

English 9 – Essay 1 (A2/A4)

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Essay 1 – Write an expository essay on any idea with a connection to the *idea of love* – in relation to the first three films of the course (*William Shakespeare’s Romeo + Juliet*, *The Outsiders*, *The Giver*). You will turn in three drafts, an outline, notes, and other materials for this assignment. Essays are marked according to the English 9 Essay Rubric – using these marks: *Insufficient Evidence* (0), *Initial Understanding – Passing* (1), *Partial Understanding – On Track* (2), *Complete Understanding – Complete* (3), and *Sophisticated Understanding – Extending* (4).

Monday	Tuesday	Wednesday	Thursday	Friday
Sept 9 Start Essay 1		Sept 11 Start Romeo and Juliet film	Sept 12 Finish Romeo and Juliet film (notes due and quiz)	Sept 13 Choose one text to read rigorously (<i>The Giver</i> , <i>Romeo and Juliet</i> or <i>The Outsiders</i>) Read Rainwriters’ Style Guide Grade 9
Sept 16		Sept 18 Start The Outsiders film	Sept 19 Finish The Outsiders film (notes due and quiz)	
Sept 23		Sept 25	Sept 26 View The Giver film (notes due and quiz)	Sept 27 Essay 1 Stage 1 Due Your Own “Theory of Love” Due
		Oct 2 Essay 1 Stage 2 Due	Oct 4	Oct 4 Essay 1 Stage 3 Due
Oct 7 Rough Draft Due		Oct 9 Revision Draft Due	Oct 10	Oct 11 Final Draft Due Essay 1 Due Date (Previous Stages + Stages 4, 5, and 6)

English 9 – Essay 1 (A3)

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Essay 1 – Write an expository essay on any idea with a connection to the *idea of love* – in relation to the first three films of the course (*William Shakespeare’s Romeo + Juliet*, *The Outsiders*, *The Giver*). You will turn in three drafts, an outline, notes, and other materials for this assignment. Essays are marked according to the English 9 Essay Rubric – using these marks: *Insufficient Evidence* (0), *Initial Understanding – Passing* (1), *Partial Understanding – On Track* (2), *Complete Understanding – Complete* (3), and *Sophisticated Understanding – Extending* (4).

Monday	Tuesday	Wednesday	Thursday	Friday
Sept 9 Start Essay 1 Start <i>Romeo and Juliet</i> film	Sept 10 Finish <i>Romeo and Juliet</i> film (notes due and quiz)	Sept 11		Sept 13 Choose one text to read rigorously (<i>The Giver</i> , <i>Romeo and Juliet</i> or <i>The Outsiders</i>) Read <i>Rainwriters’ Style Guide</i> Grade 9
Sept 16 Start <i>The Outsiders</i> film	Sept 17 Finish <i>The Outsiders</i> film (notes due and quiz)	Sept 18		
Sept 23	Sept 24 View <i>The Giver</i> film (notes due and quiz)	Sept 25		Sept 27 Essay 1 Stage 1 Due Your Own “Theory of Love” Due
	Oct 1	Oct 2 Essay 1 Stage 2 Due		Oct 4 Essay 1 Stage 3 Due
Oct 7 Rough Draft Due	Oct 8	Oct 9 Revision Draft Due		Oct 11 Final Draft Due Essay 1 Due Date (Previous Stages + Stages 4, 5, and 6)

