TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Curriculum Committee
of the
Trumbull Board of Education

Regular Meeting

Trumbull High School Main Office Conference Room
Thursday, January 17, 2019 – 8:15 am

AGENDA

I. Call to Order/Introduction

II. Public Comment

III. Approval/Minutes – Regular Meeting 11/15/2018

IV. Approval/Minutes – Special Meeting 12/13/2018

V. New Business
   b. New Course Proposal: Inquiry into Contemporary Texts and Issues
   c. New Course Text Proposal: The Mysterious Benedict Society (Supplemental: Grade 6 Integrated Literacy)
   d. New Course Text Proposal: Echo (Core: Grade 7 Integrated Literacy: Reading)
   e. New Course Text Proposal: Navigating Early (Supplemental: Grade 7 Integrated Literacy: Reading)
   f. Science Explorations Curriculum Guide
   g. English 9-10 Curriculum Guide
   h. Employment Explorations Curriculum Guide
i. Report, Assistant Superintendent of Curriculum, Instruction, & Assessments
TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Curriculum Committee
of the
Trumbull Board of Education

Regular Meeting

Trumbull High School Main Office Conference Room
Thursday, November 15, 2018 – 8:15 a.m.

MINUTES

I. Call to Order/Introduction – The meeting was called to order by Ms. Petitti at 8:15 a.m.

Members present
M. Petitti, chair
L. Timpanelli
M. Ward
J. Budd, Ph.D., ex officio

Other
M. Guarino, Principal, Trumbull High School
E. Spark, B-House Principal, Trumbull High School
E. Cooper, English teacher, Trumbull High School
A. Lorenz, English teacher, Trumbull High School
J. Spillane, English/drama teacher, Trumbull High School
J. Chirles, Ed.D., A-House Principal, Trumbull High School
S. Kaminski, mathematics/computer science teacher, Trumbull High School

II. Public Comment – There was no Public Comment.

III. Approval/Minutes – Special Meeting 10/19/2018 – Mr. Ward moved to approve the minutes as presented. Ms. Timpanelli seconded the motion. The motion was unanimously agreed to.

IV. New Business

h. New Course Text Proposal: *The Language of Composition: Reading, Writing, Rhetoric*, 3rd ed. (Core: Advanced Placement English Language & Composition)
Dr. Budd introduced Ms. Cooper and Ms. Lorenz, who discussed the important rhetorical, argument, and reasoning skills presented in this proposed new textbook via high-interest, diverse pieces. Mr. Ward supported the interest of the articles he reviewed, and Ms. Petitti commended the student participation in the course, which Ms. Cooper and Ms. Lorenz described as very strong. Ms. Timpanelli
moved to bring the new course text proposal to the Board of Education for approval at its meeting scheduled for November 27, 2018, and Mr. Ward seconded. The motion was unanimously agreed to.

a. Report, Assistant Superintendent of Curriculum, Instruction, & Assessments
   Dr. Budd profiled the new State of Connecticut graduation requirements, their relationship to the upcoming proposal to the Policy Committee and the full Board, and their relationship to the new course proposals in the arts on today’s agenda.

b. New Course Proposal: Theatre Tech 1
c. New Course Proposal: Theatre Tech 2
d. New Course Proposal: Theatre Exploration: Plays
e. New Course Proposal: Theatre Exploration: The American Musical
   Dr. Budd introduced Ms. Spillane, who discussed these four proposed new drama courses, and the depth they would bring to the THS program of students. Ms. Timpanelli commended the interdisciplinary possibilities of the courses. Ms. Timpanelli moved to bring the new course proposals to the Board of Education for approval at its meeting scheduled for November 27, 2018, and Ms. Petitti seconded. The motion was unanimously agreed to.

f. New Course Proposal: Digital Music Technology
g. New Course Proposal: Guitar
   Dr. Budd introduced Dr. Chirles, who discussed the rationale behind these non-performance general music courses. Mr. Ward supported the growth of the music program at Trumbull High School. Ms. Timpanelli moved to bring the new course proposals to the Board of Education for approval at its meeting scheduled for November 27, 2018, and Ms. Petitti seconded. The motion was unanimously agreed to.

i. Advanced Placement Computer Science Principles Curriculum Guide
   Mr. Kaminski described the growth and success of students in AP Computer Science Principles, and the development of skills throughout the course, including through two sample student apps he profiled. Ms. Petitti noted the very strong work of students in this important 21st-century field. Mr. Ward moved to bring the curriculum guide to the Board of Education for approval at its meeting scheduled for November 27, 2018, and Ms. Petitti seconded. The motion was unanimously agreed to.

j. Approval of 2019 Curriculum Committee Meeting Dates
   Dr. Budd presented the 2019 Curriculum Committee Meeting Dates included in the Committee packet. Ms. Petitti moved to accept those 2019 Curriculum Committee Meeting Dates, and Ms. Timpanelli seconded. The motion was unanimously agreed to.

Mr. Ward moved to adjourn the meeting at 9:42 a.m.; Ms. Petitti seconded. The motion was unanimously agreed to.
TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Curriculum Committee
of the
Trumbull Board of Education

Special Meeting

Trumbull High School Main Office Conference Room
Thursday, December 13, 2018 – 8:30 a.m.

MINUTES

I. Call to Order/Introduction – The meeting was called to order by Ms. Petitti at 8:30 a.m.

Members present
M. Petitti, chair
L. Timpanelli
M. Ward
J. Budd, Ph.D., ex officio

Other
M. Guarino, Principal, Trumbull High School
T. Manuel, C-House Principal, Trumbull High School
C. Rusate, Business Education, Family & Consumer Sciences, & Technology Education
   Department Chair, Trumbull High School
K. Southard, business education teacher, Trumbull High School
M. Iaccarino, technology education teacher, Trumbull High School
J. Chirles, Ed.D., A-House Principal, Trumbull High School
A. Fattibene, art teacher, Trumbull High School
T. Youngberg, art teacher, Trumbull High School
K. Rubano, Social Studies Department Chair, Trumbull High School
E. August, social studies teacher, Trumbull High School

2 members of the Public

II. Public Comment – There was no Public Comment.

III. New Business

   a. New Course Proposal: Business Finance
   Dr. Budd introduced Ms. Rusate and Ms. Southard, who discussed the proposed revision of the full-year “Personal & Business Recordkeeping” into the half-year “Business Finance” to meet the current learning needs of students building their knowledge base in accounting. Mr. Ward supported the business education needs
of the department. Ms. Timpanelli moved to bring the new course proposal to the Board of Education for approval at its meeting scheduled for January 8, 2019, and Mr. Ward seconded. The motion was unanimously agreed to.

b. New Course Proposal: Small Engine Principles

c. New Course Proposal: Automotive Systems

Mr. Iaccarino discussed the proposed revision of the full-year “Auto II” into the two half-year courses “Small Engine Principles” and “Automotive Systems,” the proposed revision anticipated to support student learning and student scheduling needs. Ms. Timpanelli commended the diverse, comprehensive offerings of this department and others at Trumbull High School. Ms. Timpanelli moved to bring the new course proposals to the Board of Education for approval at its meeting scheduled for January 8, 2019, and Ms. Petitti seconded. The motion was unanimously agreed to.

d. New Course Proposal: Visual Design

Dr. Budd introduced Dr. Chirles, who discussed the proposed revision of the full-year “Fundamentals of Art” and the half-year “Principles of Design” into the half-year “Visual Design” in response to the development of the arts. Mr. Fattibene and Mr. Youngberg discussed the foundational topic-building that would occur in the revised course. Mr. Ward noted the expertise of the Trumbull High art teachers and their students. Mr. Ward moved to bring the new course proposal to the Board of Education for approval at its meeting scheduled for January 8, 2019, and Ms. Petitti seconded. The motion was unanimously agreed to.

e. New Course Proposal: Honors Justice & Law: Civil Law

f. New Course Proposal: Honors Justice & Law: Criminal Law

Dr. Budd introduced Mr. August, who discussed the proposed revision of the full-year “Honors Justice & Law” into these two half-year courses to enable greater student scheduling flexibility. Ms. Rubano supported the rich content of the courses. Ms. Petitti noted the rich offerings open to students at Trumbull High School. Mr. Guarino thanked the Curriculum Committee for their strong support of these endeavors, particularly over the past months. Ms. Petitti moved to bring the new course proposals to the Board of Education for approval at its meeting scheduled for January 8, 2019, and Ms. Timpanelli seconded. The motion was unanimously agreed to.

g. Report, Assistant Superintendent of Curriculum, Instruction, & Assessments

Dr. Budd thanked the Curriculum Committee members for their hard work and time in 2018, and noted that the January 2019 Curriculum Committee meeting would include consideration of a new proposed text for Advanced Placement United States Government & Politics.

Ms. Petitti moved to adjourn the meeting at 9:07 a.m.; Ms. Timpanelli seconded. The motion was unanimously agreed to.

Author: George C. Edwards, Martin P. Wattenberg, & William G. Howell

Publisher: Pearson

Year Published: 2018

ISBN Number: 9780134586571

Core\textsuperscript{1} or Supplemental: Core

Course: Advanced Placement United States Government & Politics

Grade Level: 11-12

(If applicable) Replaces text: Government by the People, Magleby et al. (2011)

Rationale for adopting new text: The College Board strongly recommends an updated textbook that will align with the redesigned course structure and, in addition, will include updated content.

Text Description: Government in America provides a solid foundation for a college-level course in United States government and politics. The authors’ policy approach enables students to understand the policies produced by government, framed by the themes of democracy and the scope of government. Issues particularly relevant to adolescents help make the textbook practical as well as theory-based.

Strengths: Approved by the College Board and recommended by several experienced Advanced Placement United States Government & Politics instructors, Government in America also includes strong online teacher resources linked to the course redesign.

Weaknesses: There are no perceived weaknesses to the text; supplemental resources will continue to be used to provide additional perspective on current government topics and events.

Submitted by: Katherine Rubano, Social Studies Department Chair, Trumbull High School; Katie Boland, social studies teacher, Trumbull High School

Reviewed by: 

Principal/Designee

Date

Assistant Superintendent of Curriculum, Instruction, & Assessments

Date

\textsuperscript{1} “Core” refers to a resource that must be used by all students for attainment of course goals.

Revised 7/2016
TRUMBULL PUBLIC SCHOOLS
NEW COURSE PROPOSAL

Date Submitted: January 14, 2019

Title of Course: Inquiry into Contemporary Texts and Issues

Grade Level: 12

Department: English

Length and Credit: Half year; 0.5 credit

Prerequisites: None

General Description:
This course will focus on non-fiction full-length texts and essays related to contemporary issues in the United States. Through an inquiry-based approach, students will critically examine systems, institutions, and events. Students will engage in high-level, text-based, independent and collaborative authentic assessments as they explore possible solutions to issues they and their peers identify. The course may be taken at either the Honors or the ACP level.

Rationale:
Currently, no other senior English offerings focus on non-fiction, which is an area of high interest and importance for high school students. Additionally, students by the senior year are well-prepared for an inquiry approach that allows them the opportunity to synthesize various texts read to explore areas of personal interest related to real-world problems beyond the walls of the classroom. The course content will integrate diverse voices from across time, cultures, and perspectives.

