

ELA Grade 9

Curriculum Writers: Sean Cavanaugh, Theresa M. DeRiso, Kristen Jalbert, Patricia A. Kilsey, Jim Morgan, Jay Schofield, and Linda Newman

STANDARDS	GSE/Performance Standard	BENCHMARKS/GSEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
1. Reading New Standards (NewS, E1) New England Common Assessment Program (GSE-Grade Span Expectation)	1.1 Reads at least twenty-five books or book equivalents each year. The quality and complexity of the materials to be read are illustrated in the sample reading list. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line materials. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers. (NewS, E1a, GSER 14.1, 14.2, 14.3)	The student 1.1.1 will meet the twenty-five book or book equivalents by reading: <ul style="list-style-type: none"> 4-6 textbooks from the four core disciplines 3-5 guided in-class (including plays) 6-8 independent 1 book of short stories (4 short stories) 1 book of poems 2 book equivalents that include magazine/newspaper/on-line material 2 summer reading books 2 research books <p>(suggested)</p>	The teacher Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging). Facilitates the integration of Applied Learning Standards (SCANS) Problem solving, Communication tools, Technology, Self-management tools, Working with others. Differentiates instruction (content, process, product) Uses assessment results to modify instruction. Addresses Multiple Intelligences instructional strategies. Uses research-based reading strategies (e.g. read aloud, independent reading, student choice, etc.) Facilitates literature circles Provides exemplars and rubrics. Organizes exhibition of student work with rubrics. Models balanced literacy Facilitates the development and implementation of Personal Literacy Plans (PLPs) Facilitates collaborative/cooperative learning Facilitates use of library/media/Internet research Facilitates use of technology Facilitates peer editing and constructive criticism Modifies instruction for students with special needs as indicated in 504, IEP, or PLP	Textbook <u>Elements of Literature</u> (3 rd course) Prentice Hall - Gold Edition (a green book) <u>Writer's Craft</u> , McDougall Littell <u>Warriners</u> Grammar book Supplementary books/material * See addendum for core text concepts * <u>Holt Adapted Reader</u> * <u>Holt Reader</u> * <u>AGS Illustrated Classics</u> * <u>To Kill a Mockingbird</u> * <u>Lord of the Flies</u> * <u>Romeo and Juliet</u> * <u>Holes</u> * <u>Swallowing Stones</u> * <u>Oedipus Rex</u> * <u>Antigone</u> * <u>A Separate Peace</u> Materials Teacher resources Technology * CD -roms * Books on Tape * Movie versions of novels * Internet access -e.g. dictionary.com, ritti.com * Video camera * Tape recorder * Computers (sufficient) * Word processing software * ELA Software Informational texts	Anecdotal records -effort, behavior and attendance Common Task - 9 th grade Conferencing regarding reports, student writing and peer editing Cooperative group work Critiques Exhibits Interviews Journals Literature Circles Multi-media presentations: Power point, video taping, LCD and screen Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.) Oral presentations Performance-based tasks /products Personal Literacy Plans (PLP) Portfolio * Persuasive * Response to Literature * Reflective * RI Skills Commission Rubric Role playing or Reader's theater Rubrics
		1.1.2 demonstrates participation in a literate community by... <ul style="list-style-type: none"> self-selecting reading materials in line with reading ability and personal interests (Local) participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and 			

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		<p>responding to the comments and recommendations of peers, librarians, teachers, and others (Local)</p> <p>1.1.3 will research by reading multiple sources (including print and non-print texts) to solve a problem, or to make a decision, or to formulate a judgment, or to support a thesis by:</p> <ul style="list-style-type: none"> identifying and evaluating potential sources of information (Local) evaluating and selecting the information presented, in terms of completeness, relevance, and validity (Local) organizing, analyzing, and interpreting the information (Local) drawing conclusions/judgments and supporting them with evidence (Local) 	<p>Use graphic organizers</p> <p>Plan Socratic seminars</p> <p>Plan Text-based discussions</p> <p>Employ Post-its for annotation, reading strategies, etc.</p> <p>Teach fix up strategies</p> <p>Teach proficient habits of Reading</p> <ul style="list-style-type: none"> Book Walk Questioning Predicting Visualization Determining Importance Activate Prior Knowledge <p>Use art, film, etc. to engage students for Reading and set purpose</p> <p>Demonstrates how to read different types of text</p>	<p>(included, but not limited to): reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents, essays, articles, technical manuals, procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules</p> <p>Suggested Literary texts (included, but not limited to): poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, myths, legends, short stories, epics (poems, novels, dramas)</p> <p>Community</p> <ul style="list-style-type: none"> Guest speakers Town officials Theater field trip (in and out of school) TV broadcast and commercials <p>School Library</p>	<p>Self evaluating and peer evaluation</p> <p>Standardized external tests</p> <ul style="list-style-type: none"> DRP Diagnostic Assessment Running Records <p>Student developed rubrics</p> <p>Tests/Exams/Quizzes</p> <p>Written responses (e.g. report writing, narrative account, narrative procedure, response to literature, persuasive writing, etc.)</p> <p><u>Ninth grade common task (PBGR)</u></p> <p>Classwork/homework</p> <p>Handouts, questioning sheets, charts, reading guides, post-its, annotations</p>

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1. Reading (NewS, E1) (NECAP GSE-Reading)	1.2 Reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single author, or four books in one genre, and produces evidence of reading (NewS, E1b)(R-16)	<p>The student produces evidence of reading four books, or short stories or poems by:</p> <p>1.2.1 making and supporting warranted and responsible assertions about the texts</p> <p>1.2.2 supporting assertions with elaborated and convincing evidence</p> <p>1.2.3 drawing the texts together to compare and contrast themes, characters, and ideas</p> <p>1.2.4 making perceptive and well developed connections</p> <p>1.2.5 evaluating writing strategies and elements of the author's craft</p>	<p>See above and</p> <p>Use KWL charts</p> <p>Use word walls</p>	See above	See above
1. Reading (NewS, E1) (NECAP GSE-Reading)	1.3 Word identification skills and strategies (No GSE in this category)		See above	See above	See above

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1. Reading (NewS, E1) (NECAP GSE-Reading)	1.4 Vocabulary strategies and breadth of vocabulary (NEGSE R2, R3)	<p>The student</p> <p>1.4.1 identifies the meaning of unfamiliar vocabulary (GSE) by:</p> <ul style="list-style-type: none"> refer to Oxford-Sadlier Vocabulary series using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes, base words, common roots, or word origins; or <u>general and specialized print or electronic resources</u>, including dictionaries, glossaries, or thesauruses to <u>determine definition, pronunciation, or usage of words</u>; or prior knowledge (State) 	See above	<p>Textbook</p> <p><u>I Know Why the Caged Bird</u></p> <p><u>Crazy Horse</u></p> <p><u>Electric Game</u></p> <p>* Refer to recommended grade-level book list * Summer reading books * Oxford-Sadlier vocabulary series</p> <p><u>Materials</u></p> <p>Teacher study guides for various texts</p> <p><u>Literature Circles</u></p> <p><u>Guided Reading</u></p> <p><u>Mosaic of Thought</u></p> <p><u>Strategies that Work</u></p> <p><u>Words, Words, Words</u></p> <p><u>MLA Handbook</u></p> <p>RI Skills Commission Rubrics and Instructional Guides</p>	See above and literature circles
		<p>1.4.2 shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships (GSE) by:</p> <ul style="list-style-type: none"> refer to Oxford-Sadlier Vocabulary series identifying synonyms, antonyms, homonyms/homophones, shades of meaning, analogies, <u>idioms</u>, or word origins, <u>including words from</u> 			