English 9 – Essay 1

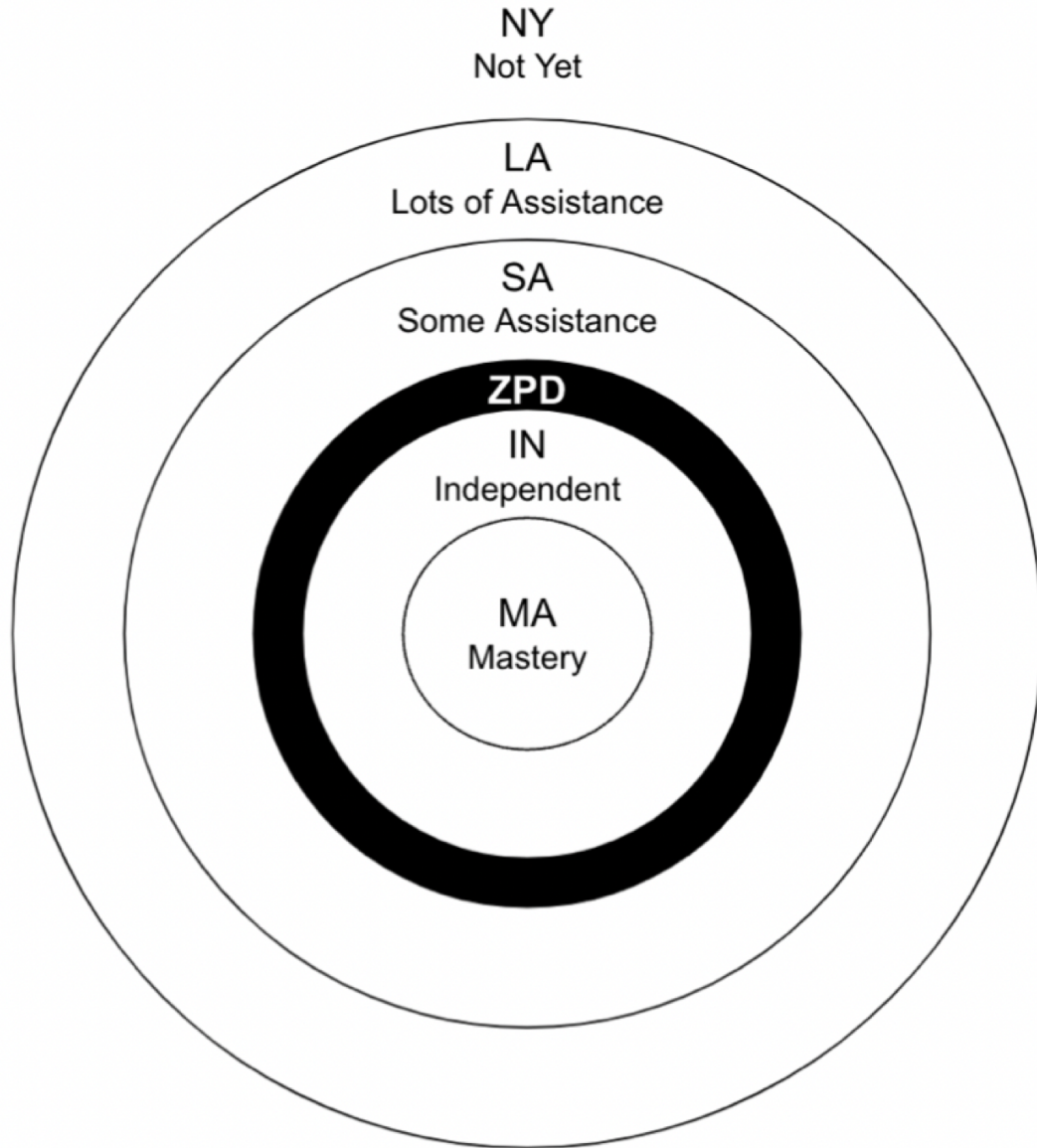
To Do List

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Essay 1 – Write an expository essay on any idea with a connection to the *idea of love* – in relation to the first three films of the course (*William Shakespeare’s Romeo + Juliet*, *The Outsiders*, *The Giver*). You will turn in three drafts, an outline, notes, and other materials for this assignment. Essays are marked according to the English 9 Essay Rubric – using these marks: *Insufficient Evidence* (0), *Initial Understanding – Passing* (1), *Partial Understanding – On Track* (2), *Complete Understanding – Complete* (3), and *Sophisticated Understanding – Extending* (4).

- () Read essay overview and rubric
 - () View the film (take notes) *Romeo and Juliet*
 - () Read *Rainwriters’ Style Guide (Grade 9)*
 - () Choose and rigorously read one of these texts: *The Giver*, *Romeo and Juliet*, or *The Outsiders* (take notes)
 - () View the film (take notes) *The Outsiders*
 - () View the film (take notes) *The Giver*
 - () Develop your own “theory of love” – write a reflection about it
 - () Complete a Focus Funnel
 - () Write an outline
 - () Write a rough draft
 - () Complete the revision process
 - () Write a revision draft
 - () Edit the revision draft
 - () Write a final draft
 - () Complete the self assessment process (rubric, student led conference, learning story, etc.)
- **Save your materials, notes, drafts, etc. You will use these for the Mid Term Exam and for the Learning Story Test.**

English 9 Essay Rubric – ZPD Chart



NY	LA	SA	Z P D	IN	MA
PREPARING	APPROXIMATING			APPLYING	
Not Yet	Lots of Assistance	Some Assistance		Independent	Mastery

English 9 Essay Rubric

LOW QUALITY (Insufficient Evidence)

NY() LA() SA() IN() MA()	101 At least five pages of grade-level notes are completed.	0 Attempt was demonstrated
NY() LA() SA() IN() MA()	102 Grade-level outline is completed.	
NY() LA() SA() IN() MA()	103 All required drafts are written in your own words.	1 IN+ for 101-108
NY() LA() SA() IN() MA()	104 All required drafts are at least 5-paragraphs in length.	
NY() LA() SA() IN() MA()	105 All required drafts are correctly formatted.	2 IN+ for 101-108
NY() LA() SA() IN() MA()	106 The first drafts (not final) are on lined paper and in pencil.	
NY() LA() SA() IN() MA()	107 The final draft is on lined paper and in blue or black ink.	3 & 4 MA for 101-108
NY() LA() SA() IN() MA()	108 The final draft is less than 2,000 words in length.	

