



**LITERACY
INSTRUCTIONAL GUIDE**

GRADE 12

TABLE OF CONTENTS

Course Understandings	12.2
Course Frameworks: Semester 1	12.4
Unit of Study: <i>Senior Portfolio – High School and Beyond Plan</i>	
Performance Based Assessment: Portfolio Unit	12.5
Senior Portfolio Rubric (Part 1: Content).....	12.6
Senior Portfolio Rubric (Part 2: Quality).....	12.7
Course Frameworks: Semester 1	12.8
Unit of Study: <i>Into the Depths – A classic Shakespearean tragedy</i>	
Performance Based Assessment: Into the Depths	12.9
Shakespeare Performance Rubric.....	12.10
Course Frameworks: Semester 2	12.11
Unit of Study: <i>Search for Answers</i>	
Performance Based Assessment: Search for Answers Unit	12.13
Socratic Seminar Rubric	12.14
Course Frameworks: Semester 2	12.16
Unit of Study: <i>Values in Question -- Powerful Voices</i>	
Course Frameworks: Semester 2	12.16
Unit of Study: <i>The Voice Within Us – Poetry</i>	
Course Frameworks: Semester 2	12.17
Unit of Study: <i>Senior Research Project – The Power of the Individual</i>	

Note: Full **Priority Standards** documents for Reading, Writing, and Communication are located on-line at <http://schools.evergreenps.org>.

Course Understandings

Course Understandings	Course Essential Questions	Course Skills
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Reading is an interactive process in which we intentionally construct meaning from a variety of texts about ourselves, others, and the human condition. • Writing requires process, time, and research to promote greater understanding and communication. • Writers make intentional choices to create powerful, articulate, and effective writing. • Human experience transcends time and place. • Intense emotions need to be regulated. • Excess may lead to downfall or disaster or tragedy. • Language captures our humanity. • Searching for answers, a powerful human experience, leads us to a more meaningful life. • Our search for answers cannot be done alone. • Each of us is on a journey of self-discovery influenced by our beliefs, values, and relationships. • Humans need values to sustain their humanity. • Humans question their values. • Writers use the written word to cause others to think and question their own values. 	<p><i>By striving to answer the following questions...</i></p> <ul style="list-style-type: none"> • How can my research guide me to select an appropriate post-high school path? • How do I use this information to better prepare me for my post-high school path? • How do I share what I have learned and then apply it to my future? • What drives humans to step across the bounds of responsibility? • How do we regulate our emotions and desires? • How is language used to express humanity? • How do we share our understanding with others? • How do we find our own truths and answers? • How does this search lead us to a more meaningful life? • How do our relationships lead us on our search for answers? • How do our sources (cultural beliefs and values) of truth lead us on our search for answers? • How does death impact our search for answers? • What do I value? • How are the values of others similar or different to my own? • How does a writer present controversial or thought-provoking ideas so his/her ideas can be read and understood? • How do humans communicate through the poetic form? • How do we understand other human beings' thoughts, emotions and impressions? • How do we come to understand difficult or confusing language? <p><i>(continued on next page)</i></p>	<p><i>Students will develop mastery in the following skills ...</i></p> <p>READING:</p> <ul style="list-style-type: none"> • 1 C 2: Evaluate a piece of writing according to identified use of symbol, motif, or archetype as these advance the theme (2.2.3, 3.4.3). • 1 C 3: Characterize the presentation of a similar theme or topic across genres and explain how the selection of genre shapes the theme or topic (2.2.3, 3.4.3). • 1 D: Analyze and critique using a variety of perspectives and theoretical approaches (2.4.5, 3.4.2-4). • 2 A 1: Evaluate the kind, breadth and appropriateness of evidence used to support the writer's reasoning (2.4.3, 2.4.4). • 2 A 2: Analyze how writers appeal to specific audiences in non-fiction: logical appeals, emotional appeals, rhetorical schemes (2.4.3, 2.4.4). • 2 C: Analyze two or more texts addressing the same topic to determine how writers reach similar or different conclusions about social perspectives, cultural perspectives, issues, and/or themes (2.4.6, 2.4.7). • 2 E: Understand, analyze and synthesize information from both informational and literary texts to draw conclusions that go beyond those found in individual sources (2.3.1, 2.3.4). • 3 C: Write a sentence that states an arguable concept or conclusion that can be drawn from multiple selections or your question (e.g., a thesis statement for a synthesis essay) (2.4.5, 2.4.6). • 4 A: Identify unique characteristics of literary and non-literary texts (2.2.4, 2.4.7). • 4 B: Interpret, analyze and evaluate fiction and non-fiction according to their use of literary genre and conventions: <ul style="list-style-type: none"> 4 B 1: Drama 4 B 2: Dystopia 4 B 3: Epic 4 B 5: Heroes 4 B 8: Satire 4 B 10: Social Criticism (Skills 4 B 1, 2, 3, 5, 8, 10: 3.4.2-4).