Resources Needed:
- Curriculum writing Summer 2019
- Materials and supplies to support approved curriculum

Submitted by: Adeline Marzialo, English Department Chair, Trumbull High School; Marika Sagnella, English teacher, Trumbull High School

Reviewed by:                Principal/Designee

                        Date

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Revised 11/2016
TRUMBULL PUBLIC SCHOOLS
NEW TEXT REVIEW/APPROVAL PROCESS

Date Submitted: December 11, 2018

Title of Text: The Mysterious Benedict Society

Author: Trenton Lee Stewart

Publisher: Little, Brown

Year Published: 2007

ISBN Number: 0316003956

Core or Supplemental: Supplemental

Course: Grade 6 Integrated Literacy

Grade Level: 6

(If applicable) Replaces text: N/A

Rationale for adopting new text: The Mysterious Benedict Society will be used as part of the book club unit at the end of Grade 6 Integrated Literacy; in the unit, children have the opportunity to select books and create reading schedules within groups of peers reading the same text. This text, a longer one, will improve options for our sixth-grade students with higher reading stamina, and will offer them the chance to work alongside the characters of the book to solve a challenging mystery. A high-interest, fast-paced, and highly engaging text, The Mysterious Benedict Society will be a wonderful addition to the other titles in the unit.

Text Description: Reynie and three other children with unusual talents respond to a newspaper advertisement asking “Are you a gifted child looking for special opportunities?” Welcomed into the mysterious society of Mr. Benedict, and under the guidance of his benevolence, they go undercover to foil the plot of criminal mastermind Mr. Curtain. Using their talents from book smarts to street smarts, the four race against time to solve the mystery of Mr. Curtain’s plans.

Strengths: With an appropriate Lexile level (900) for sixth-graders with higher reading stamina, the high interest and engaging plot will sustain middle school readers and challenge them to solve riddles and puzzles appearing in the mystery. In addition, the text emphasizes that “gifted” doesn’t have to be based only on cognitive intelligence.

Weaknesses: The text is complex in parts and contains many pages; however, for students who choose this text, those are likely not to be perceived as weaknesses.

Submitted by: Emma Balter, English Language Arts Team Leader, Madison Middle School; Lisa Ryan, English Language Arts Team Leader, Hillcrest Middle School

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1 “Core” refers to a resource that must be used by all students for attainment of course goals.
Reviewed by:

Principal/Designee

Date

Assistant Superintendent of Curriculum, Instruction, & Assessments

Date

Board of Education Curriculum Committee Member

Date

Board of Education Curriculum Committee Member

Date

Board of Education Curriculum Committee Member

Date

Revised 7/2016
Title of Text: Echo

Author: Pam Muñoz Ryan

Publisher: Scholastic

Year Published: 2017

ISBN Number: 9781338133028

Core\(^1\) or Supplemental: Core

Course: Grade 7 Integrated Literacy: Reading

Grade Level: 7

(If applicable) Replaces text: N/A

Rationale for adopting new text: As the culminating novel in the revised Grade 7 Integrated Literacy curriculum, Echo will deepen students’ understanding of perspective and challenge students to think critically through themes of bravery, tolerance, and kindness. Concepts related to social issues, which were introduced in Grade 6 Integrated Literacy, will be advanced as students become involved in stories of struggling individuals of different cultural backgrounds and historical periods and as they consider their own responsibilities to others. Echo will also afford students the opportunity to experience multiple genres – fantasy and historical fiction – while thinking about the relation of the arts and music to their lives.

Text Description: The novel opens as a fairy tale, engaging readers as they enter the world of three unfortunate sisters trapped in a cruel existence in the forest. Then Echo shifts to the 20\(^{th}\) century of three different individuals who become connected by their love of music. The three individuals reveal world events and issues from 1933 in Germany, 1934 in Pennsylvania, and 1942 in California, before uniting at Carnegie Hall in 1951.

Strengths: Supporting middle school standards for literacy, Echo’s three complex characters remain positive and resilient in spite of their particular difficulties. As the various plotlines unfold and become connected at the end of the novel, a unique writer’s craft can be studied, including gentle and thought-provoking language used to detail images and characters. Echo is a 2016 Newbery Honor Award Winner.

Weaknesses: The novel’s opening fairy tale may challenge students in terms of ambiguity, but will also support mindful rereading. As the novel unfolds, multiple perspectives in history and culture will also reward close reading and rereading along with reading stamina and independence.

\(^1\)“Core” refers to a resource that must be used by all students for attainment of course goals.
Submitted by: Emma Balter, English Language Arts Team Leader, Madison Middle School; Lisa Ryan, English Language Arts Team Leader, Hillcrest Middle School

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Revised 7/2016
Title of Text: Navigating Early

Author: Clare Vanderpool

Publisher: Random House

Year Published: 2013

ISBN Number: 9780307930651

Core or Supplemental: Supplemental

Course: Grade 7 Integrated Literacy: Reading

Grade Level: 7

(If applicable) Replaces text: N/A

Rationale for adopting new text: Navigating Early is proposed as a supplemental option for student reading related to the overarching theme of perspective. The contemporary read of a young man Jack and his new friend Early on their quest for a black bear will deepen students’ understanding of perspective; as students trace the journey of these two friends, they witness moments of bravery and weakness, and learn lessons about acceptance and diversity. The dual plot is creative and engaging, and will support increased reading stamina and rigor in the course.

Text Description: The two main characters in Navigating Early forge a friendship at their boarding school and embark on a quest together on the Appalachian Trail. Traveling into the mountains, they meet an interesting cast of characters and face the challenges of traveling alone in uncharted territory. Their journey tests their friendship and teaches them valuable lessons along the way.

Strengths: A contemporary choice for students in the “Exploring Perspective: Reading Together in Book Clubs” unit, Navigating Early will support the unit theme with a unique, compelling spin on the survival tale. Critics have commented that the story is reminiscent of Huckleberry Finn and the adventures on which he embarked, including how two unlikely friends view the world around them in unique yet complementary ways. Navigating Early received a 2014 Michael L. Printz Honor for Excellence in Young Adult Literature.

Weaknesses: One challenge for readers is the personification of the number Pi by the character Early; teachers will give particular support to student readers during their reading of this part of the text.

Submitted by: Emma Balter, English Language Arts Team Leader, Madison Middle School; Lisa Ryan, English Language Arts Team Leader, Hillcrest Middle School

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in any of its programs.
CORE VALUES AND BELIEFS

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

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

The Trumbull High School Science Department offers a sequence of science courses from freshman through senior year that provide fundamental science content and skills while maintaining appropriate levels of rigor. Science Explorations offers students with intellectual disabilities the opportunity to explore science concepts through an inquiry-based approach tailored to students’ interests and ability levels. In this course, students will be challenged to connect and apply their prior knowledge of natural phenomena as they extend their understanding of Earth’s systems. Upon successful completion of the course, the student will receive 0.5 Science credit toward graduation.

The most provocative question students can ask is “Why?” – a question that comes naturally to all students. Order and relationships within the natural world are often represented by “The Hierarchy of Life.” All components – from subatomic particles to the biosphere – are placed within this hierarchy, which then provides a context for studying life. Students will explore the levels of organization within this hierarchy, employing a hands-on approach to understand relationships, cross-cutting concepts, and where they fit into this scheme.

Science education stimulates a way of thinking that fosters questioning and subsequent problem-solving using logic. These skills are widely applicable, fostering learning beyond the scientific discipline. It is well understood that prior knowledge and experience is essential for learning, and students will primarily rely on this to make sense of the natural world. Guided explorations and focused learning opportunities will help students in Science Explorations explore their prior understanding, reveal and correct misconceptions, build confidence, and increase their overall knowledge of scientific concepts.

Special education students are placed in the course based on the team decision at each student’s Planning and Placement Team meeting. These students placed in the course require specialized instruction in order to develop science skills.

When possible, the course will take a unified approach, and include typical peers, who may take the course as a general elective and serve as partners for students in their science investigations. These typical peers serve as role models for the students with disabilities. Their role is not only to learn science but also to share their knowledge and insights with the students with disabilities,
including by leading small groups during activities. Gaining real-world experience in how to adapt to new situations interpersonally by assisting students who present a variety of disabilities, the typical peers gain a rewarding learning experience that may help build their confidence and leadership abilities.

**COURSE GOALS**

The following course goals derive from the 2013 Next-Generation Science Standards.

**NGSS.MS-PS1-1** Develop models to describe the atomic composition of simple molecules and extended structures.

**NGSS.MS-PS1-4** Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.

**NGSS.MS-LS1-1** Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.

**NGSS.MS-LS1-2** Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.

**NGSS.MS-LS1-3** Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.

**NGSS.MS-LS1-6** Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.

**NGSS.MS-LS1-7** Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.

**NGSS.MS-LS2-2** Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

**NGSS.MS-LS2-3** Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .
- matter is all around us and is made from different types of atoms, which combine with one another in various ways.
- gases, liquids, and solids are made of molecules or inert atoms that are moving about at different rates relative to each other, and that physical state is affected by temperature and pressure.
- atoms are reorganized by living things to create energy and other essential structures.
- all living things are made of cells, and that the structures within cells perform functions essential for life.
- in humans and other multicellular organisms, cells interact to form tissues and organs that carry out essential functions.
- all species depend on other organisms and certain environmental conditions to survive. Complex ecosystems provide conditions and essential nutrients, thus supporting biological diversity.

COURSE ESSENTIAL QUESTIONS

- What is the role of matter in the structure and function of life on Earth?
- What does it mean to be a living thing, and what is required to support life?
- How do abiotic and biotic environmental conditions affect matter, organisms, and ecosystems?

COURSE KNOWLEDGE & SKILLS

Students will know . . .
- what makes up the world around them, differentiating between characteristics of states of matter and the conditions that cause changes in states of matter.
- how atoms can be reorganized to create new substances that can be modeled in many ways.
- the processes essential for life and how organisms reorganize atoms to facilitate life.
- how abiotic and biotic factors interact to support life and influence ecosystems.

Students will be able to . . .
- conduct scientific investigations using standard scientific tools and methods.
- determine major scientific themes and concepts presented in course readings.
- work collaboratively with others using digital tools to broaden perspective, gain understanding of scientific issue, and share knowledge.
- create models, including drawings, flowcharts, and mechanical simulations, to illustrate scientific concepts.
- collaborate with others to follow laboratory procedures, analyze and evaluate data, and explain findings.
- develop an informed response or summarize key factors regarding a science-related question, citing or incorporating supporting data.
COURSE SYLLABUS

Course Name
Science Explorations

Level
Non-leveled

Prerequisites
Recommendation of the PPT

Materials Required
None

General Description of the Course
Science Explorations will provide students with intellectual disabilities the opportunity to explore science topics through an inquiry-based approach tailored to students’ interests and ability levels. Students will explore high-interest topics related to chemistry, earth science, and biology. When possible, the course will take a unified approach, and include typical peers, who may take the course as a general elective and serve as partners for students in their science investigations.

Assured Assessments

Formative Assessments:

- ongoing Science Explorations Notebook (Units 1, 2, 3, 4)
- Matching pictures, words, and phrases in relation to scientific concepts studied (Units 1, 2)
- Answering questions based on scientific concepts studied (Unit 1)
- Guided worksheet based on common living things (Unit 3)
- Research based on various organisms (Unit 4)

Summative Assessments:

- Poster board with images and text related to temperature (Unit 1)
- Modeling kit activity based on molecules (Unit 2)
- Photosynthesis poster activity (Unit 3)
- Answering questions related to relationships among organisms (Unit 4)

Core Texts

short excerpts of selected non-fiction texts appropriate for students’ diverse needs
UNIT 1
Matter Is All Around Us

Unit Goals

At the completion of this unit, students will:

NGSS.MS-PS1-4 Explain what matter is and provide examples.

NGSS.MS-PS1-4 Use evidence from their investigations and models, and relevant scientific language, to explain how changes in energy affect the state of matter.

Unit Essential Questions

- What makes up the world around us?
- How does energy affect the state of matter?

