

Curriculum Development  
In the Fairfield Public Schools

**FAIRFIELD PUBLIC SCHOOLS**  
FAIRFIELD, CONNECTICUT

**ENGLISH 11**

Board of Education Approved 05/23/2006

# **ENGLISH 11**

## **Statement of Purpose**

The English 11 course introduces students to the strategies of collaboration and interpretation, which promotes the abstract thinking necessary to develop them as readers and writers.

## **Audience**

9<sup>th</sup> grade students

## **Prerequisite**

Recommendation of middle school teachers

## **Design and Description**

This course emphasizes the developing of individual interpretations of sophisticated literary texts in increasingly autonomous ways, as students begin the year by forming their own evaluative questions and explore those questions in collaboration with others. Since, based on their reading, students are proficient with thesis-based writing, the focus on expository writing is on each student to write exploratory essay, narrative of thought essay, and metacognitive analysis of their choices as writers. In the second half of the year, students will write literary analysis, based on their own evaluative questions and exploration of ideas. Since students are highly skilled readers and writers, the course moves at an accelerated pace.

## **Goals**

Students will:

- become increasingly responsible for their own learning.
- create their own self-directed questions about texts.
- participate in a developmental sequence of writing assignments in narrative, analytical and inventive voices in order to interpret texts and their own experiences.
- collaborate in order to extend, challenge and broaden their thinking.
- become active readers by making connections, making inferences, noting confusions and surprises, and revising initial ideas about a text.
- explore figurative language, metaphorical thinking, and philosophical meaning.
- understand the difference between literal and figurative language.
- consider multiple perspectives while reading.
- demonstrate inductive, deductive, and narrative thinking in their expository writing.
- develop a strong personal voice in their writing.

## **Course Objectives**

Students will be able to:

- read independently at least two books of their own choosing, based on parameters set by the teacher
- establish guidelines for discussion and seminar.
- demonstrate analytical thinking about self-identity.
- engage in classroom dialogue.
- extend and broaden their thinking through collaboration.

- formulate and communicate personal responses to literary texts.
- analyze how an author expresses who he/she is in writing.
- articulate self-definition in writing.
- examine how relationships with other people affect who they are.
- make connections between events in their own lives and literary themes.
- formulate different types of questions about literature: plot questions, interpretive questions, and evaluative questions.
- note confusions and explain surprises in texts.
- make connections to other texts.
- explore an idea using personal experience and a literary text.
- communicate initial responses to literature to others.
- collaborate to formulate and respond to questions.
- create multiple evaluative questions about a text.
- acknowledge multiple perspectives about a text.
- infer how specific places and scenes in a text influence interpretation.
- interpret unfamiliar passages in a text through collaboration (Think Alouds).
- assess how their questions are influenced and strengthened through class discussion and collaboration.
- gain a new understanding, see new perspectives, and expand the questions by rereading.
- create their own individual “story” of reading a text.
- use narrative writing to interpret a text.
- question characters’ motivations.
- make inferences about characters.
- compare and contrast characters, conflicts, and events in the text.
- compare literary texts to visual art.
- recognize and describe patterns and relationships in the text.
- select appropriate voice for different texts they write.
- use creative writing to interpret a text by adopting the point-of-view of a character.
- articulate in writing the choices they make in their own creative writing.
- use a literary text to explain their creative writing.
- incorporate quotes effectively into analytical writing.
- use evidence from a text to support an interpretation.
- acknowledge multiple perspectives about a text.
- identify patterns in texts.
- analyze connotations and denotations of words.
- demonstrate deductive thinking to prove a thesis.
- develop their initial questions into multi-layered questions.
- identify and analyze key lines in order to interpret a text as a whole.
- explain significance of key lines as they reveal character or relate to a particular scene.
- demonstrate how the lines contribute to forming an interpretation of the text as a whole.
- collaborate to consider multiple perspectives.
- determine correlation of research to literary text.
- note confusions and gaps in knowledge.
- research to gain information.