MINIMAL QUALITY (Initial Understanding)

NY() LA() SA() IN() MA()	201 There is a one thesis statement.	1 LA+ for 201-207 & Minimal Quality
NY() LA() SA() IN() MA()	202 The paper focuses on the thesis. The thesis is foundational.	
NY() LA() SA() IN() MA()	203 The thesis statement answers a <i>how</i> or <i>why</i> question.	1+ SA+ for 201-207 & Minimal Quality
NY() LA() SA() IN() MA()	204 The thesis statement explains and includes <i>by</i> or <i>because</i> .	
NY() LA() SA() IN() MA()	205 There are at least three key ideas in support of the thesis.	1++ IN+ for 201-207 & Minimal Quality
NY() LA() SA() IN() MA()	206 For each key idea, there is ample supporting evidence.	
NY() LA() SA() IN() MA()	207 There is an Introduction, Main Body, and Conclusion.	

HIGH SCHOOL LEVEL OF ANALYSIS (Partial Understanding)

NY() LA() SA() IN() MA()	301 The thesis statement reflects understanding of the topic.	2 SA+ for 301-309 & Better Than Minimal Quality
NY() LA() SA() IN() MA()	302 While remaining focused, thematic connections are made.	
NY() LA() SA() IN() MA()	303 A variety of sources are used to support the thesis.	
NY() LA() SA() IN() MA()	304 The reader is provided with context to understand the point.	2+ IN+ for 301-309 & Satisfactory Quality
NY() LA() SA() IN() MA()	305 Development of the thesis is grounded in systems-thinking.	
NY() LA() SA() IN() MA()	306 Models, frameworks, theories, etc. are used to explain.	2++ IN+ for 301-309 & Good Quality
NY() LA() SA() IN() MA()	307 Evidence of working through the Six Stages is provided.	
NY() LA() SA() IN() MA()	308 Focus, Form, Filler, Flow, and Feeling are applied.	
NY() LA() SA() IN() MA()	309 The Levels of Analysis are applied. Evidence is provided.	

ON TRACK TO PRE-UNIVERSITY LEVEL OF ANALYSIS (Complete Understanding)

NY() LA() SA() IN() MA()	401 The thesis statement is theoretical, rigorous, systematic.	3 IN+ for 401-418 & Very Good Quality
NY() LA() SA() IN() MA()	402 Thesis is well-developed (through a variety of evidence).	
NY() LA() SA() IN() MA()	403 Multiple sources support the development of the thesis.	
NY() LA() SA() IN() MA()	404 At least three correct examples of in-text citations are used.	3+ MA for 401-418 & Very Good Quality
NY() LA() SA() IN() MA()	405 The research process demonstrates development of ideas.	
NY() LA() SA() IN() MA()	406 Revision process reflects systematic/constructive thinking.	
NY() LA() SA() IN() MA()	407 The final draft uses standard essay conventions.	3++ MA for 401-418 & Excellent Quality
NY() LA() SA() IN() MA()	408 The paper is unified and cohesive. It is well organized.	
NY() LA() SA() IN() MA()	409 The point of the paper is easy to identify and understand.	
NY() LA() SA() IN() MA()	410 Technical language is used correctly and understandably.	
NY() LA() SA() IN() MA()	411 The tone and style of the paper supports its point.	
NY() LA() SA() IN() MA()	412 Arguments/evidence are logically presented/supported.	
NY() LA() SA() IN() MA()	413 The point is compelling. It makes absolute sense.	
NY() LA() SA() IN() MA()	414 Your own thinking (in your voice) is the heart of the paper.	
NY() LA() SA() IN() MA()	415 Thematic connections reflect your understanding of topic.	
NY() LA() SA() IN() MA()	416 Roadmaps, signposts, and transitions are effective.	
NY() LA() SA() IN() MA()	417 Your voice (and your perspective) is evident throughout.	
NY() LA() SA() IN() MA()	418 The ideas matter. The paper explains something of value.	

PRE-UNIVERSITY LEVEL OF ANALYSIS (Sophisticated Understanding)

NY() LA() SA() IN() MA()	501 Every element of the paper is essential. It is “just right”.	4++ IN+ for 501-508 & Outstanding Quality
NY() LA() SA() IN() MA()	502 The paper is elegant – especially in terms of its theory.	
NY() LA() SA() IN() MA()	503 The paper is memorable (in totality). It is stunning.	
NY() LA() SA() IN() MA()	504 The reader is left wondering; satisfied but wanting more.	
NY() LA() SA() IN() MA()	505 The paper reflects and develops a synthesis that matters.	
NY() LA() SA() IN() MA()	506 Original analysis contributes to new/deeper understanding.	
NY() LA() SA() IN() MA()	507 The next step, how to proceed, is evident (and exciting).	
NY() LA() SA() IN() MA()	508 Anyone interested in the topic will want to read this paper.	