Scope and Sequence

1. Defining matter
   a. Mass and volume
   b. Consists of tiny particles called atoms
2. Three states of matter
   a. Matter can exist as a solid, liquid, or gas
   b. Similarities and differences between solids and liquids, focusing on motion of particles (atoms) and energy
      i. Examples of everyday solids and liquids
   c. Similarities and differences between solids, liquids, and gases, focusing on motion of particles (atoms) and energy
      i. Examples of everyday gases
3. Energy changes cause changes in the state of matter.
   a. Energy change is measured by change in temperature.
   b. Increase in energy: melting and evaporation
      i. Examples of melting and evaporation in everyday life
   c. Decrease in energy: freezing and condensation
      i. Examples of freezing and condensation in everyday life

Assured Assessments

Formative Assessment:
- ongoing Science Explorations Notebook
- Students demonstrate their knowledge of states of matter by matching pictures, words, and phrases to the appropriate state of matter.
- Students answer questions involving the path of a water molecule, showing their knowledge of states of matter and how environmental temperatures affect water and the weather we experience.
Summative Assessment:
- Using poster board and pictures and phrases about energy and states of matter, students rearrange the images and text based on the correct temperature on the large thermometer.

Resources
Core
- short excerpts of selected non-fiction texts appropriate for students’ diverse needs
- science laboratory materials
- relevant technology to support student inquiry

Time Allotment
- Approximately five weeks
UNIT 2
Building with Atoms

Unit Goals

At the completion of this unit, students will:

NGSS.MS-PS1-1 Explain that different types of atoms exist, that each type is referred to as an element, and that each element has a unique set of properties which makes it different from other elements.

NGSS.MS-PS1-1 Understand that elements are organized on the periodic table and abbreviated with a one- or two-letter symbol, and identify certain elements on the periodic table by their chemical symbols.

NGSS.MS-PS1-1 Demonstrate, using images and 3-D model kits, that atoms can bond together and form compounds.

Unit Essential Questions

- How do we represent the building blocks of matter in a useful way?
- What makes one element different from another?
- How do atoms interact with one another to form new substances, and how can we model this?

Scope and Sequence

1. The Periodic Table
   a. Unique properties of elements
   b. Symbols
   c. Everyday examples and uses of some common elements
2. Atoms can bond to form compounds.
   a. Using models to represent individual atoms and molecules
   b. H₂O, CO₂, O₂, N₂, sugar (C₆H₁₂O₆)
3. Different compounds have different properties.

Assured Assessments

Formative Assessment:

- ongoing Science Explorations Notebook
- Students demonstrate their knowledge of molecules being made of certain elements found on the Periodic Table by matching states of matter by matching pictures, words, and phrases involving common biological molecules.
Summative Assessment:
- Using modeling kits based on how atoms and molecules look in real life, students combine elements to make very common molecules, then draw and count the number of each element needed to make the molecule.

Resources
Core
- short excerpts of selected non-fiction texts appropriate for students’ diverse needs
- science laboratory materials
- relevant technology to support student inquiry

Time Allotment
- Approximately five weeks
UNIT 3
Molecules to Organisms

Unit Goals

At the completion of this unit, students will:

NGSS.MS-LS1-1 Use evidence collected from microscopy and other resources to provide evidence that living things are made of cells.

NGSS.MS-LS1-1 Use a model to describe the various activities that occur within a cell.

NGSS.MS-LS1-3 Explain how cells in the body combine to form systems.

NGSS.MS-LS1-6 Use evidence collected to explain how plants use sunlight, water, and CO₂ to grow.

NGSS.MS-LS1-7 Use human digestion and circulation as a model in order to explain how food is rearranged into new molecules that support growth and/or release matter and/or energy into the environment.

Unit Essential Questions

- How and why do organisms make molecules from atoms?
- How do cells enable organisms to carry out functions essential for life?
- In what ways do systems interact to support life?

Scope and Sequence

1. Characteristics of living things
2. Cells
   a. Structure
      i. Microscopic investigation of plant and animal cells
   b. Function
   c. Requirements
   a. Animals
      i. Role of human digestive system
      ii. Role of human circulatory system
   b. Plants
      i. Comparison and contrast with humans
      ii. Photosynthesis
Assured Assessments

Formative Assessment:
- ongoing Science Explorations Notebook
- Students complete a guided worksheet to explain how common living things (plants and animals) get what they need to survive and grow.

Summative Assessment:
- Students complete a photosynthesis poster activity: using a picture of a tree as the focal point, the students use text and pictures to show how biological molecules enter and exit the plant.

Resources

Core
- short excerpts of selected non-fiction texts appropriate for students’ diverse needs
- science laboratory materials
- relevant technology to support student inquiry

Time Allotment
- Approximately five weeks
UNIT 4
Exploring Ecology

Unit Goals

At the completion of this unit, students will:

NGSS.MS-LS1-6 Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.

NGSS.MS-LS1-7 Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.

NGSS.MS-LS2-2 Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

NGSS.MS-LS2-3 Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

Unit Essential Questions

- How does an organism acquire the atoms that it needs in order to grow and carry out activities of life?
- What are the roles of producers, consumers, and decomposers in the environment?
- Where do humans fit into food webs?

Scope and Sequence

1. Identification of ways in which organisms acquire atoms
   a. Producers vs. consumers – similarities and differences
   b. Food chains
   c. Food webs

2. Populations
   a. Factors that cause populations to rise and fall
      i. Abiotic
      ii. Biotic
   b. Consequences of increasing and decreasing populations

Assured Assessments

Formative Assessment:
- ongoing Science Explorations Notebook
- Students conduct research on producers, consumers, and decomposers, learning that there are different types of organisms, each of which has unique needs.
Summative Assessment:
- Students answer questions involving food chains and food webs, demonstrating an understanding of the relationships between different types of organisms, and how they interact with each other in order to acquire energy to live.

Resources
Core
- short excerpts of selected non-fiction texts appropriate for students’ diverse needs
- science laboratory materials
- relevant technology to support student inquiry

Time Allotment
- Approximately five weeks
COURSE CREDIT

One-half credit per semester
One class period daily for a semester; may be repeated for credit

PREREQUISITES

Recommendation of the PPT.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Writing Rubric (attached)
- Trumbull High School School-Wide Problem-Solving Rubric (attached)
- Trumbull High School School-Wide Independent Learning and Thinking Rubric (attached)
- Ongoing Science Explorations Notebook: Unit 1 (attached)
- “Unit 1: Atoms and Energy” Poster Board Summative Assessment (attached)
- Unit 2: “Using Biological Molecules – Modeling Kits” Summative Assessment (attached)
## Trumbull High School School-Wide Writing Rubric

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

<table>
<thead>
<tr>
<th>Category/ Weight</th>
<th>Exemplary 4</th>
<th>Goal 3</th>
<th>Working Toward Goal 2</th>
<th>Needs Support 1-0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding</td>
<td>- Student demonstrates clear understanding of the problem and the complexities of the task</td>
<td>- Student demonstrates sufficient understanding of the problem and most of the complexities of the task</td>
<td>- Student demonstrates some understanding of the problem but requires assistance to complete the task</td>
<td>- Student demonstrates limited or no understanding of the fundamental problem after assistance with the task</td>
</tr>
<tr>
<td>Research</td>
<td>- Student gathers compelling information from multiple sources including digital, print, and interpersonal</td>
<td>- Student gathers sufficient information from multiple sources including digital, print, and interpersonal</td>
<td>- Student gathers some information from few sources including digital, print, and interpersonal</td>
<td>- Student gathers limited or no information</td>
</tr>
<tr>
<td>Reasoning and Strategies</td>
<td>- Student demonstrates strong critical thinking skills to develop a comprehensive plan integrating multiple strategies</td>
<td>- Student demonstrates sufficient critical thinking skills to develop a cohesive plan integrating strategies</td>
<td>- Student demonstrates some critical thinking skills to develop a plan integrating some strategies</td>
<td>- Student demonstrates limited or no critical thinking skills and no plan</td>
</tr>
<tr>
<td>Final Product and/or Presentation</td>
<td>- Solution shows deep understanding of the problem and its components - Solution shows extensive use of 21st-century technology skills</td>
<td>- Solution shows sufficient understanding of the problem and its components - Solution shows sufficient use of 21st-century technology skills</td>
<td>- Solution shows some understanding of the problem and its components - Solution shows some use of 21st-century technology skills</td>
<td>- Solution shows limited or no understanding of the problem and its components - Solution shows limited or no use of 21st-century technology skills</td>
</tr>
<tr>
<td>Category/Weight</td>
<td>Exemplary 4</td>
<td>Goal 3</td>
<td>Working Toward Goal 2</td>
<td>Needs Support 1-0</td>
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</tr>
<tr>
<td>Proposal X______</td>
<td>- Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work</td>
<td>- Student demonstrates initiative by generating appropriate questions, creating original projects/work</td>
<td>- Student demonstrates some initiative by generating questions, creating appropriate projects/work</td>
<td>- Student demonstrates limited or no initiative by generating few questions and creating projects/work</td>
</tr>
<tr>
<td>Independent Research &amp; Development X______</td>
<td>- Student is analytical, insightful, and works independently to reach a solution</td>
<td>- Student is analytical, and works productively to reach a solution</td>
<td>- Student reaches a solution with direction</td>
<td>- Student is unable to reach a solution without consistent assistance</td>
</tr>
<tr>
<td>Presentation of Final Product X______</td>
<td>- Presentation shows compelling evidence of an independent learner and thinker - Solution shows deep understanding of the problem and its components - Solution shows extensive and appropriate application of 21st-century skills</td>
<td>- Presentation shows clear evidence of an independent learner and thinker - Solution shows adequate understanding of the problem and its components - Solution shows adequate application of 21st-century skills</td>
<td>- Presentation shows some evidence of an independent learner and thinker - Solution shows some understanding of the problem and its components - Solution shows some application of 21st-century skills</td>
<td>- Presentation shows limited or no evidence of an independent learner and thinker - Solution shows limited or no understanding of the problem and its components - Solution shows limited or no application of 21st-century skills</td>
</tr>
</tbody>
</table>
**Unit 1 – Matter Is All Around Us**

**Atoms and Energy**

- Atoms make up the world around us.
- Energy affects the state of matter of these atoms.

*** Anchoring Phenomena: Melting Glaciers ***

**Vocabulary (Science Words):**

<table>
<thead>
<tr>
<th>Glacier</th>
<th>Solid</th>
<th>Liquid</th>
<th>Gas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melting</td>
<td>Freezing</td>
<td>Temperature</td>
<td>Energy</td>
</tr>
<tr>
<td>Atoms</td>
<td>Evaporation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PhET Simulations:** [https://phet.colorado.edu/en/simulation/states-of-matter](https://phet.colorado.edu/en/simulation/states-of-matter)
Atoms are tiny building blocks that make up everything in the world.

Object that has atoms close together.

Same shape.

In a solid, molecules are packed together, and it keeps its shape.

Examples: ice, rock, pencil, chair
**Liquid**

 thing that has **atoms moving**.

Shape **can change**.

Liquids take the shape of the container.

*Examples*: water, vegetable oil, soda, juice

---

**Gas**

Atoms move **far apart**.

**No shape**.

Gases spread out to fill the container.

*Examples*: steam, helium in a balloon, air
Energy: a source of usable power.

This can be solar energy like light from the sun.

Chemical energy from the food we eat.

Heat energy from an oven or fire.
Energy and States of Matter

The 3 basic states of matter are: Solid, Liquid, and Gas.

When there is more energy or heat, the atoms will move FASTER.

When there is less energy or heat, the atoms will move SLOWER.

A thermometer helps us measure the temperature.