- select information by discerning its relevancy and accuracy.
- demonstrate oral presentation strategies.
- reflect and extend their thinking based on presentations of others.
- persuade an audience about an issue, using informed, credible research.
- write a personal memoir.
- evaluate the presentations of others.
- use specific literary devices in their memoirs..
- analyze the literary devices as demonstrated in examples of published memoirs.
- interpret text through relevant research.

### **Skill Objectives**

Students will:

- revise sentence run-ons and fragments.
- create marginal notes
- punctuate titles of texts (books, poems, short stories, periodicals, plays, movies, songs) correctly.
- use verb tense consistently and correctly.
- demonstrate correct subject/verb agreement.
- demonstrate correct pronoun agreement (number) correctly and pronoun case (including who and whom).
- punctuate dialogue correctly.
- demonstrate paraphrasing and note-taking skills.
- evaluate reliability of sources.
- cite sources from research.
- create a works cited page.
- demonstrate correct adverb usage (including bad/badly and good/well).
- paraphrase primary and secondary research.

### **English Standards**

*Reading and Responding - Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.*

**Students use appropriate strategies before, during and after reading in order to construct meaning.**

Students will draw conclusions and use evidence to substantiate them by using texts heard, read and viewed.

Students will make and justify inferences from explicit and or implicit information.

**Students interpret, analyze and evaluate text in order to extend understanding and appreciation.**

Students will generate and respond to questions.

Students will make, support and defend judgments about texts.

Students will discuss and respond to texts by making text-to-self, text-to-text and text-to-world connections.

Students will choose a variety of genres to read for personal enjoyment.

**Students communicate with others to create interpretations of written, oral and visual texts.**

Students will respond to the ideas of others and recognize the validity of differing views.

*Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.*

**Students use descriptive, narrative, expository, persuasive and poetic modes.**

Students will use oral language with clarity, voice and fluency to communicate a message.

Students will use the appropriate features of persuasive, narrative, expository or poetic writing.

Students will write to delight in the imagination.

**Students prepare, publish and/or present work appropriate to audience, purpose and task.**

Students will apply the most effective processes to create and present a written, oral or visual piece.

Students will revise texts for organization, elaboration, fluency and clarity.

Students will research information from multiple sources for a specific purpose.

Students will publish and/or present final products in a myriad of ways, including the use of the arts and technology.

*English Language Conventions - Students apply the conventions of Standard English in oral and written communication.*

**Students use Standard English for composing and revising written text.**

Students will demonstrate proficient use of proper mechanics, usage and spelling skills.

Students will use resources for proofreading and editing.

### **Essential Questions**

- How do we understand what we read?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

## **Focus Questions**

- How do personal experiences shape identity?
- How does collaboration extend, challenge, and broaden our thinking?
- How do I express who I am and what I think in writing?
- How do authors convey purpose and meaning in literature?
- How does literature contribute to an understanding of self and others?
- How do your experiences as readers shape meaning in a text?
- How does collaboration extend, challenge, and broaden one's ideas?
- How do the choices that characters make shape their identities?
- How can a quote from the text exemplify an abstract idea within the text?
- How do I identify gaps in my understanding?
- How do I use technology to extend my knowledge?
- How do I evaluate information for relevancy and reliability?
- How can I explain my knowledge to others?
- How do I write to express deductive, inductive, and narrative thinking as a means for interpreting literature?
- How do I write persuasively?

## **Unit 1: Introduction—Collaboration and Interpretation**

### **English Standards**

*Reading and Responding - Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.*

**Students communicate with others to create interpretations of written, oral and visual texts.**

Students will respond to the ideas of others and recognize the validity of differing views.

*Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.*

**Students prepare, publish and/or present work appropriate to audience, purpose and task.**

Students will apply the most effective processes to create and present a written, oral or visual piece.

### **Essential Questions**

- How do we understand what we read?
- How do we write, speak and present effectively?

