

English 1-2 and English 3-4

Course Description

English language arts for 9th and 10th grades is designed to give students wide ranging opportunities to read, write, speak for different audiences and purposes, to extend and practice new skills and to build on those acquired previously. *The focus is on developing skills using literature and nonfiction as crucial sources for discussion, analysis, critical thinking, discovery, debate, and writing.* This course provides an opportunity to connect with other courses in the curriculum, such as history and science, with its emphasis on reading, research, writing, speaking, analysis and critical thinking.

The course supports the district's mission to nurture collaboration, creativity, and develop core competencies for all of its students. In addition to addressing the eight guaranteed Program Goals, students will develop the 21st Century Skills of critical thinking/problem-solving, collaboration, communication and creation/innovation. English teachers may integrate and assess these skills through project-based instruction, as appropriate and relevant.

English 1-2 and English 3-4 constitute the Freshman/Sophomore English Program. These courses require regular work in the eight Program Goals: narrative, argumentative and expository writing; fiction and nonfiction reading; collaborative speaking and listening; public presentation; vocabulary acquisition and development; and language, spelling, grammar and usage.

Freshman English 1 and 2 lead directly to Sophomore English 3 and 4, which together form the basis for the student's upper division work.

Prerequisite skills:

In order to successfully access each program goal, students will have attained the following prerequisite skills. When planning instruction, possible gaps in these skills should be taken into consideration, and instructional design should be altered accordingly.

READING (FICTION & NONFICTION)

The student:

- has a working understanding of the purpose of reading: to make meaning
- understands that words and phrases can have connotations as well as denotations that control meaning
- is aware of the figurative vs. literal use of language to enhance meaning
- can successfully use context clues to negotiate meaning
- understands the differences between genres and their traditional purposes
- has experience reading short stories, novels, plays, essays, etc.
- has sufficient sight vocabulary to ensure a working fluency

WRITING (EXPOSITION, ARGUMENT AND NARRATIVE)

The student:

- is familiar with the concept of audience/reader,
- writes simple and complex sentences
- writes in paragraph form
- can produce basic summaries
- knows that a thesis expresses the main idea
- knows that a thesis needs to be supported with evidence

- differentiates between main ideas and supporting ideas
- has acquired pre-writing strategies
- writes generally coherent essays
- is familiar with these terms: narrator, point of view, character, problem/conflict, plot, setting, resolution, dialogue, sensory detail

LANGUAGE CONVENTIONS

The student:

- has a working understanding of capitalization, punctuation, and spelling
- is familiar with parts of speech

VOCABULARY ACQUISITION

Within the context of reading and writing, the student:

- knows how to use reference materials to acquire vocabulary
- is aware of the Greek/Latin roots of words

SPEAKING AND LISTENING

The student should be familiar with these terms:

- eye contact
- voice control
- body language
- pacing and inflection
- visual aids
- basic presentation technologies
- active listening

Program goals/learning outcomes

READING LITERATURE: The student will read and comprehend literature, including stories, dramas, and poems, and is able to identify and cite key ideas and details, analyze craft, structure, and knowledge and ideas.

Proficiency Scale for Reading Literature

Score 4	<p>The student:</p> <ul style="list-style-type: none"> ● Cites 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. ● Determines 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. ● Analyzes 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/archetypes are introduced and developed). ● Determines 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. (Include Shakespeare as well as other authors.)
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	<ul style="list-style-type: none"> ● Analyzes 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. ● Analyzes multiple points of view or cultural experiences reflected in a work of literature from outside the United States. ● Analyzes the representation of a complex subject or a key scene in two or more different artistic mediums, comparing and contrasting the different the ways in which details produce different effects (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus). ● Analyzes how the use and transformation of source material contributes to the meaning of the work as a whole (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). ● Reads and comprehends literature at the high end of the grades 9–10 text complexity band independently and proficiently.
Score 3	<p>The student:</p> <ul style="list-style-type: none"> ● Cites strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● Determines 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. ● Analyzes 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. ● Determines the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). ● Analyzes 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. ● Analyzes a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. ● Analyzes 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). ● Analyzes how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). ● Reads and comprehends literature in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Score 2	<p>The student:</p> <ul style="list-style-type: none"> ● Cites the textual evidence that supports an analysis of what the text says explicitly as well as inferences drawn from the text. ● Determines a theme or central idea of a text and traces its development over the

	<p>course of the text; provides a summary of the text.</p> <ul style="list-style-type: none"> ● Analyzes how characters interact with other characters, and how characters advance the plot or develop the theme. ● Determines the meaning of words and phrases as they are used in a text; identifies the impact of specific word choices on meaning and tone. ● Identifies an author's choices in structuring a text, ordering events, and manipulating time (e.g., pacing, flashbacks). ● Identifies points of view or cultural experiences reflected in a work of literature. ● Identifies similarities and differences in the treatment of a subject or a key scene in two different artistic mediums. ● Identifies the use of allusions (e.g. Shakespeare's use of Greek mythology or Hemingway's use of Biblical references in <i>The Old Man and the Sea</i>). ● Reads and comprehends literature in the grades 9–10 text complexity band proficiently, with scaffolding as needed.
Score 1	With teacher guidance and support, student is able to complete some of the tasks and is moving toward growth (see above).