This is how much energy is in the AIR outside and tells us how hot or cold it is.
What does heat do to you?
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water Cycle</td>
<td>A process by which <strong>water</strong> is <strong>circulated</strong> throughout the earth.</td>
<td><img src="image" alt="Water Cycle Diagram" /></td>
</tr>
<tr>
<td>Evaporation</td>
<td>Turning from <strong>liquid</strong> into <strong>gas</strong>. Needs <strong>Heat</strong></td>
<td><img src="image" alt="Evaporation Example" /></td>
</tr>
<tr>
<td></td>
<td><strong>Examples</strong>: Steam, Mist</td>
<td></td>
</tr>
<tr>
<td>Condensation</td>
<td>Water that collects as droplets and changes from a <strong>gas</strong> to a <strong>liquid</strong>.</td>
<td><img src="image" alt="Condensation Example" /></td>
</tr>
<tr>
<td></td>
<td><strong>Examples</strong>: Clouds, Drops on window</td>
<td></td>
</tr>
<tr>
<td>Precipitation</td>
<td>The falling of rain, snow, or sleet to the ground.</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Examples: Rain, Snow</td>
<td></td>
</tr>
</tbody>
</table>
Name: ___________________________________________ Date: ___________________  

Science Explorations  
Mr. Gabriel

Unit 1: Atoms and Energy

Understand that energy will change how the atoms behave.

Directions: On a piece of poster board you will arrange these words and phrases around a thermometer. Think about how the temperature will affect the motion of the atoms.

Words that have to do with Temperature

hot    cold    warm

cool
ice    water    steam

solid    liquid    gas

Atoms close together

Same shape

Atoms are moving (in motion)

Shape can change.
Atoms *spread* far apart

No *shape*
melting
Scientists use **modeling kits** to show how atoms and molecules look in real life. We are going to combine elements together to **make** some very common molecules.

<table>
<thead>
<tr>
<th>Name</th>
<th>Formula or symbols</th>
<th>What do we need to make it?</th>
<th>What does it look like?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water</td>
<td>$\text{H}_2\text{O}$</td>
<td>$\underline{\text{_____ }} \text{H}$</td>
<td>$\underline{\text{_____ }} \text{O}$</td>
</tr>
<tr>
<td>Oxygen</td>
<td>$\text{O}_2$</td>
<td>$\underline{\text{_____ }} \text{O}$</td>
<td></td>
</tr>
<tr>
<td>Carbon Dioxide</td>
<td>$\text{CO}_2$</td>
<td>$\underline{\text{_____ }} \text{C}$</td>
<td>$\underline{\text{_____ }} \text{O}$</td>
</tr>
<tr>
<td>Name</td>
<td>Formula or symbols</td>
<td>What do we need to make it?</td>
<td>What does it look like?</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------</td>
<td>-----------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Glucose</td>
<td>$C_6H_{12}O_6$</td>
<td>3 C</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 H</td>
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<td>6 O</td>
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</tbody>
</table>
TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

ENGLISH 9-10
Grades 9-10
Special Education Department
2019

Curriculum Writing Team
Barbara Beaman       Coordinator of Special Education, Grade 9 – Post High School
Mimi Seperack       Special Education Teacher
Jonathan S. Budd, Ph.D., Assistant Superintendent of Curriculum, Instruction, & Assessments

English 9-10
The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in any of its programs.
CORE VALUES AND BELIEFS

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

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

English 9-10 has been designed for students performing three years or more below grade level in literacy; the course will be an opportunity for them to develop further their reading and writing skills in a highly-focused, small-class setting. Strategies to strengthen students’ abilities to comprehend, summarize, and analyze text, as well as elaborate in their writing, will be addressed in keeping with students’ IEP goals and objectives.

Incorporating a wide range of complex fiction and non-fiction texts appropriate for students’ diverse needs, units in English 9-10 progress from deep investigation of signposts for successful reading, to application of reading strategies to full-length novels, short stories, and short text excerpts. Students’ full-class reading of texts is complemented by their regular independent reading of complex texts accessible to their diverse reading levels.

Students are placed in the course based on the team decision at each student’s Planning and Placement Team meeting. All students placed in the course require specialized instruction in order to develop literacy skills.

COURSE GOALS

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

CCS.ELA-Literacy.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
CCS.ELA-Literacy.RI.8.2  Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCS.ELA-Literacy.RL.8.3  Analyze how particular lines of dialogues or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CCS.ELA-Literacy.RI.8.3  Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CCS.ELA-Literacy.RL.8.4  Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCS.ELA-Literacy.RI.8.4  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCS.ELA-Literacy.RL.8.5  Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

CCS.ELA-Literacy.RI.8.5  Analyze in details the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

CCS.ELA-Literacy.RL.8.6  Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

CCS.ELA-Literacy.RI.8.6  Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCS.ELA-Literacy.RL.8.7  Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
CCS.ELA-Literacy.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CCS.ELA-Literacy.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

CCS.ELA-Literacy.RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

CCS.ELA-Literacy.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

CCS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently.

CCS.ELA-Literacy.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

CCS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

CCS.ELA-Literacy.W.8.1.a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCS.ELA-Literacy.W.8.1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCS.ELA-Literacy.W.8.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CCS.ELA-Literacy.W.8.1.d Establish and maintain a formal style.

CCS.ELA-Literacy.W.8.1.e Provide a concluding statement or section that follows from and supports the argument presented.
CCS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCS.ELA-Literacy.W.8.2.a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCS.ELA-Literacy.W.8.2.b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CCS.ELA-Literacy.W.8.2.c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

CCS.ELA-Literacy.W.8.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCS.ELA-Literacy.W.8.2.e Establish and maintain a formal style.

CCS.ELA-Literacy.W.8.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.

CCS.ELA-Literacy.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCS.ELA-Literacy.W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

CCS.ELA-Literacy.SL.8.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CCS.ELA-Literacy.SL.8.1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CCS.ELA-Literacy.SL.8.1.c Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

CCS.ELA-Literacy.SL.8.1.d Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.

CCS.ELA-Literacy.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCS.ELA-Literacy.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCS.ELA-Literacy.L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

CCS.ELA-Literacy.L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**COURSE ENDURING UNDERSTANDINGS**

Students will understand that . . .

- authors write texts to present ideas and information to readers.
- effective identification, understanding, and analysis of signposts allows successful reading of both fiction and non-fiction texts.
- active thinking, developing questions, discussing with others, and written reflection are activities that help readers understand text further.

**COURSE ESSENTIAL QUESTIONS**

- What makes and is a good reader?
- Why is close reading so important to thinking about text and the meaning of text?
- When reading a novel, how do I determine an author’s purpose?
- When reading a novel, how do I determine the novel’s theme?
- What are the benefits to analyzing text closely?
- When reading a novel, how do I determine how a character reveals the novel’s theme or purpose?
• When reading a novel, how do I determine how the actions and decisions of a character reveal his/her personality?
• How do I apply context, context clues, and conflict to reveal the content of a text I read?
• Why do readers clarify unknown vocabulary to understand text?
• Why do authors apply sophisticated vocabulary to strengthen their text?
• What should readers focus on in a short story?
• Why do authors write short stories? What is their purpose?

COURSE KNOWLEDGE & SKILLS

Students will know . . .  
• key signposts that can be utilized for successful reading of both fiction and non-fiction texts.
• ways in which to develop purpose, organization, content, and language within the texts they write.

Students will be able to . . .  
• develop their reading skills by utilizing signposts for successful reading of both fiction and non-fiction texts.
• develop their speaking and listening skills by regularly discussing with peers and teacher texts read.
• develop their writing skills by writing diverse pieces, both informal and formal, related to texts read.
COURSE SYLLABUS

Course Name
English 9-10

Level
Non-leveled

Prerequisites
Recommendation of the PPT

Materials Required
None

General Description of the Course
English 9-10 has been designed for students performing three years or more below grade level in literacy; the course will be an opportunity for them to develop further their reading and writing skills in a highly-focused, small-class setting. Strategies to strengthen students’ abilities to comprehend, summarize, and analyze text, as well as elaborate in their writing, will be addressed in keeping with students’ IEP goals and objectives.

Assured Assessments

Formative Assessments:

• i-Ready benchmarks (Units 1, 3, 5)
• Highlighting and annotating of short excerpts of texts to demonstrate reading strategies related to each signpost (Unit 1)
• Ongoing measurement of IEP goals and objectives (Units 1, 2, 3, 4, 5)
• Daily writer’s response notebook (Units 2, 3, 4, 5)
• Discussion of selected topics (Units 2, 3, 4, 5)

Summative Assessments:

• Regular written reflections (Unit 1)
• Independent weekly reading logs (Units 1, 2, 3, 4, 5)
• Formal essay based on theme of text read (Unit 2)
• Formal essay based on complex character within text read (Unit 3)
• Formal essay based on theme within text read (Unit 4)
• Midterm and final examinations (Units 2, 5)

Core Texts


short excerpts of selected texts appropriate for students’ diverse needs
periodicals with fiction & non-fiction text (e.g., *Time*)

independent reading library with complex texts accessible to diverse reading levels

either


or


either


or


or


either


or

UNIT 1
Strategies for Reading

Unit Goals

At the completion of this unit, students will:

**CCS.ELA-Literacy.RL.8.1**
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**CCS.ELA-Literacy.RI.8.1**
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**CCS.ELA-Literacy.RL.8.2**
Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

**CCS.ELA-Literacy.RI.8.2**
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

**CCS.ELA-Literacy.RL.8.3**
Analyze how particular lines of dialogues or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

**CCS.ELA-Literacy.RI.8.3**
Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**CCS.ELA-Literacy.RL.8.4**
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**CCS.ELA-Literacy.RI.8.4**
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**CCS.ELA-Literacy.RL.8.5**
Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
CCS.ELA-Literacy.RI.8.5 Analyze in details the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

CCS.ELA-Literacy.RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

CCS.ELA-Literacy.RI.8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCS.ELA-Literacy.RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

CCS.ELA-Literacy.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CCS.ELA-Literacy.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

CCS.ELA-Literacy.RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

CCS.ELA-Literacy.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

CCS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently.

CCS.ELA-Literacy.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

CCS.ELA-Literacy.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCS.ELA-Literacy.W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

CCS.ELA-Literacy.SL.8.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCS.ELA-Literacy.SL.8.1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CCS.ELA-Literacy.SL.8.1.c Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

CCS.ELA-Literacy.SL.8.1.d Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.