### **Focus Questions**

- How do personal experiences shape identity?
- How does collaboration extend, challenge, and broaden one's thinking?
- How do I express who I am and what I think in writing?
- How do authors convey purpose and meaning in literature?

### **Core Topic**

- Introduction—Collaboration and Interpretation

### **Unit Objectives**

Students will be able to:

- establish guidelines for discussion and seminar.
- demonstrate analytical thinking about self-identity.
- engage in classroom dialogue.
- extend and broaden their thinking through collaboration.
- formulate and communicate personal responses to literary texts.
- analyze how an author expresses who he/she is in writing.
- articulate a self-definition in writing.

### **Skill Objective**

Students will:

- revise sentence run-ons and fragments.

### **Assessments**

- Self-portrait
- Metacognitive reflection, demonstrating deductive and narrative thinking

### **Pacing**

2 weeks



## **Unit 2: Connecting through Inquiry - Using Personal Experience to Answer a Question Raised by the Text**

### **English Standards**

*Reading and Responding - Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.*

**Students interpret, analyze and evaluate text in order to extend understanding and appreciation.**

Students will generate and respond to questions.

Students will discuss and respond to texts by making text-to-self, text-to-text and text-to-world connections.

**Students communicate with others to create interpretations of written, oral and visual texts.**

Students will respond to the ideas of others and recognize the validity of differing views.

*Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.*

**Students use descriptive, narrative, expository, persuasive and poetic modes.**

Students will use the appropriate features of persuasive, narrative, expository or poetic writing.

**Students prepare, publish and/or present work appropriate to audience, purpose and task.**

Students will apply the most effective processes to create and present a written, oral or visual piece.

Students will revise texts for organization, elaboration, fluency and clarity.

*English Language Conventions - Students apply the conventions of Standard English in oral and written communication.*

**Students use Standard English for composing and revising written text.**

Students will demonstrate proficient use of proper mechanics, usage and spelling skills.

Students will use resources for proofreading and editing.

### **Essential Questions**

- How do we understand what we read?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

### **Focus Questions**

- How does literature contribute to an understanding of ourselves and others?
- How does collaboration extend, deepen, and broaden our thinking?

### **Core Topic**

- Connecting through Inquiry - Using Personal Experience to Answer a Question Raised by the Text

### **Unit Objectives**

Students will be able to:

- examine how relationships with other people affect who they are.
- make connections between their own lives and literary themes.
- formulate different types of questions: plot questions, interpretive questions, and evaluative questions.
- note confusions and explain surprises in texts.
- make connections to other texts.
- collaborate to formulate and respond to questions.
- explore an idea, using personal experience and a literary text.
- communicate initial responses to literature to others.

### **Skill Objectives**

Students will:

- create marginal notes.
- punctuate titles of texts (novels, poems, short stories, periodicals, plays, movies, songs) correctly.

### **Assessment**

- Exploratory essay, demonstrating inductive thinking

### **Pacing**

4 weeks

### **Unit 3: Narrative of Thought During Inquiry - Narrating How You, as a Writer, Came to Interpret the Text By Focusing on a Specific Question**

#### **English Standards**

*Reading and Responding - Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.*

**Students interpret, analyze and evaluate text in order to extend understanding and appreciation.**

Students will generate and respond to questions.

**Students communicate with others to create interpretations of written, oral and visual texts.**

Students will respond to the ideas of others and recognize the validity of differing views.

*Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.*

**Students use descriptive, narrative, expository, persuasive and poetic modes.**

Students will use oral language with clarity, voice and fluency to communicate a message.

Students will use the appropriate features of persuasive, narrative, expository or poetic writing.

**Students prepare, publish and/or present work appropriate to audience, purpose and task.**

Students will apply the most effective processes to create and present a written, oral or visual piece.

Students will revise texts for organization, elaboration, fluency and clarity.

*English Language Conventions - Students apply the conventions of Standard English in oral and written communication.*

**Students use Standard English for composing and revising written text.**

Students will demonstrate proficient use of proper mechanics, usage and spelling skills.