Proficiency Scale for Reading Informational Text

Score 4	<p>When reading essays, articles, textbooks, and instructions, the student:</p> <ul style="list-style-type: none"> ● Cites 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 ● Determines two or more central ideas of a text and analyzes their development over the course of the text, including how they interact and builds on one another to provide a complex analysis; provides an objective summary of the text. ● Analyzes a complex set of ideas or sequence of events and explains how specific individuals, ideas, or events interact and develop over the course of the text. ● Evaluates the meaning of words and phrases as they are used throughout a text, including figurative, connotative, and technical meanings; analyzes the cumulative impact of specific word choices on meaning and tone. ● Analyzes and evaluates 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. ● Determines 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. ● Analyzes various accounts of a subject told in different mediums, determining and evaluating authorial choice. ● Identifies the rhetorical purpose of a text and evaluates the rhetorical strategies the author uses to achieve that purpose.
Score 3	<p>The student:</p> <ul style="list-style-type: none"> ● Cites strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● Determines a central idea of a text and analyzes its development over the course of the text, including how it emerges and is shaped and refined by specific details; provides an objective summary of the text. ● Analyzes 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. ● Determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzes the cumulative impact of specific word choices on meaning and tone. ● Analyzes in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). ● Determines an author's point of view or purpose in a text and analyzes how an author uses rhetoric to advance that point of view or purpose. ● Analyzes various accounts of a subject told in different mediums, determining which details are emphasized in each account. ● Delineates and evaluates the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identifies false statements and fallacious reasoning.
Score 2	<p>The student:</p> <ul style="list-style-type: none"> ● Cites textual evidence that supports an analysis of the text.

	<ul style="list-style-type: none"> • Determines a central idea of a text; provides a summary of the text. • Determines the order of points or events in a text. • Determines the meaning of words and phrases as they are used in a text. • Links specific ideas or claims to particular sentences, paragraphs, or larger portions of a text. • Determines an author's point of view or purpose in a text. • Notes differences between various accounts told in different mediums. • Identifies an argument and claim(s) in a text.
Score 1	With teacher guidance and support, student is able to complete some of the tasks and is moving toward growth (see above).

(See attached List of Approved Texts in Appendix...)

WRITING ARGUMENTS

Using a multi-stage writing process, support a thesis in an analysis of topics and texts, using valid reasoning and relevant and sufficient evidence.

Proficiency Scale for Argument

Score 4	<p>An advanced argument fulfills the criteria for proficiency, and in addition, is characterized by more fully developed claims, evidence, conclusion, and more varied and effective rhetorical strategies.</p> <p>The writer:</p> <ul style="list-style-type: none"> • Introduces precise, knowledgeable claim(s), establishes the significance of the claim(s), distinguishes the claim(s) from alternate or opposing claims, and creates an organization that logically sequences claim(s), counterclaims, reasons, and evidence • Develops claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. • Uses words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provides a concluding statement or section that follows from and supports the argument presented, expertly summarizing central claim(s) and counterclaims.
Score 3	<p>The writer:</p> <ul style="list-style-type: none"> • Introduces defensible claim(s), distinguishes the claim(s) from alternate or opposing claims, and creates an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. • Develops claim(s) and counterclaims fairly, supplying convincing evidence for each while pointing out the strengths and limitations of

	<p>both in a manner that anticipates the audience's knowledge level and concerns.</p> <ul style="list-style-type: none"> • Uses appropriate words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provides a concluding statement or section that follows from and supports the argument presented, reviewing central claim(s) and supporting evidence.
Score 2	<p>The writer:</p> <ul style="list-style-type: none"> • Introduces claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organizes the reasons and evidence logically. • Supports claim(s) with reasoning and evidence, using accurate, sources and demonstrating an understanding of the topic or text. • Uses words, phrases, and clauses to create cohesion among claim(s), counterclaims, reasons, and evidence. • Establish a formal style. • Provides a concluding statement or section
Score 1	<p>With teacher guidance and support, student is able to complete some of the task and is moving toward growth (see above).</p>

III. WRITING INFORMATIVE/EXPOSITORY TEXTS

Using a multi-stage process, students write informative/expository texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Proficiency Scale for Informative / Expository Texts