CCS.ELA-Literacy.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCS.ELA-Literacy.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCS.ELA-Literacy.L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

CCS.ELA-Literacy.L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Unit Essential Questions**

- What makes and is a good reader?
- Why is close reading so important to thinking about text and the meaning of text?
Scope and Sequence

1. Essential activities when reading
   a. Key question we need to ask ourselves when reading: What has the author presented
to us and why?
   b. Thinking as active learning that provides us meaning through shared thoughts
   c. Discussing with others, communicating ideas, opinions, and emotions from text read
   d. Developing questions we might not understand about text read, and/or questioning its
      importance

2. Notice and Note signposts, which assist students in guiding their thinking, predicting,
   summarizing, questioning, inferencing, and making connections
   a. Contrasts and Contradictions – when a character’s actions contradict previous
      patterns, or when there is a change in a character’s actions or thinking, providing new
      insight into the character
   b. Aha Moment – when a character’s sudden insight or understanding helps us to
      understand plot, or when a character figures out something, changing character and/or
      plot
   c. Tough Question – when a character asks himself/herself or others a tough question or
      makes a statement, suggesting internal conflict and thinking of the character
   d. Words of the Wiser – when an older or wiser character offers a life lesson, suggesting
      a theme or a guiding lesson
   e. Again, and Again – when a word, phrase, or situation is repeated, causing us to
      wonder why the author is doing this, and suggesting symbolism
   f. Memory Moment – when a scene interrupts the flow to reveal something about
      character, plot, or theme, giving important background to character and/or plot

3. Non-Fiction signposts, which assist students in asking what surprises them in the text,
   based on what changes, challenges, or confirms their initial knowledge and thinking
   a. Extreme or Absolute Language – when the language leaves no doubt, exaggerates, or
      pushes the reader to the limit, suggesting the author’s point of view or purpose
   b. Number and Stats – when specific numbers, number words, or amounts are used,
      causing us to wonder why the author is doing this, and suggesting conclusions,
      comparisons, facts, evidence, and the need to make inferences
   c. Quoted Words – when quoted words from others are used, suggesting the author’s
      purpose, perspective, conclusions, or generalizations
   d. Word Gaps – when a word is unfamiliar, and asks us whether we recognize it from
      elsewhere, use context clues, and/or look up its meaning

4. Literary texts to practice signposts, considering high-interest complex texts that stretch
   students’ reading levels
   o Mini-lessons using short excerpts of selected texts appropriate for students’ diverse
     needs, and applying prior signposts
   o Daily practice with core and supplemental texts, with modeling leading to students’
     independent practice with self-selected texts for independent reading

Assured Assessments
Formative Assessment:
   • i-Ready benchmark in September
• Highlighting and annotating of short excerpts of text to demonstrate reading strategies related to each signpost
• Ongoing measurement of IEP goals and objectives

Summative Assessment:
• Regular written reflections on how implementation of learned reading strategies helps the student understand author’s purpose and perspective
• Independent weekly reading logs including daily time spent independently reading and utilizing learned reading strategies

Resources
Core
• short excerpts of selected texts appropriate for students’ diverse needs
• periodicals with fiction & non-fiction text (e.g., *Time*)
• independent reading library with complex texts accessible to diverse reading levels

Supplemental
• video clips of *Notice & Note* signposts

Time Allotment
• Approximately one month (September)
UNIT 2
Applying Reading Strategies to a Full-Length Novel

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCS.ELA-Literacy.RL.8.3 Analyze how particular lines of dialogues or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CCS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CCS.ELA-Literacy.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCS.ELA-Literacy.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCS.ELA-Literacy.RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
Analyze in details the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently.

By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CCS.ELA-Literacy.W.8.2.a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCS.ELA-Literacy.W.8.2.b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CCS.ELA-Literacy.W.8.2.c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

CCS.ELA-Literacy.W.8.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCS.ELA-Literacy.W.8.2.e Establish and maintain a formal style.

CCS.ELA-Literacy.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCS.ELA-Literacy.W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

CCS.ELA-Literacy.SL.8.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCS.ELA-Literacy.SL.8.1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CCS.ELA-Literacy.SL.8.1.c Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.

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

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit Essential Questions

- When reading a novel, how do I determine an author’s purpose?
- When reading a novel, how do I determine the novel’s theme?
- What are the benefits to analyzing text closely?

Scope and Sequence

1. What we should notice in reading a novel, starting with the cover: What is it telling us? What do we notice about the picture and title? What do we predict?
   a. Written reflection on emotions depicted in the cover, and discussing perceptions/opinions with others in the class.
2. Reading aloud, noting old and new words, and asking why the author is presenting them in that format
   a. Discussion of words’ purpose, followed by written reflection
3. Continued reading aloud, noting signposts to understand plot
   a. Discussion of characters’ emotions, and supporting evidence, followed by written reflection
4. Continued reading aloud, noting conflicts with self, characters, and society based on textual support in graphic organizer
5. Reading of relevant short non-fiction articles (e.g., about lost boys in Sudan as presented by International Rescue Committee, Inc. and by National Geographic), with text highlighting based on signposts and discussion of learning that scaffolds students’ knowledge base (prior knowledge): How does this new knowledge help you the reader to empathize with the main character?
   a. Discussion of changing perspective on main character, followed by written reflection including evidence from articles and discussion
6. Continued reading aloud, past literal meaning to read between the lines and infer characters’ feelings, actions, and conflicts, looking closely at what is changing
7. Continued reading aloud, discussing theme (e.g., hope) and supporting evidence
   a. Discussion of theme, and supporting evidence, followed by written reflection
8. Continued reading aloud, focusing on the purpose and conflict of character interactions and their relationship to theme
   a. Charting of character interactions, including changes and perspective, in graphic organizer
9. Continued reading aloud, developing a statement about character and the text evidence to support the idea
   a. Discussion of character statements with a peer
10. Continued reading aloud, using a graphic organizer focused on how characters support the theme throughout the text
11. Rewriting of theme ideas based on deeper thinking and stronger word choice
    a. Free-writing to explain theme of text based on main character
    b. Development of graphic organizer with relevant ideas and supporting evidence
12. Drafting, revision, and editing of a formal piece of writing based on theme of text and supporting evidence, with at least two or more supporting ideas

Assured Assessments
Formative Assessment:
- Daily writer’s response notebook with reflections on selected topics for analysis
- Discussion of selected topics based on sharing of thoughtful responses
- Ongoing measurement of IEP goals and objectives

Summative Assessment:
- Formal essay based on theme of text read, assessed via THS School-Wide Writing Rubric
- Independent weekly reading logs including daily time spent independently reading and utilizing learned reading strategies
- Midterm examination

Resources
Core
- either
  or
- relevant short non-fiction articles
- periodicals with fiction & non-fiction text (e.g., *Time*)
- independent reading library with complex texts accessible to diverse reading levels
Supplemental
- video clips of *Notice & Note* signposts

Time Allotment
- Approximately three months (October-December)
UNIT 3
Applying Reading Strategies to Deepen Understanding of Character Development

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCS.ELA-Literacy.RL.8.3 Analyze how particular lines of dialogues or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CCS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CCS.ELA-Literacy.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCS.ELA-Literacy.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCS.ELA-Literacy.RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
CCS.ELA-Literacy.RI.8.5 Analyze in details the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

CCS.ELA-Literacy.RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

CCS.ELA-Literacy.RI.8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCS.ELA-Literacy.RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

CCS.ELA-Literacy.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CCS.ELA-Literacy.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

CCS.ELA-Literacy.RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

CCS.ELA-Literacy.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

CCS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently.

CCS.ELA-Literacy.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

CCS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.
CCS.ELA-Literacy.W.8.1.a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCS.ELA-Literacy.W.8.1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCS.ELA-Literacy.W.8.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CCS.ELA-Literacy.W.8.1.d Establish and maintain a formal style.

CCS.ELA-Literacy.W.8.1.e Provide a concluding statement or section that follows from and supports the argument presented.

CCS.ELA-Literacy.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCS.ELA-Literacy.W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

CCS.ELA-Literacy.SL.8.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCS.ELA-Literacy.SL.8.1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CCS.ELA-Literacy.SL.8.1.c Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
CCS.ELA-Literacy.SL.8.1.d Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.

CCS.ELA-Literacy.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCS.ELA-Literacy.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCS.ELA-Literacy.L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

CCS.ELA-Literacy.L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Unit Essential Questions**

- When reading a novel, how do I determine how a character reveals the novel’s theme or purpose?
- When reading a novel, how do I determine how the actions and decisions of a character reveal his/her personality?

**Scope and Sequence**

1. What we should notice in reading a novel, starting with the cover: What is it telling us? What do we notice about the picture and title? What do we predict?
   a. Written reflection on emotions depicted in the cover, and discussing perceptions/opinions with others in the class.
2. Reading aloud, noting characters in the opening chapter and charting their characteristics based on what is noticed about them.
3. Continued reading aloud, focusing on the background introduced by the author, and its importance
   a. Completion of K/W/L chart based on time & place of the text’s setting
4. Continued reading aloud, focusing on signposts used by the author, and their effectiveness for his/her purpose
   a. Discussion of the effectiveness of signposts noticed, followed by written reflection
5. Reading of relevant short non-fiction articles (e.g., about World War II, Nazi propaganda, foster care and the foster care system, gangs in the 1960s, 1970s, and present day), with text highlighting based on signposts and discussion of learning that scaffolds students’ knowledge base (prior knowledge): How does this new knowledge help you the reader to empathize with the main character?
a. Discussion of changing perspective on main character, followed by written reflection including evidence from articles and discussion
6. Continued reading aloud, noting signposts to understand character development
   a. Discussion of characters’ personality traits, and supporting evidence, followed by written reflection
7. Continued reading aloud, focusing on the actions/decisions of the main character, and their impact on the novel’s theme
   a. Discussion of character and theme, and supporting evidence, followed by written reflection
8. Continued reading aloud, focusing on character changes and the author’s purpose
   a. Discussion of character changes, and supporting evidence, followed by written reflection
9. Continued reading aloud, focusing on characters’ interactions and the author’s purpose
   a. Discussion of character interactions, and supporting evidence, followed by written reflection
10. Development of a thesis for a formal argumentative piece of writing, using a framed sentence starter dealing with the main character and explaining the character’s complexity throughout the text
11. Organizing of the piece based on claims and evidence from the text framed with a graphic organizer
12. Drafting, revision, and editing of the formal piece of writing based on complex character and supporting evidence, with at least two or more supporting ideas

**Assured Assessments**

**Formative Assessment:**
- i-Ready benchmark in January
- Daily writer’s response notebook with reflections on selected topics for analysis
- Discussion of selected topics based on sharing of thoughtful responses
- Ongoing measurement of IEP goals and objectives

**Summative Assessment:**
- Formal essay based on complex character within text read, assessed via THS School-Wide Writing Rubric
- Independent weekly reading logs including daily time spent independently reading and utilizing learned reading strategies

**Resources**

**Core**
- either
  or
  or
• relevant short non-fiction articles
• periodicals with fiction & non-fiction text (e.g., *Time*)
• independent reading library with complex texts accessible to diverse reading levels

Supplemental

Time Allotment
• Approximately two months (January-February)
UNIT 4
Applying Context to Understanding Text

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCS.ELA-Literacy.RL.8.3 Analyze how particular lines of dialogues or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CCS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CCS.ELA-Literacy.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCS.ELA-Literacy.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCS.ELA-Literacy.RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
CCS.ELA-Literacy.RI.8.5 Analyze in details the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

CCS.ELA-Literacy.RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

CCS.ELA-Literacy.RI.8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCS.ELA-Literacy.RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

CCS.ELA-Literacy.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CCS.ELA-Literacy.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

CCS.ELA-Literacy.RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

CCS.ELA-Literacy.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

CCS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently.

CCS.ELA-Literacy.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

CCS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.
CCS.ELA-Literacy.W.8.1.a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCS.ELA-Literacy.W.8.1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCS.ELA-Literacy.W.8.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CCS.ELA-Literacy.W.8.1.d Establish and maintain a formal style.

CCS.ELA-Literacy.W.8.1.e Provide a concluding statement or section that follows from and supports the argument presented.

CCS.ELA-Literacy.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCS.ELA-Literacy.W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

CCS.ELA-Literacy.SL.8.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCS.ELA-Literacy.SL.8.1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CCS.ELA-Literacy.SL.8.1.c Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
CCS.ELA-Literacy.SL.8.1.d Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.

CCS.ELA-Literacy.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCS.ELA-Literacy.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCS.ELA-Literacy.L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

CCS.ELA-Literacy.L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit Essential Questions

- How do I apply context, context clues, and conflict to reveal the content of a text I read?
- Why do readers clarify unknown vocabulary to understand text?
- Why do authors apply sophisticated vocabulary to strengthen their text?