Students will use resources for proofreading and editing.

#### **Essential Questions**

- How do we understand what we read?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

### **Focus Questions**

- How do our experiences as readers shape meaning in a text?
- How does collaboration extend, challenge, and broaden our ideas?
- How does literature contribute to an understanding of ourselves and others?

### **Core Topic**

- Narrative of Thought During Inquiry - Narrating How You, as a Writer, Came to Interpret the Text By Focusing on a Specific Question

### **Unit Objectives**

Students will be able to:

- create multiple evaluative questions about a text.
- acknowledge multiple perspectives about a text.
- infer how specific places and scenes in a text influence interpretation.
- assess how their questions are influenced and strengthened through class discussion and collaboration.
- use narrative writing to interpret a text.
- collaborate to formulate and respond to questions.
- gain new understanding, see new perspectives, and expand questions by rereading.
- interpret unfamiliar passages in a text through collaboration (Think Alouds).
- create their own individual “story” of reading a text.

### **Skill Objective**

Students will:

- use verb tense consistently and correctly.

### **Assessment**

- Narrative of thought essay, demonstrating narrative and deductive thinking, which incorporates their own response work and their notes from collaboration

### **Pacing**

4 - 5 weeks

## Unit 4: Finding Voice Through Perspective

### English Standards

*Reading and Responding - Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.*

**Students use appropriate strategies before, during and after reading in order to construct meaning.**

Students will draw conclusions and use evidence to substantiate them by using texts heard, read and viewed.

Students will make and justify inferences from explicit and or implicit information.

*Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.*

**Students use descriptive, narrative, expository, persuasive and poetic modes.**

Students will write to delight in the imagination.

**Students prepare, publish and/or present work appropriate to audience, purpose and task.**

Students will apply the most effective processes to create and present a written, oral or visual piece.

Students will revise texts for organization, elaboration, fluency and clarity.

Students will research information from multiple sources for a specific purpose.

*English Language Conventions - Students apply the conventions of Standard English in oral and written communication.*

**Students use Standard English for composing and revising written text.**

Students will demonstrate proficient use of proper mechanics, usage and spelling skills.

Students will use resources for proofreading and editing.

### Essential Questions

- How do we understand what we read?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

### Focus Question

- How do authors convey purpose and meaning in literature?

## **Core Topic**

- Finding Voice Through Perspective

## **Unit Objectives**

Students will be able to:

- question characters' motivations.
- make inferences about characters.
- compare and contrast characters, conflicts, and events in the text.
- compare literary texts to visual art.
- recognize and describe patterns and relationships in the text.
- select appropriate voice for different texts they write.
- use creative writing to interpret a text by adopting the point-of-view of a character.
- articulate in writing the choices they make in their own creative writing.
- use the literary text to explain their creative writing.

## **Skill Objective**

Students will:

- demonstrate correct subject/verb agreement.

## **Assessments**

Two part assignment: creative element and explanatory element.

- Original creative writing of a scene, a sequel, or prequel from a literary character's point of view
- Metacognitive analysis, demonstrating narrative and deductive thinking, which explains the choices that they made in their creative writing

## **Pacing**

5 weeks

## Unit 5: Close Reading and Inquiry—Focusing Specifically on the Text

### English Standards

*Reading and Responding - Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.*

**Students interpret, analyze and evaluate text in order to extend understanding and appreciation.**

Students will generate and respond to questions.

**Students communicate with others to create interpretations of written, oral and visual texts.**

Students will respond to the ideas of others and recognize the validity of differing views.

*Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.*

**Students use descriptive, narrative, expository, persuasive and poetic modes.**

Students will use the appropriate features of persuasive, narrative, expository or poetic writing.

**Students prepare, publish and/or present work appropriate to audience, purpose and task.**

Students will apply the most effective processes to create and present a written, oral or visual piece.

Students will revise texts for organization, elaboration, fluency and clarity.