Score 4	<p>An advanced informative/expository text fulfills the criteria for proficiency, and in addition, is characterized by more fully developed use of informative as well as organizational techniques, and more fluent language in order to convey greater depth of inference.</p> <p>The writer:</p> <ul style="list-style-type: none"> • Introduces a topic and organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • Develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Uses varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Uses precise language, subject-specific vocabulary and techniques such as metaphor,
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	<p>simile, and analogy to manage the complexity of the topic appropriate to the expertise of likely readers.</p> <ul style="list-style-type: none"> ● Employs a formal style and objective tone while attending to the norms and conventions of the discipline/topic. ● Provides a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
Score 3	<p>The writer:</p> <ul style="list-style-type: none"> ● Introduces a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. ● Develops the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. ● Uses varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. ● Uses precise language and subject-specific vocabulary to manage the complexity of the topic appropriate to the expertise of likely readers. ● Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline/topic. ● Provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Score 2	<p>The writer:</p> <ul style="list-style-type: none"> ● Introduces a topic; organize ideas, concepts, and information ● Develops the topic with facts, definitions, details, quotations, or other information and examples. ● Uses transitions to create relationships among ideas and concepts. ● Uses some subject-specific vocabulary to inform about or explain the topic. ● Establishes an objective tone. ● Provides a concluding statement.
Score 1	<p>With teacher guidance and support, student is able to complete some of the task and is moving toward growth (see above).</p>

IV. WRITING NARRATIVES

Using a multi-stage process, students write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Proficiency Scale for Narrative

Score 4	<p>An advanced narrative fulfills the criteria for proficiency, and in addition, is characterized by more fully developed use of narrative, sequencing and reflective techniques, and more fluent language in order to convey a universal message or theme.</p> <p>The writer:</p> <ul style="list-style-type: none"> ● Engages the reader by revealing a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; creates a smooth progression of experiences or events. ● Expertly uses narrative techniques, such as dialogue, pacing, description, reflection, humor, and multiple plot lines to develop experiences, events, and/or characters. ● Uses 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) ● Uses precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ● Embeds an insightful conclusion that reflects on what is experienced, observed, or resolved over the course of the narrative.
Score 3	<p>The writer:</p> <ul style="list-style-type: none"> ● Engages and orients the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; creates a smooth progression of experiences or events. ● Uses narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. ● Uses a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. ● Uses precise words and phrases, telling details, and sensory language to capture the experiences, events, setting, and/or characters. ● Provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Score 2	<p>The writer:</p> <ul style="list-style-type: none"> ● Orients the reader by establishing a point of view and introducing a narrator. ● Uses narrative techniques to develop experiences, events, and/or characters. ● Sequences events so that they build on one another to create a coherent whole. ● Uses language and details to convey experiences and events. ● Provides a conclusion.
Score 1	<p>With teacher guidance and support, student is able to complete some of the task and is moving toward growth (see above).</p>

V. LANGUAGE CONVENTIONS: GRAMMAR, CAPITALIZATION, PUNCTUATION, SPELLING & USAGE

The student:

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

Proficiency Scale for Language Conventions

Score 4	<p>The student:</p> <ul style="list-style-type: none">● Demonstrates command of the conventions of standard English grammar and usage when writing or speaking.<ul style="list-style-type: none">○ Applies the understanding that usage is a matter of convention, can change over time, and is sometimes contested.○ Resolves issues of complex or contested usage, consulting references as needed.● Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.<ul style="list-style-type: none">○ Observes hyphenation conventions.○ Spells correctly.
Score 3	<p>The student:</p> <ul style="list-style-type: none">● Demonstrates command of the conventions of standard English grammar and usage when writing or speaking.<ul style="list-style-type: none">○ Use parallel structure.○ Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.● Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.<ul style="list-style-type: none">○ Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.○ Use a colon to introduce a list or quotation.○ Spell correctly.
Score 2	<p>The student:</p> <ul style="list-style-type: none">● Demonstrates command of the conventions of standard English grammar and usage when writing or speaking.<ul style="list-style-type: none">○ Explains the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.○ Forms and uses verbs in the active and passive voice.○ Forms and uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.○ Recognizes and corrects inappropriate shifts in verb voice and mood.○ Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.○ Uses punctuation (comma, ellipsis, dash) to indicate a pause or break.○ Uses an ellipsis to indicate an omission.○ Spells correctly.
Score 1	<p>With teacher guidance and support, student can achieve partial success of processes/skills/content of language conventions (see above).</p>

VI. LANGUAGE: VOCABULARY ACQUISITION & USE*

The student determines or clarifies the meaning of unknown and multiple-meaning words and phrases in context choosing flexibly from a range of strategies, including:

- Uses 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.
- Identifies and correctly uses patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
- Consults general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- Verifies the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**Measured in Reading Proficiency Scales*

VII. SPEAKING & LISTENING: CONVERSATIONS & COLLABORATIONS

Students initiate and participate effectively in a range of collaborative discussions (one-on-one, group, and teacher-led) with diverse partners on topics, texts, and issues of increasing complexity, building on others' ideas and expressing their own clearly and persuasively. Students should conduct extended research, help facilitate collegial discussions, and promote a deeper collective understanding.