GRADE 12 LITERACY

<ul style="list-style-type: none"> • Poetry can be read and understood through varied approaches or lens. • Poetry speaks the inner thoughts and feeling of humankind. • Sharing poetry increases understanding and enjoyment. • Writing provides a powerful process to understand ourselves, others, and the human condition. 	<p><i>(continued from previous page)</i></p> <ul style="list-style-type: none"> • Who are we as individuals? • How do I share my ideas most effectively with others? • How do writers explore identity? • How does the narrative perspective shape the nature of the “truth” of events? 	<p>WRITING:</p> <ul style="list-style-type: none"> • 1 B: Write summaries of concepts discovered in the reading (2.2.1, 2.3.1). • 1 C 1: Select a topic and determine purpose and audience’s expectations and needs (2.1.1 2.2.1 3.1.1). • 1 D: Support main ideas with quotes and paraphrases from other texts to meet the needs of the audience (2.1.1). • 3 A: Participate in shared decision making to assign responsibilities for completing complex writing tasks (Skills 3 A-C: 1.5.1, 1.6.2). • 3 B: Have the basic skills needed to learn how to manage electronic files effectively and to perform tasks associated with the writing process. • 3 C: Save writing in an electronic file format that is accessible by others, including peers and instructor. • 4 B: Write interpretations and analyses of texts in writing, applying textual evidence to the points asserted (1.5.1, 2.2.1, 2.3.1, 3.1.1, 3.1.2, 3.3.8). <p>COMMUNICATION:</p> <ul style="list-style-type: none"> • 1 A: Communicate own feelings and beliefs (Skills 1 A-E: 1.1.1, 1.1.2, 2.2.2, 3.1.1, 3.3.1). • 1 B: Listen critically to viewpoints and build upon the ideas of others. • 1 C: Articulate a particular perspective/value orientation/original ideas. • 1 D: Ask clarifying questions and challenge statements of others respectfully without criticizing people. • 1 E: Cite primary sources, using specific evidence to make a persuasive argument.
--	---	--

Course Frameworks: Semester 1

Unit of Study: Senior Portfolio – High School and Beyond Plan	
<i>Students will move toward mastery in the following skills:</i>	
READING Standard(s)	
<ul style="list-style-type: none"> 2 E: Understand, analyze and synthesize information from both informational and literary texts to draw conclusions that go beyond those found in individual sources (2.3.1, 2.3.4). 	
WRITING Standard(s)	
<ul style="list-style-type: none"> 1 B: Write summaries of concepts discovered in the reading (2.2.1, 2.3.1). 	
COMMUNICATION Standard(s)	
<ul style="list-style-type: none"> 1 B: Listen critically to viewpoints and build upon the ideas of others (1.1.1, 1.1.2, 2.2.2, 3.1.1, 3.3.1). 	
Enduring Understandings	
<ul style="list-style-type: none"> Reading is an interactive process in which we intentionally construct meaning from a variety of texts about ourselves, others, and the human condition. Writing requires process, time, and research to promote greater understanding and communication. Writers make intentional choices to create powerful, articulate, and effective writing. 	
Essential Question(s)	
<ul style="list-style-type: none"> How can my research guide me to select an appropriate post-high school path? How do I use this information to better prepare me for my post-high school path? How do I share what I have learned and then apply it to my future? 	
Students will know...	Students will be able to...
Reading <ul style="list-style-type: none"> Text encompasses more than print Differing reading and thinking strategies that readers employ to comprehend difficult text How to evaluate texts for validity, reliability and credibility and to use the evidence from texts to support their ideas Writing <ul style="list-style-type: none"> Organizational structures of writing Rhetorical devices Writing conventions Principles of diction, syntax and grammar Writing process Writing reflects the writer Communication <ul style="list-style-type: none"> Effective ways and strategies to convey ideas and emotions responsibly Effective delivery strategies Standards for assessing oral communication 	Reading <ul style="list-style-type: none"> Critique and evaluate various paths relevant to their futures Apply advanced comprehension and thinking strategies as needed Analyze, evaluate and synthesize evidence Writing <ul style="list-style-type: none"> Compose, revise and edit text Select intentionally rhetorical choices for the audience and purpose of the task Apply writing conventions Use the writing process to diagnose and remediate writing problems Use diction, syntax and grammar effectively Construct writing with authentic voice Communication <ul style="list-style-type: none"> Deliver effective oral presentation Assess oral presentation for effectiveness
Evidences of Learning (Performance Task)	Other Evidences
<ul style="list-style-type: none"> Research, write and compile a post-high school portfolio Create a product of choice (i.e. brochure, organizer, power point, etc) to demonstrate research findings Individual presentations for specific audiences 	<ul style="list-style-type: none"> Produce academic resume Complete application for post-high school training Request and compile letters of recommendation Research and complete applicable scholarship applications Devise post-high school budget Develop a written post-high school plan of action Multi-media project Write a narrative Graphic organizers Debate/Discussion
Resources	
<ul style="list-style-type: none"> Computer lab Post-graduate/career center and coordinator Counselors Technology for presentations 	

PERFORMANCE BASED ASSESSMENT:**Portfolio Unit****Performance Task:**

Your role is as a student who is researching and applying/interviewing for admission to a post-high school institution or organization. Your goal is to research, write and compile a post-high school portfolio. The audience is the board of admissions for the organization or institution. You have been asked to create a portfolio showing your best work and preparedness for post-high school. This portfolio is used to apply to the college, university, trade school, military service, junior college or other post-high school institution or organization of your choosing.

Product/Other Evidence:

You will prepare a post-high school portfolio consisting of the following components:

- A personal data sheet
- College essay
- College scholarship list
- Budget
- This portfolio will then be presented to a college admissions board. You will be required to dress appropriately, adequately cover all topics in the research portfolio and meet the standards set for presentations.
- Other evidence:
 - Notes
 - Rough drafts
 - Feedback from peers and teacher
 - Journal responses

Student Assessment and Reflection:

Each student will write a self assessment based on the following questions:

- What was the learning goal or target?
- How well did you meet the goal?
- Did the individual activities help you meet the goal? Why or why not?
- Why is the learning goal important to you?