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		<p><u>dialects</u> or other languages that have been adopted into our language/<u>standard English</u> (State)</p> <ul style="list-style-type: none"> selecting appropriate words or explaining the use of words in context, including <u>connotation or denotation</u>, shades of meanings of words/<u>nuances</u>, or <u>idioms</u>; or use of content- specific vocabulary, words with multiple meanings, precise language (State) 			
1. Reading (NewS, E1) (NECAP GSE-Reading)	1.5 Initial understanding of literary texts (NEGSE R4)	<p>The student</p> <p>1.5.1 demonstrates initial elements of literary texts (GSE) by:</p> <ul style="list-style-type: none"> <u>see addendum</u> for Core Text concepts in: <u>To Kill A Mockingbird</u>, <u>Romeo and Juliet</u>, <u>Antigone</u>, <u>Lord of the Flies</u>, short stories, poems, plays identifying, describing, or <u>making logical predictions</u> about character (such as <u>protagonist or antagonist</u>), setting, problem/solution, or plots/subplots, as appropriate to text; or identifying any significant changes in character, <u>relationships</u>, or setting over time; or identifying rising action, climax, or falling action (State) 	See above	See above	See above

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		<ul style="list-style-type: none"> paraphrasing or summarizing key ideas/plot, character, setting, conflict and resolution with major events sequenced, as appropriate to text through: (State) <ul style="list-style-type: none"> * outlining * graphic organizing (e.g. story map) * visual imaging (e.g., comic strips) * summarizing statement focusing on story elements * Freytag's Pyramid (exposition, rising action, climax/turning point, falling action, resolution/denouement) generating questions before, during, and after reading to enhance understanding and recall (Local) identifying the characteristics of a variety of types/genres of literary text (e.g., literary texts: poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, legends, myths, short stories, epics, <u>novels</u>, <u>dramatic presentations</u>, <u>tragedies</u>, <u>parodies</u>, and <u>memoirs</u>) (Local) identifying literary devices as 			

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		appropriate to genre (e.g., similes, metaphors, alliteration, rhyme scheme, onomatopoeia, imagery, repetition, flashback, foreshadowing, personification, hyperbole, symbolism, <u>allusion</u> , <u>diction</u> , <u>syntax</u> , <u>bias</u> , or <u>point of view</u>) (Local)			
1. Reading (News, E1) (NECAP GSE-Reading)	1.6 Analysis and interpretation of literary texts/citing evidence (NEGSE R5, R6)	<p>The student</p> <p>1.6.1 analyzes and interprets elements of literary texts, citing evidence where appropriate (GSE) by:</p> <ul style="list-style-type: none"> • (See addendum for specific 9th grade books and concepts, including <u>To Kill A Mockingbird</u>, <u>Lord of the Flies</u>, <u>Antigone</u>, and <u>Romeo and Juliet</u>) and Ramp-Up texts • explaining <u>and</u> supporting logical predictions <u>or</u> logical outcomes (e.g., <u>drawing conclusions based on interactions between characters or evolving plot</u>) (State) • <u>examining</u> characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions (<u>including relationships</u>), citing thoughts, words, or actions that reveal 	See above	See above	See above

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		<p>characters' traits, motivations, or changes over time (State)</p> <ul style="list-style-type: none"> making inferences about cause/effect, internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., describing the interaction among plot/subplots) (State) making inferences and drawing conclusions about fictional and non-fictional contexts, events, characters, settings, and themes explaining how the narrator's point of view affects the reader's interpretation explaining how the author's message or theme (which may include universal themes) is supported within the text (State) analyzes and evaluates historical context of literature <p>1.6.2 analyzes and interprets author's craft, citing evidence where appropriate (GSE) by: (See Addendum for specific 9th grade books and concepts)</p>			

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1. Reading (NewS, E1) (NECAP GSE-Reading)	1.7 Initial understanding of informational text (NEGSE R7) * Cross content Standard/GSE	<ul style="list-style-type: none"> demonstrating knowledge of author's style or use of literary elements and devices (e.g., imagery, repetition, flashback, foreshadowing, personification, hyperbole, symbolism, <u>allusion</u>, <u>diction</u>, <u>genre</u>, or use of punctuation) to analyze literary works (State) <hr/> The student 1.7.1 demonstrates initial understanding of informational texts (expository and practical texts) (GSE) by: <ul style="list-style-type: none"> obtaining information from text features (e.g., table of contents, index, glossary, transition words/phrases, transitional devices, bold or italicized text, headings, graphic organizers, charts, graphs, illustrations, or subheadings) using information from the text to answer questions, to state the main/central ideas, to provide supporting details, and to explain visual components organizing information to show understanding or relationships among facts, ideas, and events 	See above * <u>Note</u> : These grade span expectations cross content in Science, Social Studies, Health, etc. <u>Note</u> : Cross content application	See above and * Social Studies text * Science text * Mathematics text * Newspapers * Magazines * Reference * Library resources	See above

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		<p>(i.e., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining, <u>or connecting information with related ideas</u>)(State)</p> <ul style="list-style-type: none"> through charting, mapping, paraphrasing, summarizing, comparing/contrasting or outlining) (e.g. Timeline in Civics, student research, science projects and labs) generating questions before, during, and after reading to enhance understanding and recall (Local) identifying the characteristics of a variety of types of text (e.g., reference: reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, literary texts, essays (<u>including literary criticisms, articles, editorials/commentaries, speeches, on-line reading, documentaries; and procedures/instructions</u>)(Local) 	<p><u>Note:</u> Cross content application</p> <p><u>Note:</u> Cross content application</p>		

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1. Reading (NewS, E1) (NECAP GSE-Reading)	<p>1.8 Analysis and interpretation of informational texts/ citing evidence (NEGSE R8)</p> <p>* Cross content Standard/GSE</p>	<p>The student</p> <p>1.8.1 analyzes and interprets informational texts, citing evidence where appropriate (GSE) by:</p> <p>* explaining connections about information <i>within</i> a text, <i>across</i> texts, or to related ideas (State) EXAMPLE: Students are asked to compare information presented in two textual excerpts</p> <ul style="list-style-type: none"> synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (State) drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (State) distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting 	See above	See above	See above