Scope and Sequence

1. What we should notice in reading a novel, starting with the cover: What is it telling us? What do we notice about the picture and title? What do we predict?
   a. Written reflection on emotions depicted in the cover, and discussing perceptions/opinions with others in the class.
2. Reading aloud, focusing on characters, setting, and sophisticated word choice, beginning to use Literature Log and vocabulary graphic organizers to log unfamiliar words
3. Continued reading aloud, focusing on setting and developing the background needed to understand key topics of the text read (e.g.: in Rain Reign, autism, homonyms, single parenting, feeling different; in The Honest Truth, mountain climbing, cancer, camping, survival skills, running away)
   a. Discussion of setting details, followed by written reflection
4. Continued reading aloud, focusing on character development and character interactions, including conflicts that bring changes/decisions
   a. Completion of character organizer including evidence of actions and changes in character
5. Continued reading aloud, focusing on context to visualize and react to the main characters
a. Description of characters and their interactions, leading to drawing or illustrating a scene meaningful for understanding of a character and his/her difficulties; presentation and explanation of the piece of art to classmates

6. Continued reading aloud, focusing on main focus of the text and the author’s purpose and point of view
   a. Discussion of the text’s main focus and author’s purpose and point of view, followed by written reflection

7. Continued reading aloud, focusing on author’s purpose for book format, and chapter structure to understand character (e.g.: in *Rain Reign*, separate parts, chapter headings; in *The Honest Truth*, miles to go, input from best friend in italics, dog presence)

8. Continued reading aloud, focusing on possible themes and charting them based on text evidence
   a. Discussion of possible themes, and supporting evidence, followed by written reflection

9. Continued reading aloud, focusing on conflicts within the text, and how conflict illustrates change in characters’ development
   a. Completion of graphic organizer depicting conflict (and type of conflict) leading to character change

10. Continued reading aloud, focusing on themes of the text based on text evidence
    a. Discussion of possible themes, and supporting evidence, followed by written reflection that drafts one theme for a formal piece of writing

11. Continued reading aloud, focusing on character changes throughout the text linked to reader’s understanding and author’s purpose
    a. Discussion of character changes, and supporting evidence, followed by written reflection

12. Independent development of a thesis for a formal argumentative piece of writing, using a graphic organizer dealing with theme

13. Drafting, revision, and editing of the formal piece of writing based on theme, utilizing technology

**Assured Assessments**

Formative Assessment:
- Daily writer’s response notebook with reflections on selected topics for analysis
- Discussion of selected topics based on sharing of thoughtful responses
- Ongoing measurement of IEP goals and objectives

Summative Assessment:
- Formal essay based on theme within text read, assessed via THS School-Wide Writing Rubric
- Independent weekly reading logs including daily time spent independently reading and utilizing learned reading strategies

**Resources**

Core
- either
or


- relevant short non-fiction articles
- periodicals with fiction & non-fiction text (e.g., *Time*)
- independent reading library with complex texts accessible to diverse reading levels

**Supplemental**


**Time Allotment**

- Approximately two months (March-April)
UNIT 5
Integrating Reading Strategies to Read Complex Short Stories

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCS.ELA-Literacy.RL.8.3 Analyze how particular lines of dialogues or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CCS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CCS.ELA-Literacy.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCS.ELA-Literacy.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCS.ELA-Literacy.RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
CCS.ELA-Literacy.RI.8.5  Analyze in details the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

CCS.ELA-Literacy.RL.8.6  Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

CCS.ELA-Literacy.RI.8.6  Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCS.ELA-Literacy.RL.8.7  Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

CCS.ELA-Literacy.RI.8.7  Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CCS.ELA-Literacy.RI.8.8  Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

CCS.ELA-Literacy.RL.8.9  Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

CCS.ELA-Literacy.RI.8.9  Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

CCS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently.

CCS.ELA-Literacy.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

CCS.ELA-Literacy.W.8.4  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCS.ELA-Literacy.W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

CCS.ELA-Literacy.SL.8.1.a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCS.ELA-Literacy.SL.8.1.b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CCS.ELA-Literacy.SL.8.1.c Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

CCS.ELA-Literacy.SL.8.1.d Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.

CCS.ELA-Literacy.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCS.ELA-Literacy.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCS.ELA-Literacy.L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

CCS.ELA-Literacy.L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Unit Essential Questions**

- What should readers focus on in a short story?
- Why do authors write short stories? What is their purpose?
Scope and Sequence

1. What we should notice in reading a short story, starting with the table of contents of the book of short stories and the first page of each story: What topic and interest level is suggested?
   a. Discussion of what is noticed, and voting on which stories (the top three) to be read
2. Reading aloud, focusing on characters, setting, and conflict and using writer’s response notebook
   a. Discussion of characters, setting, and conflict, followed by written reflection
3. Continued reading aloud, focusing on character changes, conflicts, and predictions related to possible foreshadowing
   a. Discussion of character changes, conflicts, and possible foreshadowing, followed by written reflection
4. Continued reading aloud to end of story, focusing on author’s purpose for writing and thematic message received from reading
   a. Discussion of author’s purpose and theme, followed by written reflection
5. Selection of preferred story after reading several
   a. Discussion of how preferences changed since reading the stories, followed by written reflection

Assured Assessments
Formative Assessment:
- i-Ready benchmark in May
- Daily writer’s response notebook with reflections on selected topics for analysis
- Discussion of selected topics based on sharing of thoughtful responses
- Ongoing measurement of IEP goals and objectives

Summative Assessment:
- Independent weekly reading logs including daily time spent independently reading and utilizing learned reading strategies
- Final examination

Resources
Core
- relevant short non-fiction articles
- periodicals with fiction & non-fiction text (e.g., *Time*)
- independent reading library with complex texts accessible to diverse reading levels

Time Allotment
- Approximately two months (May-June)
COURSE CREDIT

One-half credit per semester
One class period daily for a year

PREREQUISITES

Recommendation of the PPT.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading Rubric (attached)
- Trumbull High School School-Wide Writing Rubric (attached)
- Trumbull High School School-Wide Independent Learning and Thinking Rubric (attached)
<table>
<thead>
<tr>
<th>Category/Weight</th>
<th>Exemplary 4</th>
<th>Goal 3</th>
<th>Working Toward Goal 2</th>
<th>Needs Support 1-0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respond X______</td>
<td>Demonstrates exceptional understanding of text by:</td>
<td>Demonstrates understanding of text by:</td>
<td>Demonstrates general understanding of text by:</td>
<td>Demonstrates limited or no understanding of text by:</td>
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<tr>
<td></td>
<td>• Clearly identifying the purpose of the text</td>
<td>• Identifying the fundamental purpose of the text</td>
<td>• Partially identifying the purpose of the text</td>
<td>• Not identifying the purpose of the text</td>
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<td>• Providing initial reaction richly supported by text</td>
<td>• Providing initial reaction supported by text</td>
<td>• Providing initial reaction somewhat supported by text</td>
<td>• Providing initial reaction not supported by text</td>
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<td>• Providing a perceptive interpretation</td>
<td>• Providing a clear/straightforward interpretation of the text</td>
<td>• Providing a superficial interpretation of the text</td>
<td>• Providing an interpretation not supported by text</td>
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<tr>
<td>Interprete X____</td>
<td>Demonstrates exceptional interpretation of text by:</td>
<td>Demonstrates ability to interpret text by:</td>
<td>Demonstrates general ability to interpret text by:</td>
<td>Demonstrates limited ability to interpret text as evidenced by:</td>
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<td>• Extensively reshaping, reflecting, revising, and/or deepening initial understanding</td>
<td>• Reshaping, reflecting, revising, and/or deepening initial understanding</td>
<td>• Guided reflection and/or revision of initial understanding</td>
<td>• Struggle to implement guided reflection and/or revision of initial understanding</td>
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<td></td>
<td>• Constructing insightful and perceptive ideas about the text.</td>
<td>• Summarizing main ideas of text</td>
<td>• Summarizing some of the main ideas of text</td>
<td>• Struggle to summarize any main ideas of text</td>
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<td></td>
<td>• Actively raising critical questions and exploring multiple interpretations of the text</td>
<td>• Actively interpreting text by raising questions and looking for answers in text</td>
<td>• Guided interpretation of text by locating answers to given questions in text</td>
<td>• Struggle to answer questions by locating responses in text</td>
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<tr>
<td>Connect X______</td>
<td>Demonstrates perceptive connections</td>
<td>Demonstrates specific connections</td>
<td>Demonstrates general connections</td>
<td>Struggles to make connections</td>
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<td>• text-to-text</td>
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<td>• text-to-self</td>
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<tr>
<td>Evaluate X______</td>
<td>Demonstrates insightful evaluation of text by one or more of the following:</td>
<td>Demonstrates an evaluation of text by one or more of the following:</td>
<td>Demonstrates a general evaluation of text by one or more of the following:</td>
<td>Demonstrates a struggle to evaluate the text by one or more of the following:</td>
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<td>• Critical analysis to create a conclusion supported by the text</td>
<td>• Critical analysis to form a conclusion from the text</td>
<td>• Formulation of a superficial conclusion from the text</td>
<td>• Formulation of a conclusion from the text</td>
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<td>• Perceptive judgments about the quality of the text</td>
<td>• Thoughtful judgments about the quality of the text</td>
<td>• Assessment of the quality of the text</td>
<td>• Assessment of the quality of the text</td>
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<td>• Synthesis of text</td>
<td>• Evaluation of the text to express personal opinion(s)</td>
<td>• Use of text to express personal opinion(s)</td>
<td>• Use of text to express personal opinion(s)</td>
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<td>• Expression of a personal opinion</td>
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Trumbull High School School-Wide Reading Rubric
<table>
<thead>
<tr>
<th>Category/Weight</th>
<th>Exemplary 4 Student work:</th>
<th>Goal 3 Student work:</th>
<th>Working Toward Goal 2 Student work:</th>
<th>Needs Support 1-0 Student work:</th>
</tr>
</thead>
</table>
| Purpose X_____ | • Establishes and maintains a clear purpose  
• Demonstrates an insightful understanding of audience and task | • Establishes and maintains a purpose  
• Demonstrates an accurate awareness of audience and task | • Establishes a purpose  
• Demonstrates an awareness of audience and task | • Does not establish a clear purpose  
• Demonstrates limited/no awareness of audience and task |
| Organization X_____ | • Reflects sophisticated organization throughout  
• Demonstrates logical progression of ideas  
• Maintains a clear focus  
• Utilizes effective transitions | • Reflects organization throughout  
• Demonstrates logical progression of ideas  
• Maintains a focus  
• Utilizes transitions | • Reflects some organization throughout  
• Demonstrates logical progression of ideas at times  
• Maintains a vague focus  
• May utilize some ineffective transitions | • Reflects little/no organization  
• Lacks logical progression of ideas  
• Maintains little/no focus  
• Utilizes ineffective or no transitions |
| Content X_____ | • Is accurate, explicit, and vivid  
• Exhibits ideas that are highly developed and enhanced by specific details and examples | • Is accurate and relevant  
• Exhibits ideas that are developed and supported by details and examples | • May contain some inaccuracies  
• Exhibits ideas that are partially supported by details and examples | • Is inaccurate and unclear  
• Exhibits limited/no ideas supported by specific details and examples |
| Use of Language X_____ | • Demonstrates excellent use of language  
• Demonstrates a highly effective use of standard writing that enhances communication  
• Contains few or no errors. Errors do not detract from meaning | • Demonstrates competent use of language  
• Demonstrates effective use of standard writing conventions  
• Contains few errors. Most errors do not detract from meaning | • Demonstrates use of language  
• Demonstrates use of standard writing conventions  
• Contains errors that detract from meaning | • Demonstrates limited competency in use of language  
• Demonstrates limited use of standard writing conventions  
• Contains errors that make it difficult to determine meaning |
# Trumbull High School School-Wide
## Independent Learning and Thinking Rubric

<table>
<thead>
<tr>
<th>Category/Weight</th>
<th>Exemplary 4</th>
<th>Goal 3</th>
<th>Working Toward Goal 2</th>
<th>Needs Support 1-0</th>
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<tr>
<td>Proposal X________</td>
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<td>Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.</td>
<td>Student demonstrates initiative by generating appropriate questions, creating original projects/work.</td>
<td>Student demonstrates some initiative by generating questions, creating appropriate projects/work.</td>
<td>Student demonstrates limited or no initiative by generating few questions and creating projects/work.</td>
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<td>Independent Research &amp; Development X________</td>
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<td>Proposal X________</td>
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<td>Presentation of Finished Product X________</td>
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TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

EMPLOYMENT EXPLORATIONS
Grades 9-12
Special Education Department
2019

Curriculum Writing Team

Barbara Beaman  Coordinator of Special Education, Grade 9 – Post High School
Kristin Dunkle  Speech/Language Pathologist
Richard Fisco  Special Education Teacher
Ashley Kochan  Special Education Teacher
Matthew Landin  Special Education Teacher
Lysa Margiotta  Transition Coordinator

Jonathan S. Budd, Ph.D., Assistant Superintendent of Curriculum, Instruction, & Assessments

Employment Explorations
The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in any of its programs.
CORE VALUES AND BELIEFS

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

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Employment Explorations is a full-year course in which students identify and develop the skills required to be successful employees when they enter the workforce. The class has been designed to meet the unique needs of the special education students enrolled in the course. The students will continually enhance their qualifications through real job experiences based on the Trumbull High School campus as they prepare to seek and obtain employment opportunities. Employment Explorations instills qualities in students that will make them viable candidates for any position that is eventually pursued.