Senior Portfolio Rubric (Part 1: Content)

Student Name: _____ Date of Presentation: _____

Time Started: _____ Time Ended: _____ (8-10 minutes minimum)

CATEGORY: Content	Exemplary (4)	Proficient (3)	Developing (2)	Incomplete (1)
ACADEMIC RESUME	<ul style="list-style-type: none"> Exceeds standards and all pertinent information required Includes specialized information relevant to student's path 	<ul style="list-style-type: none"> Meets standards and includes all pertinent information required 	<ul style="list-style-type: none"> Lacks certain elements Does not meet minimum standards for pertinent information required 	<ul style="list-style-type: none"> Lacks most or all elements Does not meet most or all minimum standards for pertinent information required
ADMISSIONS ESSAY	<ul style="list-style-type: none"> Addresses institution's prompt Surpasses required content including student's path details. Contains a high level of reader interest using engaging language Contains few to no errors in mechanics etc. 	<ul style="list-style-type: none"> Addresses institution's prompt Contains a moderate level of reader interest and uses some engaging language Contains less than 3-5 errors in mechanics etc. 	<ul style="list-style-type: none"> Does not address prompt adequately & includes some non-pertinent information. Contains a low level of reader interest and uses little engaging language. Contains 5+ mechanical errors, etc. 	<ul style="list-style-type: none"> Does not address prompt at all Includes a large amount of non-pertinent information Contains low to no reader interests due to numerous errors in conventions etc.
POST-HIGH SCHOOL EDUCATION SEARCHES	<ul style="list-style-type: none"> Research is of exceptional quality Includes a large amount of insightful/meaningful reflection on sources 	<ul style="list-style-type: none"> Research is of acceptable quality Includes some insightful/ meaningful reflection on sources 	<ul style="list-style-type: none"> Research is of sub standard quality Does not include much/any insightful/meaningful reflection on sources 	<ul style="list-style-type: none"> Research is of exceedingly low quality Includes no insightful/meaningful reflection on sources
SCHOLARSHIPS	<ul style="list-style-type: none"> Followed all directions Made selection of appropriate scholarship Clearly demonstrates award merit 	<ul style="list-style-type: none"> Followed all directions Made selection of a mostly appropriate scholarship Demonstrates merit for award 	<ul style="list-style-type: none"> Failed to follow all directions Made a scholarship selection that was not appropriate Did not demonstrate merit for award 	<ul style="list-style-type: none"> Failed to follow any directions Selected no scholarship or one that was not appropriate No effort made to demonstrate merit for award
BUDGET	<ul style="list-style-type: none"> Exceeds budget guidelines by providing extra details relevant to a clear personal path Provides data evidence in a clear and concise format Clearly demonstrates understanding of budget and its ramifications 	<ul style="list-style-type: none"> Meets budget guidelines Demonstrates understanding of budget and its ramifications Provides data evidence in an acceptable format 	<ul style="list-style-type: none"> Does not meet minimum budget guidelines Does not demonstrate a basic understanding of budget and its ramifications Does not provide data evidence in an acceptable format 	<ul style="list-style-type: none"> Does not provide budget or fails to meet minimum guidelines Demonstrates little to no understanding of budget and its ramifications Does not provide any data evidence or is missing numerous components

Senior Portfolio Rubric (Part 2: Quality)

CATEGORY: Quality	Exemplary (4)	Proficient (3)	Developing (2)	Incomplete (1)
CONFIDENT BODY LANGUAGE	<ul style="list-style-type: none"> No signs of nervousness, good posture and movement. Consistent eye-contact with different parts of the audience No reading from notes or visual aids Use of gestures purposefully. That his/her preparation is evident 	<ul style="list-style-type: none"> Minimal signs of nervousness, mostly good posture and movement Mostly consistent eye-contact with audience Minimal reading from notes or visual aids Attempts to use gestures purposefully 	<ul style="list-style-type: none"> Distracting signs of nervousness at times Limited, brief eye-contact with few areas of the audience Regular reading from notes Gestures which are random and distracting at times Lack of preparation obvious at times 	<ul style="list-style-type: none"> Distracting signs of nervousness throughout Almost no eye-contact Extensive reading from notes throughout Gestures random and distracting throughout Lack of preparation obvious throughout
APPEARANCE	<ul style="list-style-type: none"> Exceedingly professional 	<ul style="list-style-type: none"> Appropriate and professional 	<ul style="list-style-type: none"> Somewhat professional 	<ul style="list-style-type: none"> Not appropriate or professional
EFFECTIVE VOCAL DELIVERY & CORRECT LANGUAGE USAGE	<ul style="list-style-type: none"> Correct and clear pronunciation throughout. Effective use of, and variation in, volume, pacing, and pauses Uses correct grammar with minimal errors Effective vocabulary Appropriate word choice which promotes audience understanding 	<ul style="list-style-type: none"> Very little pronunciation problems Mostly appropriate use of volume, pacing (speed), pauses, and inflection Two grammar problems Effective vocabulary Word choice is appropriate for the audience 	<ul style="list-style-type: none"> Some pronunciation problems Little variation in volume, pacing, or pauses Pacing hurried or too slow at times Three to five pronunciation and/or grammar problems. Limited or repetitive vocabulary Word choice which interferes with audience understanding at times 	<ul style="list-style-type: none"> Pronunciation problems throughout Monotone delivery Volume too low for audience Pacing hurried or too slow throughout More than five pronunciation and/or grammar problems Inappropriate, limited, or repetitive vocabulary Word choice which often limits audience understanding
USE OF AUDIO AND/OR VISUAL AIDS	<ul style="list-style-type: none"> Audio and/or visual aids are relevant and well done All audio and/or visual aids are clear/legible to audience Audio and/or visual aids are smoothly integrated into the presentation 	<ul style="list-style-type: none"> Relevant audio and/or visual aids are relevant All audio and/or visual aids and they are clear/legible to audience Audio and/or visual aids and they are integrated into the presentation 	<ul style="list-style-type: none"> Some audio and/or visual aids used are irrelevant Some audio and/or visual aids but they are not clear/legible to audience Audio and/or visual aids in an awkward/clumsy integration 	<ul style="list-style-type: none"> Audio and/or visual aids
PRESENTATION OF PORTFOLIO	<ul style="list-style-type: none"> Has an interesting/creative opening Is organized in a thoughtful, logical manner Clearly summarizes presentation 	<ul style="list-style-type: none"> Has an interesting, opening /set up Demonstrates information organization Closing summarizes presentation 	<ul style="list-style-type: none"> Set up with an opening statement Is somewhat organized Misses important points in closing 	<ul style="list-style-type: none"> Fails to provide opening/set up presentation Organization seems jumbled and random Ends abruptly with no attempt at closing

