?
- How can learning to synthesize multiple sources help develop critical thinking skills?

**Learning Outcomes**

<b><i>Students will know:</i></b>	<b><i>As evidenced by: (oral, written, or performance):</i></b>
<b>Part A:</b> <b>RL.9-10.7</b> <ul style="list-style-type: none"> <li>● Artistic mediums/treatments</li> <li>● Subject</li> <li>● Key scene</li> </ul>	<b>Part A:</b> <b>RL.9-10.7</b> <ul style="list-style-type: none"> <li>● Identify and analyze how the subject is presented in a scene.</li> <li>● Analyze and compare two common-themed artistic pieces.</li> </ul>

	<ul style="list-style-type: none"> <li>● Explain how and why an artist/author chooses to represent a subject or scene.</li> <li>● Identify and explain the similarities and differences of the two artistic mediums.</li> </ul>
<b>RI.9-10.7</b> <ul style="list-style-type: none"> <li>● Primary source</li> <li>● Secondary source</li> <li>● Point of view from various mediums</li> <li>● Genres</li> </ul>	<b>RI.9-10.7</b> <ul style="list-style-type: none"> <li>● Examine details in different accounts of a subject.</li> <li>● Compare the relative importance of details presented in different accounts.</li> <li>● Identify emphasized details in various accounts of a subject told in different mediums.</li> <li>● Analyze the effect different sources have in regards to an author's/artist's choice of details.</li> </ul>
<b>SL.9-10.1a</b> <ul style="list-style-type: none"> <li>● Prepared discussion</li> <li>● Evidence</li> <li>● Active conversations</li> </ul>	<b>SL.9-10.1a</b> <ul style="list-style-type: none"> <li>● Make prepared decisions, based on completed reading and conducted research.</li> <li>● Use evidence from texts to discuss and make decisions.</li> <li>● Generate questions, seek to clarify, and respond to the ideas of others in scholarly discourse.</li> </ul>
<b>Part B:</b> <b>W.9-10.6</b> <ul style="list-style-type: none"> <li>● Technology use</li> <li>● Individual and shared writing products</li> <li>● Internet use</li> <li>● Information display</li> <li>● Publication</li> </ul>	<b>Part B:</b> <b>W.9-10.6</b> <ul style="list-style-type: none"> <li>● Use technology to link information in a variety of ways.</li> <li>● Publish and update information in a variety of ways.</li> <li>● Share and display information flexibly and dynamically.</li> </ul>
<b>W.9-10.7</b> <ul style="list-style-type: none"> <li>● Research to answer a question</li> <li>● Suitable/credible sources for investigation</li> <li>● Primary/secondary sources for investigation</li> <li>● Synthesis of multiple sources</li> </ul>	<b>W.9-10.7</b> <ul style="list-style-type: none"> <li>● Conduct an inquiry.</li> <li>● Find multiple sources to answer the inquiry.</li> <li>● Narrow or broaden the inquiry.</li> <li>● Analyze the suitability and credibility of source materials to solve the inquiry.</li> <li>● Synthesize compiled data.</li> </ul>
<b>W.9-10.8</b> <ul style="list-style-type: none"> <li>● Plagiarism</li> <li>● Authoritative source</li> <li>● Advanced search methods</li> </ul>	<b>W.9-10.8</b> <ul style="list-style-type: none"> <li>● Cite correctly the sources in a standard format.</li> </ul>