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		<p>information within or across texts (State)</p> <ul style="list-style-type: none"> making inferences about causes <u>and</u> effects (State) <u>evaluating the clarity and accuracy of information (e.g. consistency, effectiveness of organizational pattern, or logic of arguments)</u>(State) <p>1.8.2 demonstrates ability to monitor comprehension <u>and</u> strategy use for different types of texts and purposes by...</p> <ul style="list-style-type: none"> using a range of self-monitoring and self-correction approaches (e.g., rereading, adjusting rate, sub-vocalizing, consulting resources, questioning, <u>using flexible note taking/mapping systems</u>, skimming, scanning, etc.) (Local) <p>1.8.3 Uses Comprehension strategies (flexibly and as needed) before, during, and after reading literary and informational text (Local)</p> <p>EXAMPLES of reading comprehension strategies might include: using prior knowledge; summarizing; predicting and making text based inferences; determining importance; generating literal, clarifying,</p>			

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		inferential, analysis, synthesis, and evaluative questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); taking notes; <u>locating and using text discourse features and elements to support inferences and generalizations about information (e.g. vocabulary, text structure, evidence, format, use of language, arguments used)</u> ; or using cues for text structures (e.g., chronological, cause/effect, compare/contrast, proposition and support) (See also GSE Appendix D)			
2. Writing (NewS, E2) (NECAP GSE-Writing)	2.1 Structures of Language-Applying understanding of Sentences, Paragraphs, and Text Structures (NEGSEW1) (NEGSEW10) (GSE Writing Appendix B)	<p>The student</p> <p>2.1.1 uses pre-writing drafting revisions, editing, and critiquing to produce final drafts of written products</p> <p>2.1.2 understands and demonstrates use of writing process:</p> <p>prewriting:</p> <ul style="list-style-type: none"> * establish purpose * generate ideas * organize ideas <p>drafting:</p> <ul style="list-style-type: none"> * produce a written draft for a specific audience <p>revising content (emphasis):</p> <ul style="list-style-type: none"> * reflect, add, delete, define content by self, teacher and peer 	<p>The teacher</p> <p>Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging).</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</p> <p>Problem solving, Communication tools, Technology, Self-management tools, Working with others.</p> <p>Differentiates instruction (content, process, product)</p> <p>Uses assessment results to modify instruction.</p> <p>Addresses Multiple Intelligences instructional strategies.</p> <p>Uses research-based reading strategies (e.g. read aloud, independent reading, student choice, etc.)</p> <p>Facilitates literature circles</p>	<p>Textbook <u>Elements of Literature</u> (3rd course)</p> <p>Prentice Hall - Gold Edition (a green book)</p> <p><u>Writer's Craft</u>, McDougall Littell</p> <p><u>Warriners</u> Grammar book</p> <p>Supplementary books/material * See addendum for core text concepts</p> <p>* <u>Holt Adapted Reader</u> * <u>Holt Reader</u> * <u>AGS Illustrated Classics</u> * <u>To Kill a Mockingbird</u> * <u>Lord of the Flies</u> * <u>Romeo and Juliet</u> * <u>Holes</u> * <u>Swallowing Stones</u></p>	<p>Anecdotal records-effort, behavior and attendance</p> <p>Common Task - 9th grade</p> <p>Conferencing regarding reports, student writing and peer editing</p> <p>Cooperative group work</p> <p>Critiques</p> <p>Exhibits</p> <p>Interviews</p> <p>Journals</p> <p>Literature Circles</p> <p>Multi-media presentations: Power point, video taping, LCD and screen</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic</p>

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		<p>editing conventions and mechanics:</p> <ul style="list-style-type: none"> * check for correctness with self, teacher, and peer * Read aloud with self, teacher, peer <p>publishing</p> <ul style="list-style-type: none"> * Share final draft with intended audience <p>(See GSE Appendix for Writing Process)</p> <p>2.1.3 demonstrates command of the structures of sentences, paragraphs, and texts (GLE) by:</p> <ul style="list-style-type: none"> • using varied sentence length and structure to enhance meaning (e.g., phrases and clauses) • using the paragraph form: indenting, main idea, supporting details, transitional devices, conclusion (e.g., block or indented format) • recognizing organizational structures within paragraphs or within texts (examples of text structures: description, sequential, chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation, 	<p>Provides exemplars and rubrics.</p> <p>Organizes exhibition of student work with rubrics.</p> <p>Models balanced literacy</p> <p>Facilitates the development and implementation of Personal Literacy Plans (PLPs)</p> <p>Facilitates collaborative/cooperative learning</p> <p>Facilitates use of library/media/Internet research</p> <p>Facilitates use of technology</p> <p>Facilitates peer editing and constructive criticism</p> <p>Modifies instruction for students with special needs as indicated in 504, IEP, or PLP</p> <p>Use graphic organizers</p> <p>Model sentence starters</p> <p>Model self edit processes</p> <p>Breaking down/isolate the parts of a task to clarify and instruct</p> <p>Use wall space to support writing instruction</p> <p>Provide mini lessons on grammar, mechanics, conventions, and spelling</p> <p>Provide student samples to score using a rubric</p> <p>Use visuals (art, film, advertisements, prompts) to activate student's prior knowledge and engage students in the writing process</p>	<ul style="list-style-type: none"> * <u>Oedipus Rex</u> * <u>Antigone</u> * <u>A Separate Peace</u> <p>Materials</p> <p>Teacher resources</p> <p>Technology</p> <ul style="list-style-type: none"> * CD -roms * Books on Tape * Movie versions of novels * Internet access -e.g. dictionary.com, ritti.com * Video camera * Tape recorder * Computers (sufficient) * Word processing software * ELA Software <p>Informational texts (included, but not limited to): reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents, essays, articles, technical manuals, procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules</p> <p>Suggested Literary texts (included, but not limited to): poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, myths, legends, short stories, epics (poems, novels, dramas)</p>	<p>organizing - visual, collaboration-interpersonal, etc.)</p> <p>Oral presentations</p> <p>Performance-based tasks /products</p> <p>Personal Literacy Plans (PLP)</p> <p>Portfolio</p> <ul style="list-style-type: none"> * Persuasive * Response to Literature * Reflective * RI Skills Commission Rubric <p>Role playing or Reader's theater</p> <p>Rubrics</p> <p>Self evaluating and peer evaluation</p> <p>Standardized external tests</p> <ul style="list-style-type: none"> * DRP Diagnostic Assessment * Running Records <p>Student developed rubrics</p> <p>Tests/Exams/Quizzes</p> <p>Written responses (e.g. report writing, narrative account, narrative procedure, response to literature, persuasive writing, etc.)</p> <p><u>Ninth grade common task (PBGR)</u></p> <p>Classwork/homework</p> <p>Handouts, questioning sheets, charts, reading guides, post-its, annotations</p>