Course Frameworks: Semester 1

Unit of Study: Into the Depths – A classic Shakespearean tragedy	
<i>Students will move toward mastery in the following skills:</i>	
READING Standard(s)	
<ul style="list-style-type: none"> • 1 C 2: Evaluate a piece of writing according to identified use of symbol, motif, or archetype as these advance the theme (2.2.3 3.4.3). • 2 A 2: Analyze how writers appeal to specific audiences in non-fiction: logical appeals, emotional appeals, rhetorical schemes (2.4.3, 2.4.4). • 3 C: Write a sentence that states an arguable concept or conclusion that can be drawn from multiple selections or your question (e.g., a thesis statement for a synthesis essay) (2.4.5, 2.4.6). • 4 B 1: Interpret, analyze and evaluate fiction and non-fiction according to their use of literary genre and conventions (drama) (3.4.2-4). 	
WRITING Standard(s)	
<ul style="list-style-type: none"> • 4 B: Write interpretations and analyses of texts in writing, applying textual evidence to the points asserted (1.5.1, 2.2.1, 2.3.1, 3.1.1, 3.1.2, 3.3.8). 	
COMMUNICATION Standard(s)	
<ul style="list-style-type: none"> • 1 B: Listen critically to viewpoints and build upon the ideas of others (1.1.1, 1.1.2, 2.2.2, 3.1.1, 3.3.1). 	
Enduring Understandings	
<ul style="list-style-type: none"> • Human experience transcends time and place. • Intense emotions need to be regulated. • Excess may lead to downfall or disaster or tragedy. • Language captures our humanity. 	
Essential Question(s)	
<ul style="list-style-type: none"> • What drives humans to step across the bounds of responsibility? • How do we regulate our emotions and desires? • How is language used to express humanity? • How do we share our understanding with others? 	
Students will know...	Students will be able to...
<p>Reading</p> <ul style="list-style-type: none"> • Strategies for reading a Shakespearean play • Essential characteristics of tragedy and drama • How to persevere through difficult text and complicated imagery • How to connect prior knowledge, class discussions, and personal experience to help comprehend text <p>Writing</p> <ul style="list-style-type: none"> • How to paraphrase difficult language and how paraphrasing helps with understanding • How to track and discuss imagery in writing-on-demand opportunities <p>Communication</p> <ul style="list-style-type: none"> • How oral reading aids understanding of difficult text • How to prepare for an oral presentation • Effective and appropriate delivery strategies • How discussing with others helps their own understanding and enjoyment 	<p>Reading</p> <ul style="list-style-type: none"> • Paraphrase a passage • Track and analyze the use of a word/ theme/ image/motif • Recognize evidence of a character’s deterioration • Show how he/she completed the reading of the play <p>Writing</p> <ul style="list-style-type: none"> • Express the ideas of Shakespeare in language that holds meaning to them • Gather quotes to support their observations and understandings of the theme/image/motif and characters through written response • Use evidence to support their analysis of the text <p>Communication</p> <ul style="list-style-type: none"> • Discuss how a character’s tragic flaw leads to his/her downfall • Present so others understand their interpretations of a chosen selection and answer questions posed by their audience
Evidences of Learning (Performance Tasks)	Other Evidences
<ul style="list-style-type: none"> • See attached performance task “Into the Depths” 	<ul style="list-style-type: none"> • Reading journal or log • Power-write • Essay • Self-reflection • Organizers • Panel Discussions • Video tape • Persona journal write • Timeline
Resources	
<ul style="list-style-type: none"> • <i>Hamlet, Macbeth, Othello</i> • DVD of selected play • CD • Safari Montage • Graphic organizers • Audience Evaluation 	

PERFORMANCE BASED ASSESSMENT:***Into the Depths*****Performance Task:**

You are an actor auditioning for the Washington Globe Theatre. Your goal is to win a part in the play by showing your understanding of a selection from the play during your audition. Your audience is the general manager (teacher), the casting director, the director and current acting troupe (classmates); they will decide which actors to hire. You have been asked to prepare a scene presentation which will demonstrate your ability to use language to portray character, to plan effective movements/staging, and to design appropriate props and costumes.

Product/Other Evidence:

You will present a scene that reflects your group's personal perspectives. Prepare a prompt book to synthesize your interpretation. Be prepared to answer questions from the acting troupe.

