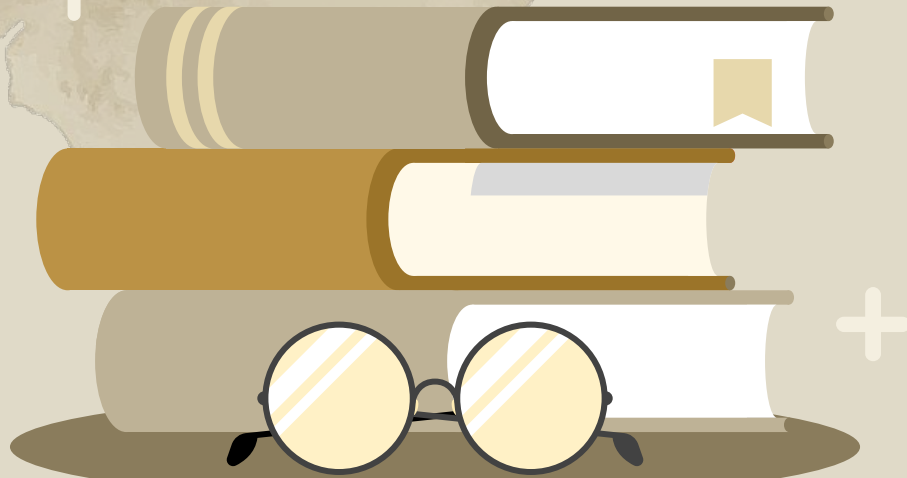


# DHHS English Grade 9, Unit 3

BOE Curriculum  
Subcommittee Update



# Purpose of Book Clubs



## 01.

### Provide Choice

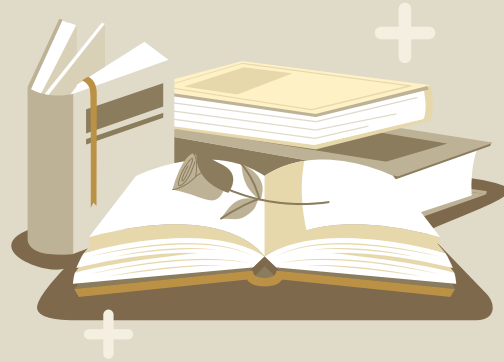
Book club units provide students with a variety of choice. Due to the nature of the selection process, students are not forced into books; students often get their first or second choice.



## 03.

### Indicates Transfer / Guided Practice

Book clubs often take place after a core novel, a process that follows a gradual release model. Teachers provide direct instruction related to skills in a core text, and students work together to practice those skills during a book club unit.



## 04.

### Moves Beyond Canon

Book club often rely on high-interest, YA titles, which allows our curriculum to provide access to both classic and contemporary texts.

## 02.

### Support Growing Independence

Book clubs rely on student independence and collaboration. They must determine roles, goals, and often encounter issues that require problem-solving (all POG-worthy traits!).

## 05.

### Develops Inquiry Skills

Book clubs require students to navigate a text based on what they deem to be important. While teachers act as “guides by the side,” student inquiry furthers the development of skills and analysis.



# Original Unit Overview

Students will be immersed in book clubs. Titles include, but are not limited to, *All American Boys*, *The Hate U Give*, *Wolf Hollow*, *Speak*, *The Lovely Bones*, *Monster*, *everyday*, *To Kill a Mockingbird*, *Lord of the Flies*, etc. Students will independently apply the skills taught in the core text to their book club book while having rich discussions. The teacher will facilitate these discussions and meet with small groups/clubs that need support with previously taught skills and strategies. Throughout the book club experience, groups will gather evidence to support their thinking about theme as they will ultimately craft a formal theme essay to present their analysis.