Students learn the importance of having employment skills such as how to take initiative, how to effectively communicate with colleagues, how to work as an effective member of a team to accomplish a common objective, how to ensure accuracy in their work, how to sustain focus, and how to manage time. Students have the opportunity to first learn about these vocational skills and then apply them in the authentic work experiences that have been developed. Students are given on-the-job training in areas such as maintenance, culinary, clerical, and gardening. The work experiences are customized to meet the needs of each student, while keeping in mind their individual strengths and interests.

There are no prerequisites for this course, and students are placed in the course based on the team decision at each student’s Planning and Placement Team meeting. Employment Explorations is an important aspect of such students’ transition planning and provides insight into the potential outcomes and goals for the students. All students placed in the course require specialized instruction in order to develop the vocational skills needed for successful employment.

COURSE GOALS

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

CCS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
CCS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate goals), clear goals and deadlines, and individual roles as needed.

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

CCS.ELA-Literacy.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.

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

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

The following course goals derive from the 2016 Connecticut CORE Transition Skills.

To the maximum extent possible, each student with a disability will be able to:
A. Explain his/her disability including individual strengths, needs, preferences, and interests.

B. Utilize effective self-determination skills including areas such as: choice-making, problem-solving, goal-setting, communication, and self-advocacy.

C. Strengthen his/her self-esteem and social-emotional awareness by analyzing his/her strengths and challenges in order to implement personal/vocational goals.

D. Assist with the development of his/her Individualized Education Program (IEP).

E. Attend, participate in, and/or facilitate his/her Planning and Placement Team (PPT) meeting.

F. Demonstrate leadership skills to affect positive social change by guiding or directing others on a course of action and/or influencing the opinion and behavior of others.

G. Describe his/her rights and responsibilities under Disability Legislation (e.g., IDEA, 504, ADA).

H. Demonstrate and accept responsibility for his/her independence and activities of daily living.

I. Demonstrate appropriate social interactions and skills to develop and maintain meaningful relationships.

J. Demonstrate skills to access appropriate physical and mental healthcare resources to meet his/her individual needs.

K. Demonstrate skills to access community resources and participate in the community by establishing support networks.

L. Demonstrate skills to access appropriate postsecondary education, training, or lifelong learning opportunities to meet his/her individual needs.

M. Demonstrate skills to access appropriate employment to meet his/her individual needs.

N. Identify and ask for accommodations necessary to ensure equal access and full participation in post-school education and/or employment settings.

O. Demonstrate skills needed to access appropriate transportation (both public and private).

P. Demonstrate the ability to use technology to enhance employment, learning, and community involvement.
COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- job readiness is critical to being an attractive job applicant.
- employers will seek appropriate responses to interview questions that can be anticipated.
- job safety procedures exist across various worksites.
- certain communication skills are needed to appropriately engage in discussion with colleagues and supervisors.
- certain social skills are necessary in order to have positive and productive relationships with colleagues and supervisors.
- strong workplace performance is critical for maintaining employment.
- time management skills are needed to meet deadlines in the workplace.
- the job application process includes résumé writing, interviewing, and searching for a job.
- each employee has individual strengths, needs, preferences, and interests.
- each student is working towards vocational goals on his/her Individualized Education Plan.
- the input of each student is critical to shaping vocational goals and the student’s transition planning.
- ways exist to access support if it is needed in the workplace.
- ways exist to use technology to enhance employment, learning, and community involvement.

COURSE ESSENTIAL QUESTIONS

- What makes a good job candidate?
- What qualifications are needed to be successfully employed?
- How do I self-assess my job readiness skills using the Employment Explorations Rubric?
- How can exhibiting flexibility improve my workplace performance?
- How does focus improve workplace performance?
- Why is communication imperative for successful employment?
- How does collaboration improve job productivity?
- What is the purpose of job readiness?
- How can I explore different careers to help make a decision regarding future employment preferences?
- What personal information do I need to know to complete a job application?
- How can I prepare for a job interview?
- What is my disability and what are my individual strengths and needs in the workplace?
- What are my vocational goals in my Individualized Education Plan, and how can I help my team create them?
- What is my transition plan for after high school, and how can I help my team shape that plan?
- What supports are available in the workplace, and how they can be accessed?
- What types of technology are available to help me in the workplace?
• How can using technology help me become a more efficient and effective employee?

**COURSE KNOWLEDGE & SKILLS**

Students will know . . .
- key vocabulary and terminology used in the workplace.
- how to conduct a job safety analysis.
- the core four job readiness skills assessed and measured by the Employment Explorations Rubric.
- a variety of job opportunities available in areas such as maintenance, culinary, clerical, and garden operations.

Students will be able to . . .
- increase their understanding of job readiness.
- apply the knowledge learned in their individual job experiences.
- share work experiences through résumé writing and a company newsletter.
- contribute to their success of their business, S.O.A.R. Enterprises.
COURSE SYLLABUS

Course Name
Employment Explorations

Level
Non-leveled

Prerequisites
Recommendation of the PPT

Materials Required
None

General Description of the Course
The goal of Employment Explorations is to provide students the opportunity to learn and practice employability skills, focusing on professional behaviors. Skill instruction embedded as teachers work with students to accomplish real-life job tasks around the THS campus include time management, social skills, and independent work habits.

Assured Assessments

Formative Assessments:

- Ongoing measurement of IEP goals and objectives (Units 1, 2, 3, 4, 5)
- TPS Employment Assessment Student Audit (Units 1, 2, 3, 4, 5)
- Brigance Transition Skills Inventory (Units 1, 2, 3, 4, 5)

Summative Assessments:

- Work journals (Units 1, 2, 3, 4, 5)
- Employment Explorations Rubric Self Assessment (Units 1, 2, 3, 4, 5)
- Employment Explorations Rubric Supervisor Assessment (Units 1, 2, 3, 4, 5)
- Job readiness assessments (Unit 1)
- Visual résumé project (Unit 2)
- Job shadowing opportunity (Unit 3)
- Job quality assessments (Unit 4)
- Student portfolio (Unit 5)

Core Texts

*I Can Work.*
*Who Am I?*
*In the Classroom with David Robinson – Leadership, Character Development, Balance, Success.* [https://www.youtube.com/watch?v=j099WYVSYgQ](https://www.youtube.com/watch?v=j099WYVSYgQ). Web.

Relevant guest speakers
Relevant technology
Job shadowing
UNIT 1
Job Readiness

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.SL.9-10.1 Participate in discussions related to employment, job readiness, job safety, and other topics.

CCS.ELA-Literacy.SL.9-10.1.c Pose questions and respond to others in discussing the significance of employment in everyday life and the importance of sustaining an income.

CCS.ELA-Literacy.SL.9-10.1.d Reflect on their work performance as well as on feedback from their co-workers and supervisors.

CCTS L Learn about employment and the skills necessary to participate in post-secondary employment training.

CCTS M Learn about and develop their job readiness skills through employment opportunities on the Trumbull High School campus.

CCTS P Use technology to learn about employment, demonstrate their understanding, help complete their timesheets, and assist them with communication in the workplace.

Unit Essential Questions

- What is employment?
- Why do people work?
- How does the need for income through pay connect to working?
- What is the expected hygiene and appearance of someone at work?
- What is job safety?
- How do I properly fill out a timesheet?
- What are the different roles of people in the workplace (e.g., owner, supervisor, colleague, employee), and how do I interact with those people?
- How do work expectations and specific routines prepare employees for work?
- What skills are needed to maintain employment?
  o What is effective communication?
  o How do I act like a professional?
  o What are the elements of effective greetings?
  o Why is it important to accept constructive feedback from supervisors and co-workers?
How do I respond appropriately when I receive constructive feedback from supervisors and co-workers?

- When is a good time to talk with my co-workers?
- What is time management?
- How can I make sure that I am on time for my job?
- How should I treat my co-workers?

**Scope and Sequence**

1. Provided with a series of pictures, students identify the images that depict someone working and identify the job readiness skills that employees are exhibiting.
3. Students complete a safety analysis of the various job sites throughout the Trumbull High School campus: loading dock, kitchen, garden, planters, shredding station, woodshop.
4. Students begin working on introductory job sites and self-assessing their employment readiness skills as found in the Employment Explorations Rubric.
5. Students participate in a series of lessons pertaining to the job readiness skills found in the Employment Explorations Rubric: Workplace Performance, Communication Skills, Social Skills, and Time Management.
6. Students learn vocabulary pertaining to job readiness skills:
   - Nonverbal Communication;
   - Eye Contact;
   - Voice and Tone; and
   - Greetings.
7. Students complete a timesheet for each day they have come to work.
8. Students complete a work journal in which they reflect on their work experiences and the job readiness skills they have learned.
9. Students participate in a class discussion about hygiene and visual examples of appropriate appearance. Students identify appropriate appearance versus inappropriate appearance at work.

**Assured Assessments**

- Ongoing measurement of IEP goals and objectives
- Work journals
- Employment Explorations Rubric Self Assessment
- Employment Explorations Rubric Supervisor Assessment
- TPS Employability Assessment Student Audit
- *Brigance Transition Skills Inventory*
- Job readiness vocabulary assessment
- Job safety analysis
- Colleague and supervisor communication activity
- Timesheet assessment
- Communication assessment
Resources
Core
- *I Can Work*
  - Online images and other digital resources related to job readiness
  - Job shadowing / Work experience
  - Skills to Pay the Bills: Mastering Soft Skills for Workplace Success

Time Allotment
- Approximately two months (September-October), then ongoing throughout the rest of the year
UNIT 2
Discovering Your Strengths

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.W.9-10.6  Create a visual résumé highlighting their strengths and work experiences, which will then be presented to the class in preparation for a presentation at their upcoming Planning and Placement Team meeting.
CCS.ELA-Literacy.SL.9-10.4
CCTS P

CCS.ELA-Literacy.SL.9-10.1.a  Research potential future jobs in which they are interested, and present their findings to the class.

CCTS A  Review their Individualized Education Plan (IEP) to explain their individual strengths, needs, preferences, and interests.

CCTS B  Build their self-advocacy as it relates to their needs in the workplace and personal preferences for employment.

CCTS C  Strengthen their self-esteem by creating visual résumés showcasing their strengths in the workplace, and by creating personal and vocational goals based on their prior work experiences and evaluations.

CCTS D  Review and assess vocational goals in their IEP, work to monitor those goals, and create new goals for their annual review.

