



LITERACY

INSTRUCTIONAL GUIDE

GRADE 10

TABLE OF CONTENTS

Course Understandings	10.3
Course Frameworks: Semester 1 (Part A)	10.5
Unit of Study: <i>Short Story</i>	
PERFORMANCE BASED ASSESSMENT: <i>Short Story Unit</i>	10.6
Grading Rubric for the Children’s Picture Storybook	10.7
Course Frameworks: Semester 1 (Part B)	10.8
Unit of Study: <i>Novel</i>	
PERFORMANCE BASED ASSESSMENT: <i>Novel Unit</i>	10.9
Scoring Rubric for Novel Unit Performance Based Assessment	10.10
Course Frameworks: Semester 1 (Part C)	10.11
Unit of Study: <i>Non-Fiction: Inspire, Admire, Influence</i>	
PERFORMANCE BASED ASSESSMENT: <i>Non-Fiction Unit</i>	10.12
Rubric for Essay Assessment	10.13
Course Framework: Semester 1 (Part D)	10.14
Unit of Study: <i>Poetry – Words Under Pressure</i>	
Course Framework: Semester 2 (Part A)	10.15
Unit of Study: <i>Research (Arguing My Position)</i>	
PERFORMANCE BASED ASSESSMENT: <i>Research Paper Unit</i>	10.16
Rubric for Research Paper	10.17
Course Framework: Semester 2 (Part B)	10.19
Unit of Study: <i>Visual Literacy</i>	
PERFORMANCE BASED ASSESSMENT: <i>Visual Literacy Unit</i>	10.20
Course Framework: Semester 2 (Part C)	10.21
Unit of Study: <i>Fiction—Personal Experience</i>	

(continued)

PERFORMANCE BASED ASSESSMENT: *Personal Experience Unit*..... 10.23

Socratic Seminar Grading Rubric 10.24

Course Framework: Semester 2 (Part D)..... 10.25
Unit of Study: *Drama (Shakespeare)*

PERFORMANCE BASED ASSESSMENT: *Shakespeare Unit* 10.26

Rubric for Grading Shakespeare 10.27

Scoring Rubric for Oral Presentation..... 10.28

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"> Literature provides insights about human experience through fiction (home environment, relatives, friends, school, socioeconomic status, ethnicity, heritage, community, country, etc.). Writers use a variety of styles and figurative language in order to engage the reader, provide perspective, and garner empathy. Fictional texts relate to real-life experiences. Fiction establishes relationships between texts, self, and world. Everyone is entitled to an opinion about what a text means, but some text supports some interpretations more than others. The adversities experienced by others inspire us to evaluate and challenge our own beliefs. We use what we learn from others to influence, persuade, and impact the world around us. Poetry speaks to us on various levels and/or emotions. 	<p><i>By striving to answer the following questions....</i></p> <ul style="list-style-type: none"> What identities, if any, are permanent, and which do we have the power to change? Why does fiction (the novel and the short story) appeal to us? What is the relationship between “fiction” and “truth”? How do I know I am grasping the author’s point and not merely imposing my views and experience? How do we form our sense of identity? How do effective writers hook and hold their readers? How do I connect the text to my personal views/experiences, and the world? What styles and figurative language does the author use to deliver his or her message to the reader? How can we benefit from understanding the experiences of others? How do we use our understanding of human experience to guide our own lives? What coping mechanisms/strategies have others employed in order to overcome adversity? How is reading nonfiction text different from reading fictional texts? 	<p><i>Students will develop competency in the following skills....</i></p> <p>READING:</p> <ul style="list-style-type: none"> 1 A: Construct meaning from visual and auditory information (Comm.1.2.1 Read 2.4.1). 1 C 1: Identify, define, analyze, and evaluate literary elements and purpose including character, setting, point of view, plot, conflict, theme (Skills 1 C 1-3: 2.2.3, 3.4.3). 1 C 2: Evaluate a piece of writing according to identified use of symbol, motif, or archetype as these advance the theme. 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. 1 F: Determine the meanings of key words in context in texts (1.2.2, 1.3.1, 1.3.2). 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 B: Identify the reader's own social and cultural points of view and biases that influence perceptions of and responses to a text (3.4.2, 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). 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). 3 D 1: Use reading strategies such as questioning, predicting, activating prior knowledge and setting a purpose for reading, varying pace and reread (2.1.3-2.2.2). 3 D 2: Effectively use notes with text to increase understanding and retention (2.1.3 -2.2.2). 4 (all): Identify and purposefully read a variety of genres (2.2.4, 2.4.7, 3.4.2-4). <p>WRITING:</p> <ul style="list-style-type: none"> 1 A: Use an efficient writing process including pre-writing, drafting, revising, proofing and publishing (1.1.1-6). <p style="text-align: right;"><i>(continued on next page)</i></p>