*English Language Conventions - Students apply the conventions of Standard English in oral and written communication.*

**Students use Standard English for composing and revising written text.**

Students will demonstrate proficient use of proper mechanics, usage and spelling skills.

Students will use resources for proofreading and editing.

### Essential Questions

- How do we understand what we read?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

### Focus Questions

- How do authors convey purpose and meaning in literature?
- How does collaboration extend, challenge, and broaden one's ideas?
- How do the choices that characters make shape their identities?

### **Core Topic**

- Close Reading and Inquiry—Focusing Specifically on the Text

### **Unit Objectives**

Students will be able to:

- incorporate quotes effectively in analytical writing.
- demonstrate deductive thinking to prove a thesis.
- use evidence from a text to support an interpretation.
- acknowledge multiple perspectives about a text.
- identify patterns in texts.
- analyze connotations and denotations of words.
- develop their initial questions into multi-layered questions.

### **Skill Objective**

Students will:

- demonstrate correct pronoun agreement (number) and pronoun case.

### **Assessment**

- Literary analysis, based on their own individual evaluative question, which demonstrates deductive thinking

### **Pacing**

5 weeks



## Unit 6: Quote Analysis and Inquiry

### English Standards

*Reading and Responding - Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.*

**Students interpret, analyze and evaluate text in order to extend understanding and appreciation.**

Students will make, support and defend judgments about texts.

**Students communicate with others to create interpretations of written, oral and visual texts.**

Students will respond to the ideas of others and recognize the validity of differing views.

*Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.*

**Students use descriptive, narrative, expository, persuasive and poetic modes.**

Students will use the appropriate features of persuasive, narrative, expository or poetic writing.

**Students prepare, publish and/or present work appropriate to audience, purpose and task.**

Students will apply the most effective processes to create and present a written, oral or visual piece.

Students will revise texts for organization, elaboration, fluency and clarity.

*English Language Conventions - Students apply the conventions of Standard English in oral and written communication.*

**Students use Standard English for composing and revising written text.**

Students will demonstrate proficient use of proper mechanics, usage and spelling skills.

Students will use resources for proofreading and editing.

### Essential Questions

- How do we understand what we read?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

### Focus Questions

- How does collaboration extend, challenge, and broaden one's ideas?
- How can a quote from the text exemplify an abstract idea within the text?

### **Core Topic**

- Quote Analysis and Inquiry

### **Unit Objectives**

Students will be able to:

- identify and analyze key lines in order to recognize underlying themes.
- explain significance of key lines as they reveal character or relate to a particular scene.
- demonstrate how the lines contribute to forming an interpretation of the text as a whole.
- collaborate to consider multiple perspectives.

### **Skill Objective**

Students will:

- punctuate dialogue correctly.

### **Assessments**

- Quote analysis, which demonstrates deductive thinking
- Analytical essay, which demonstrates deductive thinking

### **Pacing**

4 weeks

## Unit 7: Inquiry-based Research

### English Standards

*Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.*

**Students use descriptive, narrative, expository, persuasive and poetic modes.**

Students will use oral language with clarity, voice and fluency to communicate a message.

Students will use the appropriate features of persuasive, narrative, expository or poetic writing.

**Students prepare, publish and/or present work appropriate to audience, purpose and task.**

Students will apply the most effective processes to create and present a written, oral or visual piece.

Students will revise texts for organization, elaboration, fluency and clarity.

Students will research information from multiple sources for a specific purpose.

Students will publish and/or present final products in a myriad of ways, including the use of the arts and technology.

*English Language Conventions - Students apply the conventions of Standard English in oral and written communication.*

**Students use Standard English for composing and revising written text.**

Students will demonstrate proficient use of proper mechanics, usage and spelling skills.

Students will use resources for proofreading and editing.

### Essential Questions

- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

### Focus Questions

- How does collaboration extend, challenge, and broaden our thinking?
- How do I express who I am and what I think in writing?
- How do I identify gaps in my understanding?
- How do I use technology to extend my knowledge?
- How do I evaluate information for relevancy and reliability?
- How can I explain my knowledge to others?
- How do I write persuasively?