Proficiency Scale for Conversations & Collaborations

Score 4	<p>The student:</p> <ul style="list-style-type: none"> ● comes to discussions prepared, having read and researched material under study; explicitly draws 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. ● works with peers to set rules to promote civil, democratic discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views) and sets clear goals, deadlines, and individual roles as needed. ● propels conversations by posing and responding to questions that probe reasoning and evidence; ensures a hearing for a full range of positions on a topic or issue; clarifies, verifies, or challenges ideas and conclusions; and promotes divergent and creative perspectives. ● responds thoughtfully with precise and compelling language to diverse perspectives, synthesizes points of agreement and disagreement, and, when warranted, qualifies or justifies their own views and understanding and makes new connections in light of the evidence and reasoning presented
Score 3	<p>The student:</p> <ul style="list-style-type: none"> ● comes to discussions prepared, having read or researched material under study; explicitly draws on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. ● follows rules for collegial discussions and decision-making, tracks progress toward

	<p>specific goals and deadlines, and defines individual roles as needed.</p> <ul style="list-style-type: none"> propels conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporates others into the discussion; and clarifies, verifies, or challenges ideas and conclusions. responds thoughtfully with effective language to diverse perspectives, summarizes points of agreement and disagreement, and, when warranted, qualifies or justifies their own views and understanding and makes new connections in light of the evidence and reasoning presented.
Score 2	<p>The student:</p> <ul style="list-style-type: none"> comes to class prepared, having read or researched the material. presents a view or opinion. follows rules for collegial discussions and decision-making. listens to and summarizes, with clear language, questions and comments posed by others.
Score 1	<p>With teacher guidance and support, student is able to complete some of the tasks and is moving toward growth (see above).</p>

SPEAKING & LISTENING: SPEAKING PRESENTATIONS

The speaker is able to present information using techniques and content relevant to the audience, to use the current range of media and technology to present information or experience to make a point or build an idea, and/or to demonstrate understanding by making connections to other experiences or texts.

Proficiency Scale for Speaking Presentations

Score 4	<p>The student:</p> <ul style="list-style-type: none"> presents information, findings, and supporting evidence in a rhetorically engaging manner to demonstrate a deep knowledge of the subject matter and convey a clear and distinct perspective. As a result, audience can follow a complex line of reasoning. makes strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence. skillfully uses elements of verbal and nonverbal communication (consistent eye contact, varied volume and tone, clear pronunciation, and confident body language) to appropriately organize and develop the purpose (e.g., argument, narrative, informative, response to literature presentations), taking into account the particular audience.
Score 3	<p>The student:</p> <ul style="list-style-type: none"> presents information, findings, and supporting evidence with clear, concise and logical language so that the audience can follow. makes effective use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence. adapts language and verbal/nonverbal behaviors (consistent eye contact, varied volume and tone, and confident body language) to a variety of contexts and tasks, demonstrating command of formal English, with an awareness of the audience.

Score 2	<p>The student:</p> <ul style="list-style-type: none"> ● presents information, in straightforward language, with awareness of task and audience. ● uses media in presentations to add to understanding. ● uses eye contact and appropriate volume and tone.
Score 1	<p>With teacher guidance and support, student is able to complete some of the tasks and is moving toward growth (see above).</p>

5. **Learning progressions** aligned with the program goals and proficiency scales listed above
(See appendix at the following link: [__](#))

*6. **Suggested Scope of Curriculum:**
(See appendix at the following link: [__](#))

(From the Common Core Anchor Standards)

Reading:

Students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Writing:

Students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Speaking and Listening:

Students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Language:

Students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

- please include how the program goals will be addressed (list of units of study)
- please include 21st Century Skills (critical thinking, collaboration, creativity, and communication) that will be addressed in the units of study

7. Suggested textbook(s), materials, equipment and resources

Common Core uses a combination of factors when evaluating the complexity of texts:

- **qualitative considerations** (levels of meaning and purpose, language and knowledge demands, etc.)
- **quantitative considerations** (measurements such as Lexile score)
- **reader and task considerations** (lesson plan, purpose for the text, and student needs).

https://docs.google.com/document/d/1-ebD9YP-gX_sSVRIEnNIJ1XUZQ9aiLplLsyNeORhhfg/edit

8. Requirements satisfied (A-G, grad requirement, elective, weighted GPA, ROP)

BOT Approved 6/23/15