



Advanced English 9

Evidence Based Grading

Final grades in this course will be determined using Evidence Based Grading (EBG). EBG determines grades that reflect what students know, understand, and can do.

Purpose Statement: *The purpose of evidence based grading is to provide students with clear learning outcomes and instruction, collaborative feedback, grades that reflect proficiency and growth.*

Course Description: A thematic-structured curriculum designed for the highly-able and motivated student; identify literary techniques and begin to analyze their use in various genres; broaden spoken and written vocabulary; apply literary techniques and composition skills to developing thematic projects; reinforce basic mechanics, usage; and grammar; practice paragraph development and apply to essay writing; develop critical thinking skills and focus on higher level thinking skills; integrate technology into learning.

Attendance: Students are required to be in school every day. Students are responsible for communicating with their teachers to make up for missed learning.

Essential Skills: Writing, Speaking/Listening, Reading

Course Expectations: Although not everything is graded, everything is important. In order to demonstrate growth and learning, students will need to:

1. Participate in class activities (take notes, work in a group, complete in class tasks, ask questions) without distractions (cell phones, games, etc.)
2. Use morning time and the teacher to seek help outside of class when needed.
3. Complete all assessments within teacher timelines.
4. Follow Cobbler expectations.

Grading

Learning (Practice) Includes instructional activities in and outside of class and are not used in grade determination. Follows Evidence Based Grading practices.

Assessment (Evidence) May be collected on quizzes, labs, learning checks, tests, speeches, performances, and projects.

Proficiency Scale			
4	3	2	1
Exceeds Proficiency	Meets Proficiency	Approaching Proficiency	Developing Foundations

Course Skills: Writing, Speaking/Listening, Reading

Skill #1: Writing

a. I can effectively write for an intended purpose

4: I use a clear writing structure. I substantially and precisely support ideas with well selected details and precise evidence. The use of a writing process intentionally strengthens my work.

3: I use an organized structure. I substantially support ideas with details or evidence. My purpose is clear to the audience. I competently use a designated writing process.

2: I write in a way that is organized and supported. I write for an audience and a purpose. I use a designated writing process.

1: I attempt to write in a way that is organized and supported. I attempt to write for an audience and purpose. I attempt to use a designated writing process.

b. I can competently employ the conventions of writing.

4: I consistently employ the conventions of writing, sometimes in ways that are unique and intriguing. I rarely make conventional mistakes. I employ strong grammar, syntax, and structural choices to achieve assignment expectations.

3: I consistently utilize the conventions of writing. Conventional mistakes are minor and limited. I focus on grammar, syntax, and structure to achieve assignment expectations.

2: I utilize the conventions of writing with some mistakes. I focus on grammar, syntax, structure and the assignment expectations

1: I attempt to utilize the conventions of writing by focusing on grammar, syntax, structure, and assignment expectations.

Skill #2: Speaking/Listening

a. I can comprehend and respond to verbal communication.

4: I can initiate and participate effectively in a range of collaborative discussions, making substantial and insightful contributions, as well as encouraging others to do the same.

3: I can initiate and participate effectively in class discussions on a variety of topics, texts, and issues, building on others' ideas and expressing my own ideas clearly.

2: I participate in class discussions but limit my participation to listening and occasional contributions; I express my own ideas, relying on paraphrasing.

1: I limit my participation to listening.

b. I can effectively communicate through speech for an intended purpose.

4: I communicate in an engaging and insightful way. I clearly organize and dynamically deliver my ideas.

3: I communicate effectively through speech for an intended purpose by clearly articulating and matching the expectations of the task. I organize and deliver my ideas.

2: I communicate somewhat through speech for an intended purpose by articulating and/or matching the expectations of the task. I deliver my ideas.

1: I attempt to communicate and match the expectations of the task. I attempt to deliver my ideas.

Skill #3: Reading

a. I can comprehend a grade-level text.