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		deductive/inductive) <ul style="list-style-type: none"> applying a format and text structure appropriate to the purpose (audience and context) of the writing 		Community <ul style="list-style-type: none"> * Guest speakers * Town officials * Theater field trip (in and out of school) * TV broadcast and commercials School Library	
2. Writing (NewS, E2) (NECAP GSE-Writing)	2.2 Writing in Response to Literary or Informational Text (GSE W-2) (GSE W-3)	The student 2.2.1 uses writing process (prewriting, drafting, revising, editing, publishing)-refer to 2.1.1 2.2.2 shows understanding of plot/ideas/concepts (GSE) by: <ul style="list-style-type: none"> See addendum for Core Book concept selecting and summarizing key ideas to set context by organizing information , appropriate to audience, by using brainstorming, note taking, paraphrasing, graphic organizing, and visual imaging (procedural) connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, 	See above	See above	See above

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STANDARDS	GSE/Performance Standard	BENCHMARKS/GSEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
		<p>by referring to and explaining relevant ideas <u>or themes</u> (State)</p> <p>2.2.3 makes and supports analytical judgments about text (GSE) by:</p> <ul style="list-style-type: none"> • <u>establishing an interpretive claim in the form of a thesis, when responding to a given a prompt</u> (State) • making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft (e.g. words, style, bias, literary techniques, point of view; making links to characteristics of literary forms, and genres) (State) • using specific details and references to text or relevant citations to support thesis, conclusion, or interpretations (State) • organizing ideas, using transition words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrating a connection to the broader world of ideas) (State) 			

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2. Writing (NewS, E2) (NECAP GSE-Writing)	2.3 Narrative Writing (GSE W4, W5)	<p>The student</p> <p>2.3.1 uses writing process (prewriting, drafting, revising, editing, publishing)-refer to 2.1.1</p> <p>2.3.2 organizes and relates a story line/plot/series of events (GSE) by:</p> <ul style="list-style-type: none"> creating a clear and coherent (logically consistent) story line (Local) establishing context, character motivation, point of view, significance of setting, and resolution establishing a central conflict as well as minor conflicts to add texture to the piece using a variety of effective transitional devices to enhance meaning (e.g. clearly sequence events using words such as: first, lastly, additionally, next, therefore, finally) (Local) <u>using a variety of effective literary devices (i.e., flashback or foreshadowing, figurative language imagery) to enhance meaning (local)</u> 	See above	See above	See above

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		<ul style="list-style-type: none"> establishing and maintaining theme (local) providing a sense of closure (Local) <p>2.3.3 demonstrates use of narrative strategies <u>to engage the reader</u> by...</p> <ul style="list-style-type: none"> creating images, using <u>relevant and descriptive</u> details and sensory language to advance the plot/story line (Local) using dialogue to advance plot/story line (Local) developing characters through description, dialogue, actions, and relationships with other characters, when appropriate (Local) using voice appropriate to purpose (Local) maintaining focus (Local) controlling the pace of the story (Local) EXAMPLES: Manipulation of sentence length and punctuation 			

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2. Writing (NewS, E2f) (GSE 10.14)	2.4 Reflective Writing (E2f, GSE 10.14)	<p>The student</p> <p>2.4.1 In reflective writing, students explore and share thoughts, observations, and impressions by....</p> <ul style="list-style-type: none"> engaging the reader by establishing context (purpose) (Local) analyzing a condition or situation of significance or developing a commonplace, concrete occasion as the basis for the reflection (Local) using an organizational structure that allows for a progression of ideas to develop (Local) using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus (Local) providing closure - leaving the reader with something to think about (Local) 	<p>See above</p> <p>* Mandatory for our PBGR system (Portfolio Based Graduation Requirement)</p>	See above	See above

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2. Writing (NewS, E2) (NECAP GSE-Writing)	2.5 Informational Writing (Reports, Procedures, or Persuasive Writing) (GSEW10-6)	<p>The student</p> <p>2.5.1 uses writing process (prewriting, drafting, revising, editing, publishing)-refer to 2.1.1</p> <p>2.5.2 organizes ideas/concepts (GSE) by:</p> <ul style="list-style-type: none"> using an organizational text structure appropriate to focus/controlling idea or thesis (e.g., chronology, proposition/support, compare/contrast, order of importance, problem/solution, cause/effect, investigation, deductive/inductive reasoning) selecting appropriate and relevant information (excluding extraneous details) to set the context which may include a lead/hook to develop reader interest (e.g., startling fact, posing a question, citing an amazing anecdote) (State) using transition words or phrases appropriate to organizational text structure (State) drawing a conclusion by synthesizing information, restating the main points, and providing coherence to the entire piece synthesizing information from multiple 	<p>See above</p> <p>Note: Cross curriculum connection</p> <p>Note: Cross curriculum connection</p> <p>Note: Cross curriculum connection</p>	See above	See above
	* Cross content Standard/GSE				

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STANDARDS	GSE/Performance Standard	BENCHMARKS/GSEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
		<p>research studies, including primary sources (local)</p> <ul style="list-style-type: none"> listing and citing sources using standard format (Local) <p>2.5.3 effectively conveys purpose (GLE) by:</p> <ul style="list-style-type: none"> stating and maintaining a focus/controlling idea/thesis (State) writing with a sense of audience, when appropriate (State) establishing an authoritative voice <u>using precise and descriptive language that clarifies and supports intent</u> (State) <p>2.5.4 demonstrates use of a range of elaboration strategies (GSE) by:</p> <ul style="list-style-type: none"> including facts and details relevant to focus/controlling idea or thesis and excluding extraneous information (State) support arguments with detailed evidence, citing sources of information as appropriate (MLA format) including sufficient details or facts for appropriate depth of information: naming, describing, explaining, 	<p>Note: Cross curriculum connection</p> <p>Note: Cross curriculum connection</p> <p>Note: Cross curriculum connection</p>		

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		<p>comparing, contrasting, and using visual images to support intended purpose (State)</p> <ul style="list-style-type: none"> addressing readers' concerns by recognizing arguments contrary to their thesis and will be able to compare and contrast opposing points of view (counterarguments-persuasive; potential problems-procedures; context-reports) commenting on the significance of the information (<u>in reports, throughout the piece; in procedural or persuasive writing, as appropriate</u>) (Local) 			
2. Writing (NewS, E2) (NECAP GSE-Writing)	2.6 Genre writing (NewS, E5b)	<p>The student</p> <p>2.6.1 uses writing process (prewriting, drafting, revising, editing, publishing)-refer to 2.1.1</p> <p>2.6.2 produces work in at least one literary genre that follows the conventions of the genre (e.g., poem, script, fable, myth.....)</p> <p>2.6.3 In writing poetry, demonstrate awareness of purpose by...</p>	See above	See above	See above