Your prompt book shall include:

- Annotated script
- Costuming
- Character analyses
- Staging/blocking
- Set and prop
- Music
- Lighting
- Other evidence:
 - Notes
 - Rough drafts
 - Feedback from peers and teacher
 - Journal responses

Student Assessment and Reflection:

Each student will write a self assessment based on the following questions:

- What was the learning goal or target?
- How well did you meet the goal?
- Did the individual activities help you meet the goal? Why or why not?
- Why is the learning goal important to you?

Shakespeare Performance Rubric

Student Name: _____ Performance of: _____ Date: _____

CATEGORY	Exemplary (4)	Proficient (3)	Developing (2)	Incomplete (1)
SETTING	<ul style="list-style-type: none"> Student’s shoe box demonstrates: creativity with setting and in color optimum use of classroom (lights, blinds, desks, etc.) 	Student’s shoe box demonstrates: <ul style="list-style-type: none"> moderate creativity with simple design and color use good use of classroom (lights, blinds, desks, etc.) 	Student’s shoe box demonstrates: <ul style="list-style-type: none"> some/little creativity and thought printed picture(s) are glued on or simple pencil drawings used little use of classroom 	Student’s shoe box demonstrates: <ul style="list-style-type: none"> no creativity or reflective thought a lack of craftsmanship in assembly a lack of general artistic merit
COSTUMES AND PROPS	Student’s conceptual/actual costumes are: <ul style="list-style-type: none"> colored & hand drawn each on its own sheet of paper creatively assembled with available resources Well conceived props are used 	Student’s conceptual/actual costumes are: <ul style="list-style-type: none"> colored & mostly hand drawn each on its own sheet of paper creatively assembled with available resources Props are used 	Student’s conceptual/actual costumes are: <ul style="list-style-type: none"> printed off & mostly hand drawn each on its own sheet of paper just normal clothing Little use of props evident 	Student’s conceptual/actual costumes are: <ul style="list-style-type: none"> non-existent and/or normal clothing with just normal clothing Little or no attempt to use of props evident
DELIVERY	As an actor, student is able to: <ul style="list-style-type: none"> use body language and voice to convey clearly character’s feelings/POV to the audience clearly convey the script’s subtext demonstrate that much rehearsal/ preparation was done allow him/herself to embody the part and is not self-conscious 	As an actor, student is able to: <ul style="list-style-type: none"> use adequately body language and voice to convey character’s feelings/POV to the audience adequately convey the script’s subtext adequately embody the character, but is a bit self conscious and more rehearsal is needed 	As an actor, student is able to: <ul style="list-style-type: none"> use limited body language and voice to convey character’s feelings/POV to the audience somewhat convey the script’s subtext somewhat embody the character, but is very self conscious and a lack of rehearsal is evident 	As an actor, student does NOT : <ul style="list-style-type: none"> use body language and voice to convey character’s feelings/POV to the audience convey the script’s subtext embody the character and is completely self-conscious reflect any rehearsal
SCRIPT	Student’s script is: <ul style="list-style-type: none"> typed in two column format well-edited, but the scene is true to the original rich in speaking parts direction 	Student’s script is: <ul style="list-style-type: none"> typed in two column format edited, but the scene is true to the original adequate in speaking parts direction 	Student’s script is: <ul style="list-style-type: none"> typed or not typed in two column format lacking in editing and missing the meaning of the original lacking in speaking parts direction 	Student’s script is NOT : <ul style="list-style-type: none"> typed or in two column format edited at all and completely misses the original’s meaning providing any speaking parts direction
PERFORMANCE	Student participates: <ul style="list-style-type: none"> as an equal group member and delivers numerous lines that are nearly all memorized Student’s group uses: <ul style="list-style-type: none"> classroom to create a well planned setting and music choice fits scene 	Student participates: <ul style="list-style-type: none"> as an equal group member and delivers many lines that are mostly memorized Student’s group uses: <ul style="list-style-type: none"> some of the classroom to create a well planned setting and music choice fits 	Student participates: <ul style="list-style-type: none"> as less than an equal group member and delivers few to no lines mostly read off script Student’s group shows: <ul style="list-style-type: none"> little thought put into classroom use for setting no use of music or it is inappropriate 	Student DOES NOT participate: <ul style="list-style-type: none"> as a group member and/or delivers no lines Student’s group shows: <ul style="list-style-type: none"> no evidence of using classroom for purposes of setting no use of music or it is inappropriate
PROMPTBOOK	Promptbook is: <ul style="list-style-type: none"> complete and well constructed with attention to detail (1 or fewer items missing) 	Promptbook is: <ul style="list-style-type: none"> mostly complete (2-3 items missing) 	Promptbook is: <ul style="list-style-type: none"> incomplete, looks “thrown together” (4-6 items missing) 	Promptbook is: <ul style="list-style-type: none"> mostly incomplete (more than 6 items missing) or non-existent