Portrait of a Graduate: Analyzing, Collective Intelligence



# Proposed/Updated Overview

*Students will be immersed in book clubs, all of which fall into three distinct categories. The first category, “Thematically Relevant,” includes titles with similar structures, characters, and themes that students could identify and explore in the core novel, *Just Mercy*. The second category provides options for students who want to hone their craft when analyzing themes. The final category includes a list of options for students who might want something that speaks more to their daily lives: “Life of a Teen.” These titles include characters who are similar in age to our freshmen students and might be dealing with similar situations. As such, these titles help our students feel understood and seen. Titles can be seen broken down in this chart (seen below). This list is not limited to the options below, as teachers are always searching for new and exciting reads to add to our extensive collection.*

*Students will independently apply the skills taught in the core text to their book club book while having rich discussions. The teacher will facilitate these discussions and meet with small groups/clubs that need support with previously taught skills and strategies. Throughout the book club experience, groups will gather evidence to support their thinking about theme as they will ultimately craft a formal theme essay to present their analysis.*

*As a final note, all titles are vetted through research (which includes consideration from other districts), professional resources (such as the LMC and professional academic reviews), student choice and feedback, and experience (before providing a text as an option, members of the department read the entirety of the text).*

# Proposed/Updated Options

	Thematically Relevant	Great for Tracking Theme	Life of a Teen
<b>Challenge (Honors-bound)</b>	<ul style="list-style-type: none"> <li>• <i>To Kill a Mockingbird</i> by Harper Lee (12+)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Lord of the Flies</i> by William Golding (12+)</li> <li>• <b>Catch-22</b> by (N/A)</li> <li>• <i>Of Mice and Men</i> by John Steinbeck (13+)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Breakfast with Buddha</i> by Roland Merullo (N/A)</li> </ul>
<b>On Grade Level</b>	<ul style="list-style-type: none"> <li>• <i>All American Boys</i> by J. Reynolds and B. Kiely (12+)</li> <li>• <i>The Hate U Give</i> by Angie Thomas (N/A)</li> <li>• <i>This is My America</i> by Kim Johnson (12+)</li> <li>• <b>The Curious Incident of the Dog in the Night-time</b></li> <li>• <b>Patron Saints of Nothing</b> by R. Ribay</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Salt to the Sea</i> by Ruta Sepetys (13+)</li> <li>• <i>Sing, Unburied, Sing</i> by Jesmyn Ward (N/A)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Summer of Letting Go</i> by Gae Polisner (N/A)</li> <li>• <i>Staying Fat for Sarah Byrnes</i> by Chris Crutcher (N/A)</li> </ul>
<b>Highly Engaging</b>	<ul style="list-style-type: none"> <li>• <i>Monster</i> by Walter Dean Myers (N/A)</li> <li>• <i>Wolf Hollow</i> by Lauren Wolk (10+)</li> <li>• <i>Dear Martin / Dear Justyce</i> by Nic Stone</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Giver</i> by Lois Lowry (11+)</li> <li>• <i>Purple Heart</i> by Patricia McCormick (15+)</li> <li>• <i>Red Kayak</i> by Priscilla Cummings (N/A)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Speak</i> by Laurie Halse Anderson (14+)</li> <li>• <i>Everyday</i> by David Levithan (14+)</li> <li>• <i>Orbiting Jupiter / Jupiter Rising</i> by Gary D. Schmidt (12+)</li> </ul>

# Similar Titles Across DRG A & B



## *To Kill a Mockingbird*

**DRG A** - Darien, New Canaan,  
Ridgefield, Rocky Hill,  
Weston

**DRG B** - Avon, Fairfield,  
Glastonbury, Granby



## *Lord of the Flies*

**DRG A** - Darien, Rocky Hill,  
Weston, Wilton

**DRG B** - Glastonbury,  
Greenwich, Trumbull

## *Of Mice and Men*

**DRG A** - Oxford, Ridgefield,  
Rocky Hill

**DRG B** - Fairfield,  
Farmington, Glastonbury,  
Greenwich, Trumbull

## *The Curious Incident of the Dog in the Nighttime*

**DRG B** - Fairfield,  
Glastonbury, S. Windsor

# Similar Titles Across DRG A & B

## Fairfield

*Monster*  
*The Giver*



## Glastonbury

*The Glass Castle*  
*Speak*  
*Staying Fat for Sarah Byrnes*



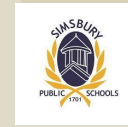
## Other Titles

These titles are seen in various parts of other district's curriculum documents, including suggested reading lists for summer reading assignments.