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		<ul style="list-style-type: none"> <u>writing poems in a variety of voices for a variety of audiences</u> (purpose) (Local) <u>writing poems that express speaker's moods, thoughts, or feelings</u> (Local) <u>choosing conventional or alternative text structures to achieve impact</u> (Local) <p>2.6.4 In writing poetry, use language effectively by...</p> <ul style="list-style-type: none"> <u>selecting vocabulary according to purpose and for effect on audience</u> (Local) <u>using rhyme, rhythm, meter, literary elements</u> (e.g., setting, plot, characters) or figurative language (Local) <p>EXAMPLES (of figurative language): simile, personification, alliteration, onomatopoeia, metaphor</p> <ul style="list-style-type: none"> <u>selecting and manipulating words, phrases or clauses, for connotation/shades of meaning and impact</u> (Local) <u>using a variety of poetic forms</u> (Local) 			

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2. Writing (NewS, E2) (NECAP GSE-Writing)	2.7 Writing Conventions (GSEW-9) (NewSE4)	<p>The student</p> <p>2.7.1 uses writing process (prewriting, drafting, revising, editing, publishing)-refer to 2.1.1</p> <p>2.7.2 demonstrates command of appropriate English conventions (GSE) by:</p> <ul style="list-style-type: none"> applies rules of standard English usage to correct grammatical errors (e.g., subject-verb agreement, pronoun-antecedent, consistency of verb tense, case of pronouns, parts of speech, phrases and clauses, verbals) (State) applies capitalization rules (State) applies appropriate punctuation to various sentence patterns to enhance meaning (e.g., hyphens, dashes, brackets, comma, quotation marks, semicolon, apostrophe) (State) applies conventional and word-derivative spelling patterns/rules (e.g., identifying relationships among roots and common pre/suffixes, including foreign derivation) (State) applies sentence structure rules (e.g., sentence fragments and run-ons, complex, compound-complex sentences, varying beginnings, word choice) 	See above	See above	See above

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3. Speaking, Listening, and Viewing (News, E3)	3.1 Participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer (and interactive listening during oral presentations); Participates in group meetings; Prepares and delivers an individual presentation (News, E3a, E3b, E3c) (GSE-OC10-1, 1.1, 1.2, 1.3, 1.4, 1.5 - OC10-2.2, 2.3, 2.4, 2.5, 2.6)	<ul style="list-style-type: none"> analyzes and revises work to clarify or make more effective in communicating an intended message or thought <hr/> <p>The student</p> <p>3.1.1 demonstrates interactive listening by ...</p> <ul style="list-style-type: none"> <u>following verbal instructions, to perform specific tasks, to answer questions, or to solve problems</u> (Local) <u>summarizing, paraphrasing, questioning, or contributing to information presented</u> (Local) <u>identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message</u> (Local) <u>participating in large and small group discussions showing respect for a range of individual ideas</u> (Local) <u>reaching consensus to solve a problem, make a decision, or achieve a goal</u> (Local) <p>3.1.2 make oral presentations by...</p> <ul style="list-style-type: none"> <u>exhibiting logical organization and</u> 	<p>The teacher</p> <p>Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging).</p> <p>Facilitates the integration of Applied Learning Standards (SCANS) Problem solving, Communication tools, Technology, Self-management tools, Working with others.</p> <p>Differentiates instruction (content, process, product)</p> <p>Uses assessment results to modify instruction.</p> <p>Addresses Multiple Intelligences instructional strategies.</p> <p>Facilitates literature circles</p> <p>Provides exemplars and rubrics.</p> <p>Organizes exhibition of student work with rubrics.</p> <p>Facilitates the development and implementation of Personal Literacy Plans (PLPs)</p> <p>Facilitates collaborative/cooperative learning</p> <p>Facilitates use of library/media/Internet research</p> <p>Facilitates use of technology</p> <p>Facilitates peer editing and constructive criticism</p>	<p>Textbook Elements of Literature (3rd course)</p> <p>Prentice Hall - Gold Edition (a green book)</p> <p>Writer's Craft, McDougal Littell</p> <p>Warriners Grammar book</p> <p>Supplementary books/material * See addendum for core text concepts * <u>Holt Adapted Reader</u> * <u>Holt Reader</u> * <u>AGS Illustrated Classics</u> * <u>To Kill a Mockingbird</u> * <u>Lord of the Flies</u> * <u>Romeo and Juliet</u> * <u>Holes</u> * <u>Swallowing Stones</u> * <u>Oedipus Rex</u> * <u>Antigone</u> * <u>A Separate Peace</u></p> <p>Materials</p> <p>Teacher resources</p> <p>Technology * CD -roms * Books on Tape * Movie versions of novels * Internet access -e.g. dictionary.com, ritti.com</p>	<p>Anecdotal records-effort, behavior and attendance</p> <p>Common Task - 9th grade</p> <p>Conferencing regarding reports, student writing and peer editing</p> <p>Cooperative group work</p> <p>Critiques</p> <p>Exhibits</p> <p>Interviews</p> <p>Journals</p> <p>Literature Circles</p> <p>Multi-media presentations: Power point, video taping, LCD and screen</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration-interpersonal, etc.)</p> <p>Oral presentations</p> <p>Performance-based tasks /products</p> <p>Personal Literacy Plans (PLP)</p> <p>Portfolio * Persuasive</p>

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		<p><u>language use, appropriate to audience, context, and purpose</u> (Local)</p> <ul style="list-style-type: none"> <u>maintaining a consistent focus</u> (Local) <u>including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion</u> (Local) <p>EXAMPLES (of support and elaboration): Using anecdotes, analogies, illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts</p> <ul style="list-style-type: none"> effectively responding to audience questions and feedback (Local) <u>using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively</u> (Local) <u>using tools of technology to enhance message</u> (Local) 	<p>Modifies instruction for students with special needs as indicated in 504, IEP, or PLP</p> <p>Employ accountable talk strategies</p> <p>Employ Socratic seminar and text-based discussion</p> <p>Employ "jigsaw", "carousel", "fishbowl" activities</p> <ul style="list-style-type: none"> Note: This will be required as of 2008 for Proficiency Based Graduation Requirement for Exhibition and/or Capstone 	<ul style="list-style-type: none"> * Video camera * Tape recorder * Computers (sufficient) * Word processing software * ELA Software <p>Informational texts (included, but not limited to): reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents, essays, articles, technical manuals, procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules</p> <p>Suggested Literary texts (included, but not limited to): poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, myths, legends, short stories, epics (poems, novels, dramas)</p> <p>Community</p> <ul style="list-style-type: none"> * Guest speakers * Town officials * Theater field trip (in and out of school) * TV broadcast and commercials <p>School Library</p>	<ul style="list-style-type: none"> * Response to Literature * Reflective * RI Skills Commission Rubric <p>Role playing or Reader's theater</p> <p>Rubrics</p> <p>Self evaluating and peer evaluation</p> <p>Standardized external tests</p> <ul style="list-style-type: none"> * DRP Diagnostic Assessment * Running Records <p>Student developed rubrics</p> <p>Tests/Exams/Quizzes</p> <p>Written responses (e.g. report writing, narrative account, narrative procedure, response to literature, persuasive writing, etc.)</p> <p><u>Ninth grade common task (PBGR)</u></p> <p>Classwork/homework</p> <p>Handouts, questioning sheets, charts, reading guides, post-its, annotations</p>