Course Frameworks: Semester 2

Unit of Study: Search for Answers	
<i>Students will move toward mastery in the following skills:</i>	
READING Standard(s)	
<ul style="list-style-type: none"> • 1 C 2: Evaluate a piece of writing according to identified use of symbol, motif, or archetype as these advance the theme (2.2.3 3.4.3). • 1 C 3: Characterize the presentation of a similar theme or topic across genres (e.g., memoirs, journals, autobiographies, essays) and explain how the selection of genre shapes the theme or topic (2.2.3, 3.4.3). • 2 C: Analyze two or more texts addressing the same topic to determine how writers reach similar or different conclusions about social perspectives, cultural perspectives, issues, and/or themes (2.4.6, 2.4.7). 	
WRITING Standard(s)	
<ul style="list-style-type: none"> • 1 B: Write summaries of concepts discovered in the reading (2.2.1, 2.3.1). • 4 B: Write interpretations and analyses of texts in writing, applying textual evidence to the points asserted (1.5.1, 2.2.1, 2.3.1, 3.1.1, 3.1.2, 3.3.8). 	
COMMUNICATION Standard(s)	
<ul style="list-style-type: none"> • 1 B: Listen critically to viewpoints and build upon the ideas of others (1.1.1, 1.1.2, 2.2.2, 3.1.1, 3.3.1). 	
Enduring Understandings	
<ul style="list-style-type: none"> • Searching for answers, a powerful human experience, leads us to a more meaningful life. • Our search for answers cannot be done alone. • Each of us is on a journey of self-discovery influenced by our beliefs, values, and relationships. 	
Essential Question(s)	
<ul style="list-style-type: none"> • How do we find our own truths and answers? • How does this search lead us to a more meaningful life? • How do our relationships lead us on our search for answers? • How do our sources (cultural beliefs and values) of truth lead us on our search for answers? • How does death impact our search for answers? 	
Students will know...	Students will be able to...
Reading <ul style="list-style-type: none"> • How to see connections between prior knowledge, world experience and literature • How to track the development of character in a novel • How to track the use of a symbol or motif in a novel • How to develop questions to aid in deeper comprehension • How to compare and contrast two texts dealing with the same theme or topic Writing <ul style="list-style-type: none"> • How to support analysis with textual evidence • How to annotate text to aid comprehension Communication <ul style="list-style-type: none"> • How oral communication aids in comprehension of text • How to pose a question to aid in comprehension and lead to discussion • How to listen for meaning and adjust own thinking • How to communicate understanding with support from text 	Reading <ul style="list-style-type: none"> • See connection to other texts • Systematically track a character’s development throughout a novel • Systematically track the use of a symbol or motif • Utilize sticky note strategy to analyze theme • Use literary elements to compare and contrast texts addressing the same theme or topic Writing <ul style="list-style-type: none"> • <u>Informally write:</u> notations, journal, questions for Socratic Seminars, literary element analysis • Use a device that compares or contrasts two texts • <u>Formally write:</u> Theme analysis essay – using writing process Communication <ul style="list-style-type: none"> • Participate in productive small group discussion • Participate in productive whole class discussion • Engage in Socratic seminar • Extend upon or refute the ideas posed by others
Evidences of Learning	Other Evidences
<ul style="list-style-type: none"> • Thematic analysis essay • Organizing system for comparing and contrasting Performance Task <ul style="list-style-type: none"> • Socratic seminar 	<ul style="list-style-type: none"> • Reading journals • Small group (inner/outer circle) • Group discussion • Sticky note reading strategy
<i>(Continued on next page)</i>	

GRADE 12 LITERACY

	<p><i>(continued from previous page)</i></p> <ul style="list-style-type: none">• Reading quizzes• Final test• Personal written poetry• Artistic representation / interpretation of theme
<p>Resources</p> <ul style="list-style-type: none">*Novel : <i>Siddhartha</i> by Hermann Hesse*Novel: <i>The Alchemist</i> by Paulo Coelho*Novel: <i>Frankenstein</i> by Mary Shelly*Novel: <i>Fahrenheit 451</i> by Ray Bradbury*Other novels related to character searching for answers*Reading journals and sticky notes*Reading groups*Photocopies*Computers	

PERFORMANCE BASED ASSESSMENT:**Search for Answers Unit****Performance Task:**

You are a philosophy student who has been studying under Socrates. You will participate in a Socratic seminar discussing the novel _____ dealing with the theme *Man's Search for Answers*. Your audience consists of your fellow philosophers (students) participating the discussion, those peers who are observing the discussion (students), and Socrates (your teacher) who will be observing but not participating.

- Your peers and you will read an important modern novel about man's search for meaning written by a contemporary author.
- You will write five questions about the text and themes developed which will lead to open ended discussion.
- You will need to study the protocol of an effective Socratic seminar.
- When you come to the discussion, you need to be prepared to pose your question to the group, actively listen to your peers' thoughts, add your insights in actively participating, and refer to the text for discussion and insight.
- The seminar will be broken into two days.
 - On the first day, the inner circle will participate in the discussion while the outer circle will observe, take notes, and evaluate the inner circle participants.
 - The second day, participants will trade roles.

Product/Other Evidence:

- Your performance needs to demonstrate understanding of the development of theme through the novel.
- Your work will be judged by fellow students, teacher, and self.
- Your product must meet the standards identified in the Socratic seminar rubric.
- A successful result will stimulate open discussion, make specific reference to the text, and contribute meaningful thoughts and insights about the text.
- Other evidence:
 - Notes
 - Rough drafts
 - Feedback from peers and teacher
 - Journal responses

Student Assessment and Reflection:

Each student will write a self assessment based on the following questions:

- What was the learning goal or target?
- How well did you meet the goal?
- Did the individual activities help you meet the goal? Why or why not?
- Why is the learning goal important to you?