## Canton

*The Glass Castle*



## Simsbury

*Speak*  
*Salt to the Sea*  
*Dear Martin*



# A note on other districts...

Curriculum Overviews +

Curriculum Resources +

Grade Level Snapshots +

NFHS Program of Studies +

## The Role of Curriculum

We are committed to providing all students the opportunity to reach their fullest potential. Clearly articulated curriculum is a systematic way to ensure that teachers provide students with equitable access to standards and key content within and across grade levels. District curriculum provides a cohesive instructional framework that supports student growth and development within the discipline and towards our mission and Vision of the Graduate.

## The Philosophy of the Disciplines:

### English Language Arts

We believe that through the study of English language arts, students become talented communicators and enlightened, global citizens who are able to thrive in society. A high-quality education in English language arts includes explicit, differentiated instruction in all aspects of literacy, beginning with foundational skills so that students are prepared to think critically, make meaning and communicate.

English language arts classrooms must be safe, literature-rich learning environments that provide students access to a wide array of fiction and nonfiction texts where students have choice in what they read and write, fostering ownership of their learning. Instruction must be differentiated to address students' individual needs through whole-class lessons, small-group work and individualized conferences where students practice their reading, writing, listening, and speaking skills and receive actionable feedback.

To meet the needs of every student, teachers must work collaboratively to ignite all students' imagination, confidence and creativity and lead students to their highest potential.

The data on the previous slides only indicates districts where curriculum information is readily available. Many districts do not list overviews, texts lists, or partial curricular blueprints.

**English I**  
Full Year | 1 credit

Grade 9  
Humanities | Eng  
Wt 3

English I is a college prep class that provides each student with exposure to the various elements of literature and the English language through the modes of reading, writing, and speaking and listening. Students will read texts that include a variety of fiction, poetry, drama and nonfiction based on thematic units. Writing is extensive and based on the writing process.

**English I Honors**  
Full Year | 1 credit

Grade 9  
Humanities | Eng  
Wt 4

Students who enroll in Honors I should be avid readers. English I Honors is a college prep class with a rigorous curriculum that is quickly paced with academic depth. It is both reading and writing intensive. Students are expected to be able to engage critically, constructively and thoughtfully in the exchange of ideas, accept constructive criticism, and collaborate with peers. Aside from independent, defensible thinking, students should also exhibit specific support of controllable ideas in their writing. Self motivation and self-discipline, along with strong organizational skills, are expected. There is a high level of academic work and expectation.



# Safe Talk Protocol - Created in Collaboration with Kate Roberts

## SAFE TALK PROTOCOL

IF I AM UPSET, I CAN...

### REFLECT

#### WHAT IS UPSETTING ME?

- I EXPERIENCED THIS IN MY LIFE.
- THE WAY IT WAS APPROACHED (DISCUSSION, ACTIVITY) WAS UPSETTING.
- I KNOW SOMEONE WHO DEALS WITH THIS.
- I DON'T FEEL LIKE THE OPINIONS I HAVE ARE BEING REFLECTED.

### NAME IT

#### WHAT DO I NEED TO FEEL SAFE TO WORK THROUGH THESE FEELINGS?

- SKIP PARTS OF TEXT/DISCUSSIONS
- I JUST NEED SOMEONE TO KNOW / CHECK-IN WITH ME
- MORE INCLUSIVE APPROACHES TO CONTROVERSIAL ISSUES
- OUTSIDE SUPPORT - THE BOOK ISN'T THE ISSUE

### ASK

#### WHO CAN SUPPORT ME WITH THESE FEELINGS / THIS ISSUE?

- A FRIEND WHO GETS IT
- YOU (MY TEACHER)
- OUTSIDE SUPPORT (COUNSELING, SUPPORT GROUP, TEXT)
- PARENT OR GUARDIAN OR OTHER TRUSTED ADULT



# Possible New Titles

- *Remarkably Bright Creatures* by S. Van Pelt
- *Give Me a Sign* by A. Sortino
- *Just Until* by J. Moldover
- *The Little Liar* by M. Albom
- *Hang the Moon* by J. Walls



- *One Hundred Years of Lenni and Margot* by M. Cronin
- *The Future of Us* by J. Asher
- *The Serpent King* by J. Zentner
- *Restart* by G. Korman
- *Secret Book of Flora Lea* by P. Callahan Henry



# Collaboration & Calibration with LMS

## Professional Reviews and Book Review Journals

- Booklist
- School Library Journal
- Library Journal
- Kirkus
- Hornbook Magazine
- Teacher Librarian