GRADE 10 LITERACY

<ul style="list-style-type: none"> • Poetry’s use of words differs from the other genres. • Poetry as an art form expresses universal human themes. • Effective research requires ethical choices. • Effective researchers analyze and evaluate the quality of evidence to support their assertions. • To effectively persuade others requires evidence, reasoning, organization and writing style. • Visuals are text. • Students are active, critical, and creative users not only of print and spoken language, but also of the visual language of film and television, commercial and political advertising, photography, and more. • Classic literature transcends time, place, events, and situations. 	<p><i>(continued from previous page)</i></p> <ul style="list-style-type: none"> • What reoccurring themes or stylistic devices occur in various poems? • Why does a poet employ these devices to convey his/her theme? • How do we know that we are reading what the poet intended? • What is ethical, productive and properly documented research? • How does the writer determine the purpose and identify and meet the needs of the audience? • How do we know if our evidence adequately supports our argument? • How do visual texts convey the values and expectations of society? • How do visual texts establish and reinforce stereotypes and biases? • Why read classical drama (Shakespeare)? 	<ul style="list-style-type: none"> • 1 B: Write summaries of concepts discovered in the reading (2.2.1, 2.3.1). • 1 C 2: Anticipate and address readers’ questions or arguments in a way that avoids historical and social stereotypes (2.1.1). • 1 D: Support main ideas with quotes and paraphrases from other texts to meet the needs of the audience (2.1.1). • 1 E: Examine and utilize various modes of discourse (persuasion and exposition) (2.3.1). • 3 (all): Use collaborative skills as part of the writing process (1.5.1, 1.6.2). • 4 A: Write logically organized papers of developmentally appropriate length and complexity, appropriately documented with citations and references (Skills 4A-B: 1.5.1, 2.2.1, 2.3.1, 3.1.1, 3.1.2, 3.3.8). • 4 B: Write interpretations and analyses of texts in writing, applying textual evidence to the points asserted. • 5: Adapt voice, style, sentence patterns, and word choice to content, context, purpose, and audience (3.2.1, 3.2.2, 3.2.3). • 6 A: Analyze essay prompts to determine parameter and strategy for response (1.6.3). • 6 B: Write a well-organized, multi-paragraph essay to a prompt (1.6.3). • 7 B: Understand and apply the parts of speech correctly and accurately: noun, pronoun, adjective, adverb, conjunction, interjection, verb, and preposition (Skill 7B-E: 1.4.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.3.8). • 7 C: Apply the rules of usage and mechanics, while editing with a critical eye, using appropriate resources as needed (e.g., dictionary, electronic language tools, self-initiated checklist or editing guide, peer reviewer). • 7 D: Understand that proficient writing requires continuous editing for accuracy in grammar, usage, conventions, and spelling. • 7 E: Analyze the rules of usage and mechanics and their importance to meaning. <p>COMMUNICATION:</p> <ul style="list-style-type: none"> • 1 B: Listen critically to viewpoints and build upon the ideas of others (Skills 1B-E: (1.1.1, 1.1.2, 2.2.2, 3.1.1, 3.3.1). • 1 C: Articulate a particular perspective/value orientation/original ideas (<i>mastery</i>). • 1 D: Ask clarifying questions and challenge statements of others respectfully without criticizing people (<i>mastery</i>). • 1 E: Cite primary sources, using specific evidence to make a persuasive argument (<i>mastery</i>). • 2 D: Participate in developing group process, persuade, compromise, debate, resolve conflicts, and negotiate difference (2.2.1, 2.2.2, 4.1.1, 4.1.2) (<i>mastery</i>).
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Course Frameworks: Semester 1 (Part A)