Socratic Seminar Rubric

CATEGORY	Exemplary (4)	Proficient (3)	Developing (2)	Incomplete (1)
QUESTIONS	Student questions are open ended, thoughtful, level 3, and stimulate meaningful dialogue related to text	Questions open ended, focused, level 2/3, stimulate dialogue related to text	Questions open ended, focused, level 2, stimulates limited dialogue	Asks a question, level 1 or 2, unable to dialogue
LISTENING	Student attentively listens to others' questions, allows all opportunity to think and speak, stays focused on speaker not self	Listens to others' questions, allows most an opportunity to think and speak, generally focuses on speaker not self	Listens occasionally, may interrupt while others speak, focuses on self frequently	Listens little, interrupts frequently, thinks of own thoughts and comments
SPEAKS	Student comments are very insightful, meaningfully connected to speakers questions, and aid to continued higher order dialogue	Comments are focused, mostly connected to speaker's questions, and aid in dialogue	Comments may not be focused, disconnected from speaker's questions, and limit dialogue	Does not speak
REFERS TO TEXT	Questions and comments tie meaningfully to text, asks group to refer to specific examples, uses evidence from text with every comment	Questions and comments tie to text, asks group to refer to general examples, uses some evidence with comments	Questions and comments vaguely relate to text, limited reference to examples, little evidence is used with comments	Does not use text in discussion

Comments:

Course Frameworks: Semester 2

Unit of Study: Values in Question – Powerful Voices	
<i>Students will move toward mastery in the following skills:</i>	
READING Standard(s)	
<ul style="list-style-type: none"> • 1 D: Analyze and critique using a variety of perspectives and theoretical approaches (2.4.5, 3.4.2-4) • 2 A 1 : Evaluate the kind, breadth, and appropriateness of evidence used to support the writer’s reasoning (2.4.3, 2.4.4). • 2 A 2: Analyze how writers appeal to specific audiences in non-fiction: logical appeals, emotional appeals, rhetorical schemes (2.4.3, 2.4.4). • 4 B: Interpret, analyze and evaluate fiction and non-fiction according to their use of literary genre and conventions: emphasis on Dystopia and Satire (3.4.2-4). 	
WRITING Standard(s)	
<ul style="list-style-type: none"> • 1 B: Write summaries of concepts discovered in the reading (2.2.1, 2.3.1). • 3 C: Save writing in an electronic file format that is accessible by others, including peers and instructor (1.5.1, 1.6.2). • 4 B: Write interpretations and analyses of texts in writing, applying textual evidence to the points asserted (1.5.1, 2.2.1, 2.3.1, 3.1.1, 3.1.2, 3.3.8). 	
COMMUNICATION Standard(s)	
<ul style="list-style-type: none"> • 1 B: Listen critically to viewpoints and build upon the ideas of others (1.1.1, 1.1.2, 2.2.2, 3.1.1, 3.3.1). 	
Enduring Understandings	
<ul style="list-style-type: none"> • Humans need values to sustain their humanity. • Humans question their values. • Writers use the written word to cause others to think and question their own values. 	
Essential Question(s)	
<ul style="list-style-type: none"> • What do I value? • How are the values of others similar or different to my own? • How does a writer present controversial or thought-provoking ideas so his/her ideas can be read and understood? 	
Students will know...	Students will be able to...
Reading <ul style="list-style-type: none"> • Varied approaches to understanding a text • How to evaluate a writer’s reasoning • How to evaluate a piece of complicated text Writing <ul style="list-style-type: none"> • How to summarize the arguments in a text • How to share his/her thinking electronically • How to convince others to accept his/her interpretation as valid Communication <ul style="list-style-type: none"> • How to build upon another’s idea 	Reading <ul style="list-style-type: none"> • Analyze and evaluate a difficult piece of text • Explain his/her approach/process to making meaning of that text Writing <ul style="list-style-type: none"> • Capture a writer’s issue, thesis, evidence and reasoning • Articulate his/her opinion on a sensitive subject • Participate in an on-line blog Communication <ul style="list-style-type: none"> • Participate in a fishbowl discussion
Evidences of Learning	Other Evidences
<ul style="list-style-type: none"> • Participation in an on-line blog or discussion group • Submission of an original essay via an electronic medium 	<ul style="list-style-type: none"> • Reading journals • Small group (inner/outer circle) • Group discussion • Reading quizzes
Resources	
<ul style="list-style-type: none"> • Selected Essays: “A Modest Proposal” • <i>The Things They Carried</i> by Tim O’Brien • Toulmin’s model for argumentation 	