CCTS E  Attend and participate in and/or facilitate the discussion pertaining to Employment Explorations at their PPT meeting, presenting their visual résumé, reviewing their performance, and discussing their vocational goals.

Unit Essential Questions

- Why is it important to have a résumé?
- What are my strengths that I can highlight in my résumé?
- How can I use technology to create a visual résumé?
- What is an Individualized Education Plan (IEP)?
- What are my strengths and needs listed in my IEP?
- What are my vocational goals listed in my IEP?
- What is my current transition plan?
What is self-advocacy, and how can I self-advocate regarding my strengths, needs, and work preferences?
How does understanding my strengths and needs help me determine potential careers?
How can I research potential careers?
How can I improve my presentation skills?
How can I use technology to present information and help communicate my ideas?
What is a Planning and Placement Team meeting?
How can I be an active participant in my Planning and Placement Team meeting?

Scope and Sequence
1. Students learn about a résumé and its importance when seeking a job.
2. Students identify their strengths from their prior assessments and discussions with their supervisors. They will then identify what they want to highlight in a visual résumé. Students will have a supervisor or co-worker photograph them on job sites so the photographs can be included in their visual résumés.
3. Students will learn to use technology to create a visual résumé.
4. Students will review a copy of their IEP to identify their disability, strengths, needs, vocational goals, and transition planning.
5. Students will work on ways to self-monitor their goals and begin to shape new goals for their upcoming annual reviews.
6. Students will learn self-advocacy skills and how they can apply them both in the workplace and in their Planning and Placement Team meetings.
7. At their annual reviews, students will present their visual résumés, report on their progress in Employment Explorations, and discuss their new goals.

Assured Assessments
- Visual résumé project
- Draft IEP assessment
- Brigance Transition Skills Inventory
- Ongoing measurement of IEP goals and objectives
- Work journals
- Employment Explorations Rubric Self Assessment
- Employment Explorations Rubric Supervisor Assessment
- TPS Employability Assessment Student Audit
- Résumé and IEP vocabulary assessments

Resources
Core
- I Can Work
- Who Am I? video and discussion guide
- Relevant guest speakers
- Relevant technology for visual résumés

Time Allotment
- Approximately two months (November-December)
UNIT 3
Types of Jobs

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.SL.9-10.4 Present information and findings about a specific job researched, utilizing technology to help communicate their ideas, and giving a clear, concise, and logical presentation such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to the purpose, audience, and task.

CCTS B Focus on various types of jobs as they begin shaping their work preferences and areas of interest, taking advantage of opportunities to self-advocate for the jobs they prefer, and using their identified interests to set goals both personally and in their IEP.

Unit Essential Questions

- What clerical tasks exist at a place of employment?
  - What kinds of jobs require clerical tasks?
- Why are clerical tasks important?
  - How do clerical tasks help a business run smoothly?
  - How does organization lead to a more efficient workplace?
- What is confidentiality?
- What does it mean to work “in retail”?
  - What kinds of tasks are needed when working in a retail position?

Scope and Sequence

1. Students learn vocabulary for the various jobs presented:
   - Filing;
   - Sorting;
   - Alphabetizing;
   - Categorizing;
   - Data Entry; and
   - Inventory.
2. Students complete the “All About Me – Discover Your Strengths” activity and an interest inventory.
3. Students complete a job analysis activity for one job, and present the activity to the class.
4. Students complete a job shadow opportunity at Trumbull High School or at a site arranged by the Transition Coordinator.
Assured Assessments
- “All About Me” questionnaire
- Interest inventory
- Brigance Transition Skills Inventory
- Brigance vocabulary assessment
- Ongoing measurement of IEP goals and objectives
- Work journals
- Employment Explorations Rubric Self Assessment
- Employment Explorations Rubric Supervisor Assessment
- TPS Employability Assessment Student Audit

Resources
Core
- I Can Work
- Relevant guest speakers
- Relevant technology
- Job shadowing

Time Allotment
- Approximately two months (January-February)
UNIT 4
Working for a Business

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.W.9-10.6
CCTS P
Use technology to produce, publish, and update the S.O.A.R. brochure for the annual holiday sale, linking the information to a tracking system for orders, payments, and deliveries.

CCS.ELA-Literacy.SL.9-10.1.b
Work with other student employees of S.O.A.R. to have successful meetings and make decisions on key issues while establishing clear goals for meeting deadlines and filling orders, as well as determining individual roles to be filled in order to complete the work on time.

CCTS F
Demonstrate leadership skills while working in groups to complete tasks, guiding and directing each other to ensure that the job readiness skills listed on the Employment Explorations Rubric are exhibited by all employees.

CCTS L
Assess themselves and be assessed by their co-workers and supervisors on the job readiness skills listed on the Employment Explorations Rubric, reflecting on their performance in their employment journal.

Unit Essential Questions

- What is a business?
  - What is entrepreneurship?
  - What different departments exist in a business?
  - What are company rules?
  - What is the purpose of quality control?
  - How does company accounting work?
- How can technology help a business function more effectively, efficiently, and accurately?
  - How can technology and communicating/advertising with technology improve a business?
- What rules are necessary to ensure that a business and business discussions run smoothly?
  - How do individual roles and teams help the business as a whole meet deadlines?
  - How does my role help the business run?
How can I function as a leader within the business and ensure that all the employees are exhibiting job-readiness skills?

How can the Employment Explorations rubric be used to identify personal strengths, weaknesses, and goals?

Scope and Sequence

1. Students learn about and discuss entrepreneurship, what a business is, and how a business operates.
2. Students learn key vocabulary:
   - Business;
   - Accounting;
   - Profit/Loss;
   - Inventory;
   - Supervisor;
   - Co-Worker;
   - Customer;
   - Feedback;
   - Experience; and
   - Quality Control.
3. Students learn about rules and expectations common in a business, and will then establish a set of rules and expectations for their business, S.O.A.R. Enterprises.
4. Students learn about various roles within a business and then interview for various roles based on their strengths, needs, and preferences.
5. Students hear from a guest speaker about what it means to be a leader, relevant work experiences, and qualities used in the individual’s leadership role.
6. Students set up the technology required to run their business and create necessary materials (e.g., advertising, e-mail correspondence, website).
7. Students inventory materials, create their product, advertise their product, sell their product, and deliver their product.
9. Students complete a weekly performance review with their supervisor.

Assured Assessments

- Job quality control checklist
- Job quality analysis
- *Brigance Transition Skills Inventory*
- *Brigance* vocabulary assessment
- Ongoing measurement of IEP goals and objectives
- Work journals
- Employment Explorations Rubric Self Assessment
- Employment Explorations Rubric Supervisor Assessment
- TPS Employability Assessment Student Audit
Resources

Core
- *I Can Work*
- Relevant guest speakers
- Relevant technology

Time Allotment
- Approximately two months (March-April)
UNIT 5
Obtaining a Job

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.W.9-10.6 Use technology to search for employment opportunities and then complete an online application and personal portfolio, using technology to help recall information required on the application if necessary.

CCTS P

CCTS.ELA-Literacy.SL.9-10.1.a Review an exemplar job application, identifying components of the résumé completed accurately, and use that information to better prepare their own job applications.

CCTS I Demonstrate the skills necessary to seek and obtain employment.

Unit Essential Questions

- How do I apply for a job?
  - How can I find information about places looking to hire new employees?
  - What information is required on a job application?
  - How can I use technology to complete a job application?
  - What is a “reference,” and who are some people that I could list as references?
- How do I interview for a job?
  - How can I prepare for an interview?
  - What are some sample interview questions?
  - How should I dress for an interview?

Scope and Sequence

1. Students learn about online resources that can help with the job search process, and other ways of finding a job.
2. Students review an exemplar application to help them complete their own job application.
3. Students are assessed on their knowledge of the information required on an application, and review ways they can use technology if they need to recall the information.
4. Students will discuss the meaning of a “reference” on an application and select individuals they could potentially list as references. Students will then contact those individuals to request using them as references.

Assured Assessments

- Job application
• Student portfolio
• Reference request communication
• *Brigance Transition Skills Inventory*
• *Brigance* vocabulary assessment
• Ongoing measurement of IEP goals and objectives
• Work journals
• Employment Explorations Rubric Self Assessment
• Employment Explorations Rubric Supervisor Assessment
• TPS Employability Assessment Student Audit

**Resources**

**Core**

- *I Can Work*
• Relevant guest speakers
• Relevant technology

**Time Allotment**

• Approximately two months (May-June)
COURSE CREDIT

One-half credit per semester
One class period daily for a year

PREREQUISITES

Recommendation of the PPT.

ASSURED STUDENT PERFORMANCE RUBRICS

- Employment Explorations Rubric (attached)
# Employment Explorations Rubric

<table>
<thead>
<tr>
<th>Employability Skill</th>
<th>Meeting Goal 10 – 6</th>
<th>Approaching Goal 5 – 2</th>
<th>Needs Improvement 1 – 0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Workplace Performance</strong></td>
<td>• Independently follows all directions</td>
<td>• Follows directions when prompted</td>
<td>• Does not follow directions</td>
</tr>
<tr>
<td>Points (1-10): [____]</td>
<td>• Focuses on work</td>
<td>• Is refocused on work with prompting</td>
<td>• Is not focused on task</td>
</tr>
<tr>
<td>Examples:</td>
<td>• Independently initiates work</td>
<td>• Initiates work with prompting</td>
<td>• Does not begin work after prompting</td>
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<tr>
<td></td>
<td>• Independently organizes work</td>
<td>• Organizes work with prompting</td>
<td>• Does not organize work</td>
</tr>
<tr>
<td></td>
<td>• Completes task correctly</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communication Skills</strong></td>
<td>• Responds appropriately to comments from co-workers, supervisors, and customers</td>
<td>• Responds appropriately to comments from co-workers, supervisors, and customers with prompting</td>
<td>• Does not respond appropriately to comments from co-workers, supervisors, and customers</td>
</tr>
<tr>
<td>Points (1-10): [____]</td>
<td>• Uses an appropriate voice (tone, volume)</td>
<td>• Uses an appropriate voice (tone, volume) with prompting</td>
<td>• Does not use an appropriate voice (tone, volume)</td>
</tr>
<tr>
<td>Examples:</td>
<td>• Takes the time to communicate messages clearly</td>
<td></td>
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<tr>
<td><strong>Social Skills</strong></td>
<td>• Responds with a positive affect when others initiate interactions</td>
<td>• Responds with a positive affect when others initiate interactions with prompting</td>
<td>• Does not respond with a positive affect when others initiate interactions</td>
</tr>
<tr>
<td>Points (1-10): [____]</td>
<td>• Works cooperatively with co-workers and supervisors</td>
<td>• Works cooperatively with co-workers and supervisors when prompted</td>
<td>• Does not work cooperatively with co-workers and supervisors</td>
</tr>
<tr>
<td>Examples:</td>
<td>• Maintains socially appropriate orientation, posture, and personal distance</td>
<td>• Maintains socially appropriate orientation, posture, and personal distance with prompting</td>
<td>• Does not maintain socially appropriate orientation, posture, and personal distance</td>
</tr>
<tr>
<td></td>
<td>• Appears attentive and energetic</td>
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<tr>
<td><strong>Time Management</strong></td>
<td>• Completes task or shows constant work rate; Independently adjusts work rate</td>
<td>• Does not complete task fully and work rate is not fast enough</td>
<td>• Does not complete task and work rate is unacceptable (for example, sleeping)</td>
</tr>
<tr>
<td>Points (1-10): [____]</td>
<td>to meet a deadline</td>
<td>• Completes timesheet correctly with prompting</td>
<td>• Does not complete timesheet</td>
</tr>
<tr>
<td>Examples:</td>
<td>• Completes timesheet correctly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>