- 4:** I can comprehend a grade-level text by answering questions and writing a written response with insightful inferences and evidence from the text.
- 3:** I can comprehend a grade-level text by answering questions and writing a written response with evidence from the text.
- 2:** I can answer some questions about a grade-level text and write a written response.
- 1:** I attempt to answer questions about a grade-level text and have no written response.

b. I can analyze and evaluate a grade-level text.

- 4:** I consistently make insightful inferences from a text about characters, relationships, themes, structure, information, and language.
- 3:** I consistently make logical inferences from a text about characters, relationships, themes, structure, information, and language.
- 2:** I make partially accurate or inconsistent inferences about a text's characters, relationships, themes, structure, information, and language.
- 1:** My inferences about a text's characters, relationships, themes, structure, information, and language are often inaccurate.

Grade Determination:

The proficiency score for each skill will be determined based on recency, growth, and common trends on assessments. Semester Exams will be given to students as a chance to reperform in any skill that has not yet met proficiency.

A	B	C	D	F
100% - 90%	80% - 89%	70% - 79%	60% - 69%	0% - 59%
All skills achieved at 3 or 4 levels	All skills achieved at 2, 3 or 4 levels with at most one skill at 2 level	All skills achieved at 2, 3 or 4 levels with two or more skills at 2 level	All skills achieved at 1, 2, 3 or 4 levels with at most one skill at 1 level	All skills achieved at 1, 2, 3 or 4 levels with two or more skills at 1 level

Central High School Courses:

- Will determine grades based on student learning and growth.
- Will not include practice and behavior in grade determination.
- Will give all students regardless of absence an opportunity to demonstrate learning.
- Will not include extra credit.

Instructional Resources:

- *To Kill a Mockingbird* by Harper Lee
- *Of Mice and Men* John Steinbeck
- *The Odyssey* by Homer

- *Romeo & Juliet* by William Shakespeare
- Prentice Hall Literature
- Sadlier Vocabulary Workshop Level D
- Writer's INC: Student Handbook for Writing & Learning
- CommonLit.org
 - *The Scottsboro Boys* by Jessica McBirney
 - Excerpt from *Trail of Tears* by Jobe Alexander and Mary Hill
 - "Autumntime" by Anthony Lentini
 - Excerpt from *You Don't Have to Say You Love Me* by Sherman Alexie
- Quizzizz.com
- Blooket.com
- Various nonfiction articles
- Various poems

Optional Book Titles:

- *Cinder* by Marissa Meyer
- *Side Effects May Vary* by Julie Murphy
- *Carve the Mark* by Veronica Roth
- *All American Boys* by Brendan Kiely and Jason Reynolds

Course Calendar/Pacing:

August/September							October							November						
		30	31	1	2	3	2	3	4	5	6	7	8			1	2	3	4	5
4	5	6	7	8	9	10	9	10	11	12	13	14	15	6	7	8	9	10	11	12
11	12	13	14	15	16	17	16	17	18	19	20	21	22	13	14	15	16	17	18	19
18	19	20	21	22	23	24	23	24	25	26	27	28	29	20	21	22	23	24	25	26
25	26	27	28	29	30		30	31						27	28	29	30			
December							January							February						
				1	2	3	1	2	3	4	5	6	7				1	2	3	4
4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11
11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18
18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25
25	26	27	28	29	30		29	30	31					26	27	28				

March							April							May/June						
			1	2	3	4	2	3	4	5	6	7	8		1	2	3	4	5	6
5	6	7	8	9	10	11	9	10	11	12	13	14	15	7	8	9	10	11	12	13
12	13	14	15	16	17	18	16	17	18	19	20	21	22	14	15	16	17	18	19	20
19	20	21	22	23	24	25	23	24	25	26	27	28	29	21	22	23	24	25	26	27
26	27	28	29	30	31									28	29	30	31	1	2	3
Unit 1: To Kill a Mockingbird							Unit 2: Narrative Writing							Unit 3: Novel (Literature Circles)						
Unit 4: Nonfiction							Unit 5: Research Paper							Professional Development						
														Semester Exams						