<ul style="list-style-type: none"> <li>● Citation rules</li> <li>● Various citation formats, such as MLA and APA</li> <li>● Library skills and available resources</li> <li>● Website credibility</li> <li>● Paraphrasing</li> <li>● Research questions</li> <li>● Primary and secondary sources in digital media</li> </ul>	<ul style="list-style-type: none"> <li>● Operate search engines and databases in an effective and efficient manner.</li> <li>● Assess sources based on credibility and usefulness within the chosen topic</li> <li>● Integrate information to maintain the flow of ideas and avoid plagiarism.</li> <li>● Paraphrase properly to avoid plagiarism.</li> <li>● Use library resources effectively.</li> <li>● Sort and prioritize information based on usefulness and trustworthiness.</li> <li>● Prove understanding of the steps required to gather, assess, and integrate relevant information.</li> </ul>
<p><b>SL.9-10.2</b></p> <ul style="list-style-type: none"> <li>● Credibility</li> <li>● Accurate evidence</li> <li>● Integration</li> <li>● Rhetoric</li> <li>● Synthesis</li> <li>● Presentation formats</li> <li>● Source analysis</li> <li>● Quantitative and qualitative evidence</li> </ul>	<p><b>SL.9-10.2</b></p> <ul style="list-style-type: none"> <li>● Use credible sources to support assertions</li> <li>● Evaluate sources to verify credibility.</li> <li>● Consult various reference materials to confirm the precise meaning of information presented.</li> <li>● Integrate various media or formats to support assertions.</li> <li>● Evaluate synthesis and integration of sources.</li> </ul>

**Academic Vocabulary**

- Representation
- Key Scene
- Emphasis
- Analyze\*
- Source Text
- Medium
- Synthesize/Synthesis
- Research Project
- Credible\* Source
- Authoritative
- Paraphrase\*
- Citation
- Assess
- Standard Format
- Thesis\*
- Media Sources

**Content Vocabulary**

- Treatment
- Theme\*

- Absent
- Adaptation
- Multimedia
- Plagiarism\*
- Credible\*
- Primary/secondary
- Narrow/Broaden Topic\*
- Relevant\*
- Integrate/Integration\*
- Advanced Search Methods
- Evidence\*
- Copyright
- Qualitative
- Quantitative

### Resources:

### Technology:

- **Smarter Tools for Teachers:**
  - <https://smartertoolsforteachers.org/>
    - Educator-created lessons, activities, strategies, and professional learning to help tailor instruction and boost learning.
- **Actively Learn:**
  - <https://read.activelylearn.com/#/teacher/catalog> (Access through ClassLink)
- **SORA**
  - <https://soraapp.com/library/ctecsct> (Access through ClassLink)

### Engage NY Resources:

- [Grade 9 Module 4 Lesson 2: "The World's First True University"](#)
- [Grade 9 Module 4 Lesson 7: "Portrait Gallery of Sugar Work"](#)

### Achieve the Core Resources:

- ["Glory and Hope"](#)
- ["Lamb To the Slaughter"](#)
- ["The Gettysburg Address" by Abraham Lincoln](#)

### Suggested Texts:

#### Skill Practice

- "Evaluating Argument: Why Daylight Savings Time Is Unhealthy"
- "How to Develop a Strong Research Question" **Video**  
<https://www.youtube.com/watch?v=71-GucBaM8U>
- "The Research Process in 7 Steps" **Video**

<https://www.youtube.com/watch?v=OSsgH0FqWg4>

- Boolean Operators (for effective online resource search)  
<https://libguides.mit.edu/c.php?g=175963&p=1158594>

### Fiction

- "Overwhelmed" from I Am Not Your Perfect Mexican Daughter (Actively Learn)
- "The Monkey's Paw" (Actively Learn)
- "Harrison Bergeron" (Actively Learn)
- "An Occurrence at Owl Creek Bridge" (Actively Learn)
- "Blues Ain't No Mocking Bird" (Actively Learn)

### Nonfiction Text

- [President Kennedy's Inaugural Address](#)
- "Lincoln's Second Inaugural Address" (Actively Learn)
- [Why Do People Follow The Crowd?](#)
- [American Rhetoric](#)
- History.com (speeches and audio)
- "Student Guide: 10 Ways to Spot Online Misinformation" (Actively Learn)
- "Frankenstein: The Real Experiments that Inspired the Fictional Science" (Actively Learn)
- "William Shakespeare—In a Nutshell" (Actively Learn video)

### Suggested Activities:

- [The Death of Ethos Pathos Logos](#) Google Doc
- [Analyzing Rhetoric in Advertising](#) Google Doc

### Student Choice Assessments:

- [Option A: Project and Presentation \[Social Issues\]](#)
- [Option B: Times Magazine Person of the Year \[Research Project\]](#)
- [Option 3: This I Believe Podcast and Transcript](#)

### **Cross Cycle Tasks:**

#### *Suggestions:*

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *DOK*; *Bloom's Taxonomy*.
- Quizlet Study Sets activity.