Course Frameworks: Semester 2

Unit of Study: The Voice Within Us – Poetry	
<i>Students will move toward mastery in the following skills:</i>	
READING Standard(s)	
<ul style="list-style-type: none"> • 1 D: Analyze and critique using a variety of perspectives and theoretical approaches (2.4.5, 3.4.2-4). • 2 A 2: Analyze how writers appeal to specific audiences in non-fiction: logical appeals, emotional appeals, rhetorical schemes (2.4.3, 2.4.4). • 4 B: Interpret, analyze and evaluate fiction and non-fiction according to their use of literary genre and conventions: emphasis on Epic, Heroes, and Social Criticism (4.2-4). 	
WRITING Standard(s)	
<ul style="list-style-type: none"> • 1 B: Write summaries of concepts discovered in the reading (2.2.1, 2.3.1). • 3 A: Participate in shared decision making to assign responsibilities for completing complex writing tasks (Skills 3 A-C: 1.5.1, 1.6.2). • 3 B: Have the basic skills needed to learn how to manage electronic files effectively and to perform tasks associated with the writing process. • 3 C: Save writing in an electronic file format that is accessible by others, including peers and instructor. • 4 B: Write interpretations and analyses of texts in writing, applying textual evidence to the points asserted (1.5.1, 2.2.1, 2.3.1, 3.1.1, 3.1.2, 3.3.8). 	
COMMUNICATION Standard(s)	
<ul style="list-style-type: none"> • 1 B: Listen critically to viewpoints and build upon the ideas of others (1.1.1, 1.1.2, 2.2.2, 3.1.1, 3.3.1). 	
Enduring Understandings	
<ul style="list-style-type: none"> • Poetry can be read and understood through varied approaches or lens. • Poetry speaks the inner thoughts and feeling of humankind. • Sharing poetry increases understanding and enjoyment. 	
Essential Question(s)	
<ul style="list-style-type: none"> • How do humans communicate through the poetic form? • How do we understand other human beings’ thoughts, emotions and impressions? • How do we come to understand difficult or confusing language? • How do we share our understanding with others? 	
Students will know...	Students will be able to...
Reading <ul style="list-style-type: none"> • Varied approaches to understanding a text • Varied methods to evaluate a writer’s use of appeals / reasoning and imagery • Varied ways to evaluate a piece of complicated poetic text Writing <ul style="list-style-type: none"> • How to summarize the appeals/imagery in a text • How to share his/her thinking electronically • How to convince others to accept his/her interpretation as valid • How to post the works of others on-line legally Communication <ul style="list-style-type: none"> • How to build upon another’s idea 	Reading <ul style="list-style-type: none"> • Analyze and evaluate a piece of difficult text • Explain his/her approach/process to making meaning of that text Writing <ul style="list-style-type: none"> • Prepare to post materials that others created on-line • Explain his/her understanding of that material Communication <ul style="list-style-type: none"> • Participate in a fishbowl discussion
Evidences of Learning	Other Evidences
<ul style="list-style-type: none"> • Create an On-line Anthology addressing a current situation/need/ideal 	<ul style="list-style-type: none"> • Poetry Presentations • Reading journals • Small group (inner/outer circle) • Group discussion • Reading quizzes
Resources	
<ul style="list-style-type: none"> • Literature and Language • Media Specialist 	

Course Frameworks: Semester 2

Unit of Study: Senior Research Project – The Power of the Individual	
<i>Students will move toward mastery in the following skills:</i>	
READING Standard(s)	
<ul style="list-style-type: none"> • 2 A 2: Analyze how writers appeal to specific audiences in non-fiction: logical appeals, emotional appeals, rhetorical schemes (2.4.3, 2.4.4). • 2 C: Analyze two or more texts addressing the same topic to determine how writers reach similar or different conclusions about social perspectives, cultural perspectives, issues, and/or themes (2.4.6, 2.4.7). • 2 E: Understand, analyze and synthesize information from both informational and literary texts to draw conclusions that go beyond those found in individual sources (2.3.1, 2.3.4). • 3 C: Write a sentence that states an arguable concept or conclusion that can be drawn from multiple selections or your question (e.g., a thesis statement for a synthesis essay) (2.4.5, 2.4.6). 	
WRITING Standard(s)	
<ul style="list-style-type: none"> • 1 C 1: Select a topic and determine purpose and audience’s expectations and needs (2.1.1 2.2.1 3.1.1). • 1 D: Support main ideas with quotes and paraphrases from other texts to meet the needs of the audience (2.1.1). • 4 B: Write interpretations and analyses of texts in writing, applying textual evidence to the points asserted (1.5.1, 2.2.1, 2.3.1, 3.1.1, 3.1.2, 3.3.8). 	
COMMUNICATION Standard(s)	
<ul style="list-style-type: none"> • 1 A: Communicate own feelings and beliefs (Skills 1 A-E: 1.1.1, 1.1.2, 2.2.2, 3.1.1, 3.3.1). • 1 B: Listen critically to viewpoints and build upon the ideas of others. • 1 C: Articulate a particular perspective/value orientation/ original ideas. • 1 D: Ask clarifying questions and challenge statements of others respectfully without criticizing people. • 1 E: Cite primary sources, using specific evidence to make a persuasive argument. 	
Enduring Understandings	
<ul style="list-style-type: none"> • Writing provides a powerful process to understand ourselves, others, and the human condition. • Reading is an interactive process in which we intentionally construct meaning from a variety of texts about ourselves, others, and the human condition. 	
Essential Question(s)	
<ul style="list-style-type: none"> • Who are we as individuals? • How do writers explore identity? • How does the narrative perspective shape the nature of the “truth” of events? • How do I share my ideas most effectively with others? 	
Students will know...	Students will be able to...
Reading <ul style="list-style-type: none"> • How to analyze and draw conclusions from various sources • How to summarize a variety of texts • How to make inferences and draw conclusions based on textual evidence Writing <ul style="list-style-type: none"> • Organizational structures of writing (fleshy outline) • Rhetorical devices • Writing conventions • Writing process • How to embed quotes and statistics in writing Communication <ul style="list-style-type: none"> • Effective ways and strategies to convey ideas and emotions responsibly • Effective delivery strategies • Standards for assessing oral communication 	Reading <ul style="list-style-type: none"> • Create and use comprehensive notes and summaries of information based on reading and research Writing <ul style="list-style-type: none"> • Create fleshy outline • Synthesize information to create a persuasive paper based on research • Embed a minimum of five quotations or statistics into text Communication <ul style="list-style-type: none"> • Choose an appropriate award for the person to receive • Write and perform a speech geared toward the specific audience for the award (Nobel vs. ESPY, for example)

(Continued on next page)

(Continued from previous page)

<p>Evidences of Learning</p> <ul style="list-style-type: none">• Create a non-print text to demonstrate research findings• Individual presentations for specific audiences	<p>Other Evidences</p> <ul style="list-style-type: none">• Complete fleshy outline• Write a persuasive essay• Letter to influential person• Graphic organizers• Journals• Notes• Reflections
<p>Resources</p> <ul style="list-style-type: none">• Biographies• Autobiographies• Internet• Fleshy outline examples and form• Note sheet examples• MLA books	