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3. Speaking, Listening, and Viewing (NewS, E3)	(NewS, E3) (GSE. OC)	<p>The student</p> <p>3.2.1 gives reasons in support of opinions expressed</p> <ul style="list-style-type: none"> will express his/her opinion and back it up with detailed and accurate reasons or evidence <p>3.2.2 clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions</p> <ul style="list-style-type: none"> will provide additional details, pictures, or diagrams, or examples to provide clarification will elicit assistance in the form of examples, details, or evidence from classmates. During the course of the research or presentation preparation, the students will ask other group members for additional information about the topic or information about other group members parts in the presentation, if necessary <p>3.2.3 employs a group decision-making technique such as brainstorming or a problem-solving sequence (e.g., recognize problem, identify possible solutions, select optimal solution, implement solution, evaluate solution)</p>	<p>See above</p> <ul style="list-style-type: none"> Note: This will be required as of 2008 for Proficiency Based Graduation Requirement for Exhibition and/or Capstone 	See above	See above

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		<ul style="list-style-type: none"> will be able to work collectively with the group to solve any problems or make decisions in an appropriate manner will employ an appropriate strategy for the decision that needs to be made (brainstorming, making a list of pros and cons of a situation, seeking additional help) will inform the teacher of any problems/conflicts within the group 			
3. Speaking, Listening, and Viewing (NewS,E3)	(NewS, E3)	<p>The student</p> <p>3.3.1 shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members</p> <ul style="list-style-type: none"> will gather information for the speech that will support one particular topic or purpose. For the how to presentation, the student will include clear directions for the process to be explained, the skills needed for the process, and any necessary cautions, for the process will consider the age/background knowledge of the audience when selecting a topic or purpose for the speech (e.g., he student will choose a process that can be explained in a classroom setting and is easy to 	<p>See above</p> <ul style="list-style-type: none"> Note: This will be required as of 2008 for Proficiency Based Graduation Requirement for Exhibition and/or Capstone Note: This will be required as of 2008 for Proficiency Based Graduation Requirement for Exhibition and/or Capstone Note: This will be required as of 2008 for Proficiency Based Graduation Requirement for Exhibition and/or Capstone 	See above	See above

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		<p>understand)</p> <ul style="list-style-type: none"> will choose a topic or purpose that will interest or be relevant for the audience <p>3.3.2 shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials</p> <ul style="list-style-type: none"> will obtain quality resources that will clearly support the chosen topic and have an impact on the audience. The student will have complete and accurate directions for the process to be explained. Other resources such as visual aids (maps, diagrams, actual demonstration, video) will be used during the presentation <p>3.3.3 uses notes or other memory aids to structure the presentation</p> <ul style="list-style-type: none"> will use note cards as opposed to sheets of paper to remember the main points of the speech will avoid writing out the entire presentation word for word will learn strategies to paraphrase information for the note card will use an appropriate organizing 	<ul style="list-style-type: none"> Note: This will be required as of 2008 for Proficiency Based Graduation Requirement for Exhibition and/or Capstone Note: This will be required as of 2008 for Proficiency Based Graduation Requirement for Exhibition and/or Capstone Note: This will be required as of 2008 for Proficiency Based Graduation Requirement for Exhibition and/or Capstone Note: This will be required as of 2008 for Proficiency Based Graduation Requirement for Exhibition and/or Capstone Note: This will be required as of 2008 for Proficiency Based Graduation Requirement for Exhibition and/or Capstone 		

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		<p>structure for the content of the speech</p> <p>3.3.4 develops several main points relating to a single thesis</p> <ul style="list-style-type: none"> will provide supporting evidence for a single thesis will explain the supporting evidence using facts, statistics, personal knowledge, or specific examples will use an appropriate organizational structure for the main points <p>3.3.5 engages the audience with appropriate verbal cues and eye contact</p> <ul style="list-style-type: none"> will use appropriate speech volume will use appropriate punctuation and expression will maintain suitable eye contact with the audience <p>3.3.6 projects a sense of individuality and personality in selecting and organizing content, and in delivery</p> <ul style="list-style-type: none"> will use personal knowledge or anecdotes during the speech 	<ul style="list-style-type: none"> Note: This will be required as of 2008 for Proficiency Based Graduation Requirement for Exhibition and/or Capstone Note: This will be required as of 2008 for Proficiency Based Graduation Requirement for Exhibition and/or Capstone Note: This will be required as of 2008 for Proficiency Based Graduation Requirement for Exhibition and/or Capstone Note: This will be required as of 2008 for Proficiency Based Graduation Requirement for Exhibition and/or Capstone 		<hr/> <p>See above</p>

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3. Speaking, Listening, and Viewing (NewS, E3)	3.4 Makes informed judgments about television, radio, and film productions (review of a movie or television program, or evaluation of television commercials) (NewS, E3d)	<ul style="list-style-type: none"> will utilize voice inflection during the speech will use supportive gestures to emphasize points made during the speech <hr/> <p>The student</p> <p>3.4.1 demonstrates an awareness of the presence of the media in the daily lives of most people</p> <ul style="list-style-type: none"> will understand the effects of visual and print media on our lives will analyze the appeal of popular television shows and films for particular audiences <p>3.4.2 evaluates the role of the media in focusing attention and in forming opinion</p> <ul style="list-style-type: none"> will understand how the media uses both print and other visual sources to focus attention on issues in our society will evaluate the worth/value and reliability of print and visual sources that focus our attention on issues will evaluate how the media uses different written and visual techniques 	See above	See above	See above

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		<p>to influence us to form an opinion</p> <p>3.4.3 judges the extent to which the media are a source of entertainment as well as a source of information</p> <ul style="list-style-type: none"> will understand the difference between factual news stories and stories meant to simply entertain the audience <p>3.4.4 defines the role of advertising as a part of media presentation</p> <ul style="list-style-type: none"> will understand the role that advertising plays in relation to television will learn the techniques used in advertising (e.g., bandwagon technique, generalities, testimonial, name-calling, etc.) will be able to identify the techniques used in advertising will evaluate the effectiveness of the techniques used 			

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STANDARDS	GSE/Performance Standard	BENCHMARKS/GSEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE

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STANDARDS	GSE/Performance Standard	BENCHMARKS/GSEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
			See above		

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STANDARDS	GSE/Performance Standard	BENCHMARKS/GSEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
2. Performing on instruments, alone and with others, a varied repertoire of music	2.3 Echoes short rhythms and melodic patterns	The student 2.4.1	The teacher See above	Textbook See above	Anecdotal records See above

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STANDARDS	GSE/Performance Standard	BENCHMARKS/GSEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
2. Performing on instruments, alone and with others, a varied repertoire of music	2.4 Performs in groups	The student 2.5.1	The teacher See above	Textbook See above	Anecdotal records See above