### Core Topic

- Inquiry-based Research

## **Unit Objectives**

Students will be able to:

- note confusions and gaps in knowledge.
- research to gain information.
- determine correlation of research to literary text.
- select information by discerning its relevancy and accuracy.
- demonstrate oral presentation strategies.
- reflect and extend their thinking based on presentations of others.
- persuade an audience about an issue, using informed, credible research.
- evaluate the presentations of others.

## **Skill Objectives**

Students will:

- demonstrate paraphrasing and note-taking skills.
- evaluate reliability of sources.
- cite sources from research.
- create a works cited page.
- demonstrate correct adverb usage (including bad/badly and good/well).

## **Assessments**

- Oral presentation
- Persuasive essay demonstrating deductive thinking

## **Pacing**

5-6 weeks

## **Unit 8: Exploring Writer’s Craft Through Literary Devices**

### **English Standards**

*Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.*

**Students use descriptive, narrative, expository, persuasive and poetic modes.**

Students will write to delight in the imagination.

### **Essential Question**

- How do we write, speak and present effectively?

### **Focus Question**

- How does literature contribute to an understanding of self and others?

### **Core Topic**

- Exploring Writer’s Craft Through Literary Devices

### **Unit Objectives**

Students will be able to:

- use specific literary devices in their memoirs.
- analyze the literary devices as demonstrated in examples of published memoirs.

### **Skill Objectives**

Students will:

- use adverbs correctly.
- punctuate dialogue correctly.

### **Assessments**

- Original memoir
- Metacognitive analysis, demonstrating deductive and narrative thinking, which describes the choices they made in their own writing

### **Pacing**

3 weeks

**Texts such as:**

**Unit 1**

- selected poetry and short stories
- self-portraits of various artists

**Unit 2**

- *Antigone*
- *Joy Luck Club*
- *The Color of Water*

**Unit 3**

- *I Know Why the Caged Bird Sings*
- *Anthem*

**Unit 4**

- *To Kill a Mockingbird*
- *Taming of the Shrew*

**Unit 5**

- *Romeo and Juliet*

**Unit 6**

- *The Alchemist*
- *The Odyssey*

**Unit 7**

- *Kite Runner*
- *Mythology* excerpts

**Unit 8**

- Selected short stories

## NINTH GRADE LOOK AT THE LEARNER

Ninth graders are involved in a search for self-identity as they enter the world of high school. They question their past and present experiences, their thought processes, and their choices. This time of turbulence is reflected in physical, emotional, psychological, and social changes. In order to understand these changes and deal with them in a positive manner, ninth grade students should be encouraged to develop a healthy sense of self and an ability to determine appropriate courses of action.

The amount of change that ninth graders go through affects all aspects of their home and school lives. New responsibilities are becoming part of their world. They begin a search for identity that “will evoke a wide range of emotions, including self-doubt, conflict, experimentation, and confusion” (*The Ninth Grader: A Profile* by Joel Milgram). Their struggles for self and independence are focal points for a ninth grade English curriculum that attempts to emphasize the personal move to greater autonomy. Tied to this search for identity and independence is the ninth grader’s great social need for a peer group that “serves as a reference group for judging one’s own behavior and assists in clarifying one’s personal identity” (Milgram). Ninth grade, then, is an ideal time to introduce students to collaboration as a learning strategy. Students are taught to share ideas and question one another for the purpose of forming strong individual interpretations of texts and strong individual evaluations of ideas.

The ninth grade curriculum is designed to present literary characters who will lead students to a better understanding of themselves and others. This study will lead to a philosophical consideration about what kind of person they can become, how they can interact positively with others, and what impact their actions have on their society. Throughout this “Journey Toward Identity”, students will acquire the language skills to ask questions and articulate their ideas, opinions, revelations, and beliefs. They will also become engaged with abstract ideas. The ninth grade English class provides for individual intellectual development in a collaborative community of learners.