### **Last day of the Cycle:**

- Students meet in small groups to read and discuss text they will create posts for:
  - Week 1: post 2 reflections and respond to 2 reflections
  - Week 2: post 2 questions or wonderings

**First day of the New Cycle:**

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

**Assessments:**

**Formative Assessments:**

**REQUIRED:**

- In Actively Learn (access through ClassLink)
  - Unit 4: CFA 1
  - Unit 4: CFA 2
- In Performance Matters
  - Gr 9 SAT RW Spring Benchmark

**Suggested:**

- Reading inventories/ engagement surveys
- Reading goals
- Reader/Writer notebooks; journaling
- Annotations and close reading analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

**Summative Assessments:**

**REQUIRED:**

- In Actively Learn (access through ClassLink)
  - Unit 3/4: End of Unit Assessment

**Suggested:**

- Reading written response to text/thinking during reading assessment
- On-demand writing assessment to revise/add to an existing story using style and craft of the author
- Performance task (see below)
- Independent Reading survey/reflection
- Book club/short story discussion observations

***Interim Assessment Blocks (IABs)***

- *Grade 9 Block 1: Read Literary Texts*

- *Grade 9 Block 2: Read Informational Texts*
- *Grade 9, Block 5: Research*

### **Focused Interim Assessment Blocks (FIABs)**

- *Grade 9, Claim 2, Targets 3a, 6a - Writing: Write Brief Texts*
- *Grade 9, Claim 2, Targets 3b, 6b - Writing: Revise Brief Texts*
- *Grade 9, Claim 3, Target 4 - Speaking & Listening - Listen/Interpret*

### **Opportunities for Interdisciplinary Connections:**

#### **Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects**

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Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

#### **Mathematical Practice Standards**

#### **Next Generation Science Standards**

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

#### **HS-ESS3-4 Earth and Human Activity**

Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

#### **HS-ETS1-2 Engineering Design**

Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

#### **HS-ETS1-4 Engineering Design**

Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

#### **International Society for Technology in Education (ISTE)**

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

#### **1.2.c Intellectual Property**

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

### 1.3.a Effective Research Strategies

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

### 1.3.b Evaluate Information

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

### 1.3.c Curate Information:

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

### 1.3.d Real World Issues:

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

### 1.4.a Design Process

Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

### 1.6.a Choose Platform or Tools

Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

### 1.6.d Customize the Message

Students publish or present content that customizes the message and medium for their intended audiences.

### 1.7.b Multiple Viewpoints

Students use collaborative technologies to work with others, including peers, experts and community members, to examine issues and problems from multiple viewpoints.

## **CTE Competency Standards**

- Utilizing tasks, projects and assignments that connect to trade technologies:
  - Aerospace Manufacturing
  - Architecture
  - Automotive Technology
  - Automotive Collision Repair and Refinishing
  - Bioscience and Environmental Technology
  - Biotechnology
  - Building and Civil Construction
  - Culinary Arts
  - Criminal Justice and Protective Services
  - Digital Media
  - Diesel and Heavy - Duty Equipment Repair
  - Electrical

- Graphic Design
- Heating
- Ventilation and Air Conditioning
- Health Technology
- Hairdressing and Cosmetology
- Information Technology
- Landscape Design
- Installation and Equipment
- Masonry
- Mechanical Design and Engineering Technology
- Precision Machining Technology
- Plumbing and Heating
- Plumbing, Heating and Cooling
- Robotics and Automation
- Tourism
- Hospitality and Guest Services Management
- Veterinary Science
- Welding and Metal Fabrication

### **Components of Social, Emotional, and Intellectual Habits**

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
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- Listen, discuss, and negotiate ideas in order to discover new learning with peers