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STANDARDS	GSE/Performance Standard	BENCHMARKS/GSEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
2. Performing on instruments, alone and with others, a varied repertoire of music	2.5 Performs independent instrumental parts	The student 2.6.1	The teacher See above	Textbook See above	Anecdotal records See above

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STANDARDS	GSE/Performance Standard	BENCHMARKS/GSEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
3. Improvising melodies, variations, and accompaniments	3.1 Improvises "answers" in the same style	The student 3.1.1	<p>The teacher</p> <p>Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/ heuristic, and challenging).</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</p> <ul style="list-style-type: none"> Problem solving Communication tools Technology Self-management tools Working with others. <p>Differentiates instruction.</p>	<p>Textbook</p> <p>Supplementary books/material</p> <p>Technology</p> <p>Materials</p>	<p>Anecdotal records</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Performance-based tasks or Course 1 unit</p> <p>Rubrics</p>

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STANDARDS	GSE/Performance Standard	BENCHMARKS/GSEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
3. Improvising melodies, variations, and accompaniments	3.2 Improvises simple rhythmic and melodic ostinato accompaniments	The student 3.2.1	<p>Addresses Multiple Intelligences instructional strategies.</p> <p>Uses research-based strategies.</p> <p>Implements instructional best practice strategies specific for content.</p> <p>Provides exemplars and rubrics.</p> <p>Organizes exhibition of student work with rubrics.</p> <p>The teacher See above</p>	<p>School library resources</p> <p>Community</p> <p>Textbook See above</p>	<p>Self and peer evaluation</p> <p>Tests</p> <p>Written responses (e.g. report writing, narrative account, narrative procedure, response to literature, persuasive writing, reflective writing etc.)</p> <p>Anecdotal records See above</p>

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STANDARDS	GSE/Performance Standard	BENCHMARKS/GSEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
3. Improvising melodies, variations, and accompaniments	3.3 Improvises short songs and instrumental pieces	The student 3.3.1	The teacher See above	Textbook See above	Anecdotal records See above

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STANDARDS	GSE/Performance Standard	BENCHMARKS/GSEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
4. Composing and arranging music within specified guidelines	4.1 Creates and arranges music to accompany readings or dramatizations	The student 4.1.1	<p>The teacher</p> <p>Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/ heuristic, and challenging).</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</p> <ul style="list-style-type: none"> Problem solving Communication tools Technology Self-management tools Working with others. <p>Differentiates instruction.</p>	<p>Textbook</p> <p>Supplementary books/material</p> <p>Technology</p> <p>Materials</p>	<p>Anecdotal records</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral presentations</p> <p>Performance-based tasks or Course 1 unit</p> <p>Rubrics</p>

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STANDARDS	GSE/Performance Standard	BENCHMARKS/GSEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
			<p>Addresses Multiple Intelligences instructional strategies.</p> <p>Uses research-based strategies.</p> <p>Implements instructional best practice strategies specific for content.</p> <p>Provides exemplars and rubrics.</p> <p>Organizes exhibition of student work with rubrics.</p> <p>The teacher See above</p> <p>The teacher See above</p>	<p>School library resources</p> <p>Community</p> <p>Textbook See above</p>	<p>Self and peer evaluation</p> <p>Tests</p> <p>Written responses (e.g. report writing, narrative account, narrative procedure, response to literature, persuasive writing, reflective writing etc.)</p> <p>Anecdotal records See above</p>

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STANDARDS	GSE/Performance Standard	BENCHMARKS/GSEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE	
				Textbook See above	Anecdotal records See above	
4. Composing and arranging music within specified guidelines	4.1 Creates and arranges music to accompany readings or dramatizations	The student 4.1.1	The teacher See above	Textbook See above	Anecdotal records See above	unit

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STANDARDS	GSE/Performance Standard	BENCHMARKS/GSEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
4. Composing and arranging music within specified guidelines	4.2 Creates and arranges short songs and instrumental pieces	The student 4.2.1	The teacher See above	Textbook See above	Anecdotal records See above

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STANDARDS	GSE/Performance Standard	BENCHMARKS/GSEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
4. Composing and arranging music within specified guidelines	4.3 Uses a variety of sound sources when composing	The student 4.3.1	The teacher See above	Textbook See above	Anecdotal record See above

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STANDARDS	GSE/Performance Standard	BENCHMARKS/GSEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
5. Reading and notating music	5.1 Reads whole, half, dotted half, quarter, and eighth notes	The student 5.1.1	<p>The teacher</p> <p>Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging).</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</p> <ul style="list-style-type: none"> Problem solving Communication tools Technology Self-management tools Working with others. <p>Differentiates instruction.</p>	<p>Textbook</p> <p>Supplementary books/material</p> <p>Technology</p> <p>Materials</p>	<p>Anecdotal record</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration-interpersonal, etc.)</p> <p>Oral presentations</p> <p>Performance-based tasks or Course 1 unit</p> <p>Rubrics</p>

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STANDARDS	GSE/Performance Standard	BENCHMARKS/GSEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
5. Reading and notating music	5.2 Uses a system to read, simple pitch notation in the treble clef in major keys	The student 5.2.1	<p>Addresses Multiple Intelligences instructional strategies.</p> <p>Uses research-based strategies.</p> <p>Implements instructional best practice strategies specific for content.</p> <p>Provides exemplars and rubrics.</p> <p>Organizes exhibition of student work with rubrics.</p> <p>The teacher See above</p>	<p>School library resources</p> <p>Community</p> <p>Textbook See above</p>	<p>Self and peer evaluation</p> <p>Tests</p> <p>Written responses (e.g. report writing, narrative account, narrative procedure, response to literature, persuasive writing, reflective writing etc.)</p> <p>Anecdotal record See above</p>

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STANDARDS	GSE/Performance Standard	BENCHMARKS/GSEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE	
5. Reading and notating music	5.3 Identifies symbols and traditional terms	The student 5.3.1	The teacher See above	Textbook See above	Anecdotal records See above	

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STANDARDS	GSE/Performance Standard	BENCHMARKS/GSEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
5. Reading and notating music	5.4 Uses standard symbols to notate meter, rhythm, pitch, and dynamics	The student 5.4.1	The teacher See above	Textbooks See above	Anecdotal records See above

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STANDARDS	GSE/Performance Standard	BENCHMARKS/GSEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
6. Listening to, analyzing, and describing music	6.2 Demonstrates perceptual skills by moving	The student 6.2.1	The teacher See above	Textbooks See above	Anecdotal records See above

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STANDARDS	GSE/Performance Standard	BENCHMARKS/GSEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE	
6. Listening to, analyzing, and describing music	6.1 Identifies simple music forms	<p>The student</p> <p>6.1.1</p>	<p>The teacher</p> <p>Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging).</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</p> <ul style="list-style-type: none"> Problem solving Communication tools Technology Self-management tools Working with others. <p>Differentiates instruction.</p> <p>Addresses Multiple Intelligences</p>	<p>Textbook</p> <p>Supplementary books/material</p> <p>Technology</p> <p>Materials</p>	<p>Anecdotal records</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration-interpersonal, etc.)</p> <p>Oral presentations</p> <p>Performance-based tasks or Course 1 unit</p> <p>Rubrics</p>	<p>Textbook</p> <p>Supplementary books/material</p> <p>Technology</p> <p>Materials</p>

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STANDARDS	GSE/Performance Standard	BENCHMARKS/GSEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE	
			<p>instructional strategies.</p> <p>Uses research-based strategies.</p> <p>Implements instructional best practice strategies specific for content.</p> <p>Provides exemplars and rubrics.</p> <p>Organizes exhibition of student work with rubrics.</p>	<p>School library resources</p> <p>Community</p>	<p>Self and peer evaluation</p> <p>Tests</p> <p>Written responses (e.g. report writing, narrative account, narrative procedure, response to literature, persuasive writing, reflective writing etc.)</p>	<p>School resources</p> <p>Community</p>
6. Listening to, analyzing, and describing music	6.3 Uses appropriate terminology in explaining music, music notation, music instruments and voices	The student 6.3.1	The teacher See above	Textbook See above	Anecdotal records See above	

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STANDARDS	GSE/Performance Standard	BENCHMARKS/GSEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
6. Listening to, analyzing, and describing music	6.4 Identifies the sounds of a variety of instruments	The student 6.4.1	The teacher See above	Textbook See above	Anecdotal records See above

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STANDARDS	GSE/Performance Standard	BENCHMARKS/GSEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
6. Listening to, analyzing, and describing music	6.5 Responds through purposeful movement to selected prominent music, characteristics	The student 6.5.1	The teacher See above	Textbook See above	Anecdotal records See above

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STANDARDS	GSE/Performance Standard	BENCHMARKS/GSEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
7. Evaluating music and music performances	7.1 Devises criteria for evaluating performances and compositions	The student 7.1.1	<p>The teacher</p> <p>Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging).</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</p> <ul style="list-style-type: none"> Problem solving Communication tools Technology Self-management tools Working with others. <p>Differentiates instruction.</p> <p>Addresses Multiple Intelligences instructional strategies.</p>	<p>Textbook</p> <p>Supplementary books/material</p> <p>Technology</p> <p>Materials</p>	<p>Anecdotal record</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration-interpersonal, etc.)</p> <p>Oral presentations</p> <p>Performance-based tasks or Course 1 unit</p> <p>Rubrics</p>

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STANDARDS	GSE/Performance Standard	BENCHMARKS/GSEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
7. Evaluating music and music performances	7.2 Explains, using appropriate music terminology, their personal preferences for specific musical works and styles	The student 7.2.1	<p>Uses research-based strategies.</p> <p>Implements instructional best practice strategies specific for content.</p> <p>Provides exemplars and rubrics.</p> <p>Organizes exhibition of student Work with rubrics.</p>	<p>School library resources</p> <p>Community</p> <p>Textbook See above</p>	<p>Self and peer evaluation</p> <p>Tests</p> <p>Written responses (e.g. report writing, narrative account, narrative procedure, response to literature, persuasive writing, reflective writing etc.)</p> <p>Anecdotal record See above</p>

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STANDARDS	GSE/Performance Standard	BENCHMARKS/GSEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
8. Understanding relationships between music, the other arts, and disciplines outside the arts	8.1 Identifies similarities and differences in the meanings of common terms used in the various arts	The student 8.1.1	<p>The teacher</p> <p>Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging).</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</p> <ul style="list-style-type: none"> Problem solving Communication tools Technology Self-management tools Working with others. <p>Differentiates instruction.</p> <p>Addresses Multiple Intelligences instructional strategies.</p>	<p>Textbook</p> <p>Supplementary books/material</p> <p>Technology</p> <p>Materials</p>	<p>Anecdotal record</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration-interpersonal, etc.)</p> <p>Oral presentations</p> <p>Performance-based tasks or Course 1 unit</p> <p>Rubrics</p>

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STANDARDS	GSE/Performance Standard	BENCHMARKS/GSEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
8. Understanding relationships between music, the other arts, and disciplines outside the arts	8.2 Identifies ways in which the principles and subject matter of other disciplines are interrelated with those of music	The student 8.2.1	<p>Uses research-based strategies.</p> <p>Implements instructional best practice strategies specific for content.</p> <p>Provides exemplars and rubrics.</p> <p>Organizes exhibition of student Work with rubrics.</p>	<p>School library resources</p> <p>Community</p> <p>Textbook See above</p>	<p>Self and peer evaluation</p> <p>Tests</p> <p>Written responses (e.g. report writing, narrative account, narrative procedure, response to literature, persuasive writing, reflective writing etc.)</p> <p>Anecdotal record See above</p>

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STANDARDS	GSE/Performance Standard	BENCHMARKS/GSEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
9. Understanding music in relation to history and culture	9.1 Identifies by genre of style aural examples of music from various historical periods and cultures	The student 9.1.1	<p>The teacher</p> <p>Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging).</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</p> <ul style="list-style-type: none"> Problem solving Communication tools Technology Self-management tools Working with others. <p>Differentiates instruction.</p> <p>Addresses Multiple Intelligences instructional strategies.</p>	<p>Textbook</p> <p>Supplementary books/material</p> <p>Technology</p> <p>Materials</p>	<p>Anecdotal record</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration-interpersonal, etc.)</p> <p>Oral presentations</p> <p>Performance-based tasks or Course 1 unit</p> <p>Rubrics</p>

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STANDARDS	GSE/Performance Standard	BENCHMARKS/GSEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
9. Understanding music in relation to history and culture	9.2 Describes in simple terms how elements of music are used in music examples from various cultures of the world	The student 9.2.1	<p>Uses research-based strategies.</p> <p>Implements instructional best practice strategies specific for content.</p> <p>Provides exemplars and rubrics.</p> <p>Organizes exhibition of student Work with rubrics.</p> <p>The teacher See above</p>	<p>School library resources</p> <p>Community</p> <p>Textbook See above</p>	<p>Self and peer evaluation</p> <p>Tests</p> <p>Written responses (e.g. report writing, narrative account, narrative procedure, response to literature, persuasive writing, reflective writing etc.)</p> <p>Anecdotal record See above</p>

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STANDARDS	GSE/Performance Standard	BENCHMARKS/GSEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
9. Understanding music in relation to history and culture	9.3 Identifies various uses of music in their daily experiences	The student 9.3.1	The teacher See above	Textbook See above	Anecdotal record See above

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STANDARDS	GSE/Performance Standard	BENCHMARKS/GSEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE
9. Understanding music in relation to history and culture	9.4 Identifies and describes roles of musicians	The student 9.4.1	The teacher See above	Textbook See above	Anecdotal record See above

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STANDARDS	GSE/Performance Standard	BENCHMARKS/GSEs (Lincoln Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT EVIDENCE	
9. Understanding music in relation to history and culture	9.5 Demonstrates audience behavior appropriate style of music	The student 9.5.1	The teacher See above	Textbook See above	Anecdotal record See above	

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