Unit of Study: Short Story	
<i>Students will develop competency in the following skills...</i>	
READING Standard(s)	
<ul style="list-style-type: none"> • 1 C 1: Identify, define, analyze, and evaluate literary elements and purpose including character, setting, point of view, plot, conflict, theme (Skills 1 C 1-2: 2.2.3, 3.4.3). • 1 C 2: Evaluate a piece of writing according to identified use of symbol, motif, or archetype as these advance the theme. • 1 F: Determine the meanings of key words in context in texts (1.2.2, 1.3.1, 1.3.2). • 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 B: Identify the reader’s own social and cultural points of view and biases that influence perceptions of and responses to a text (3.4.2, 3.4.3). • 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 (all): Identify and purposefully read a variety of genres (2.2.4, 2.4.7, 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). • 1 C 2: Anticipate and address readers’ questions or arguments in a way that avoids historical and social stereotypes (2.1.1). • 1 D: Support main ideas with quotes and paraphrases from other texts to meet the needs of the audience (2.1.1). • 3 (all): Use collaborative skills as part of the writing process. (1.6.2, 1.5.1). • 4 B: Write interpretations and analyses of texts in writing, applying textual evidence to the points asserted (3.1.1, 3.1.2, 1.5.1, 2.2.1, 2.3.1, 3.3.8). • 7 B: Understand and apply the parts of speech correctly and accurately: noun, pronoun, adjective, adverb, conjunction, interjection, verb, and preposition (Skill 7 all: 1.4.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, and 3.3.8). • 7 D: Understand that proficient writing requires continuous editing for accuracy in grammar, usage, conventions, and spelling. 	
COMMUNICATION Standard(s)	
<ul style="list-style-type: none"> • 1 B: Listen critically to viewpoints and build upon the ideas of others. (Skill 1: 1.1.1, 1.1.2, 2.2.2, 3.1.1, 3.3.1). • 1 D: Ask clarifying questions and challenge statements of others respectfully without criticizing people (<i>mastery</i>) • 2 D: Participate in developing group process, persuade, compromise, debate, resolve conflicts, and negotiate differences (2.2.1, 2.2.2, 4.1.1, 4.1.2) (<i>mastery</i>) 	
Enduring Understandings	
<ul style="list-style-type: none"> • Literature provides insights about human experience through fiction (home environment, relatives, friends, school, socioeconomic status, ethnicity, heritage, community, country, etc.). • Writers use a variety of styles and figurative language in order to engage the reader, provide perspective, and garner empathy. • Fictional texts relate to real-life experiences. 	
Essential Question(s)	
<ul style="list-style-type: none"> • What identities, if any, are permanent, and which do we have the power to change? • Why does fiction (the short story) appeal to us? • What is the relationship between “fiction” and “truth”? • How do I know I am grasping the author’s point and not merely imposing my views and experience? • How do effective writers hook and hold their readers? 	
Students will know...	Students will be able to...
Reading <ul style="list-style-type: none"> • The elements of fiction (plot, conflict, characterization, setting, theme, point of view, tone/mood) • The stylistic techniques the author uses • Characteristics of the short story • Vocabulary in context Writing <ul style="list-style-type: none"> • The relationship between purpose and structure • How to “show” rather than “tell.” • Figurative language Communication <ul style="list-style-type: none"> • Skills for effective group interaction and problem-solving/feedback 	Reading <ul style="list-style-type: none"> • Use reading strategies to construct meaning • Form an opinion supported by textual evidence • Explain the context of the literature • Analyze universal themes • Analyze author’s use of diction • Analyze elements of fiction • Connect text to real life events in order to develop perspective and empathy Writing <ul style="list-style-type: none"> • Form an opinion supported by textual evidence • Effectively describe by using figurative language • Purposefully structure short story writing Communication <ul style="list-style-type: none"> • Offer verbal analysis of literary techniques • Provide effective feedback to other writers
Evidences of Learning (Performance Tasks)	
Your group needs to adapt a short story into a children’s book of at least 10 pages in length.	
Resources	Other Evidences
<ul style="list-style-type: none"> • Adopted textbook, supplementary texts, and library resources 	<ul style="list-style-type: none"> • Small group discussions • Reading log/responses, questions • Literary Analysis Essay

**PERFORMANCE BASED ASSESSMENT:
Short Story Unit**

Performance Task:

You are part of a collaborative team of authors and illustrators. Your goal is to design an illustrated children's book based on a short story for an audience of young children, ages 5-10.

- Your group needs to adapt a short story into a children's book of at least 10 pages in length.
- Each page needs to include text and an illustration in order to appropriately present the story for your audience.

Product/Other Evidence:

Your children's book must include:

- Age appropriate vocabulary
- Visual representations of the text
- A faithful retelling of the plot line
- No grammatical, spelling, or punctuation errors
- Successfully communicates the story's theme and/or moral to your audience
- At least three literary devices/techniques

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?

Grading Rubric for the Children’s Picture Storybook

	3	2	1
COVER	Title and illustration on cover clearly relate to the story and entice readers to pick up the book.	Title and illustration clearly relate to the story.	Title and illustration are poorly done or do not relate to the story.
TEXT	The font and legibility of the text do not interfere with or disrupt communication of ideas to the reader in any area of the work.	The font and legibility of the text interfere with but do not disrupt the communication of ideas to the reader.	The font and legibility of the text interfere with and disrupt the communication of ideas to the reader.
GRAMMAR AND SPELLING	There are no grammar or spelling errors anywhere in the work.	One or two grammar or spelling errors occur in the work.	Three or more grammar or spelling errors occur in the work.
USE OF LITERARY DEVICES	Three different literary devices are used in the work.	Two different literary devices are used in the work.	One or no literary devices are used in the work.
PLOT DEVELOPMENT	All five areas of the plot (exposition, rising action, climax, falling action, and resolution) are present and are clearly developed.	One of the five areas of the plot (exposition, rising action, climax, falling action, and resolution) is not present and/or is not clearly developed.	Two or more of the five areas of the plot (exposition, rising action, climax, falling action, and resolution) are not present and/or are not clearly developed.
THE ILLUSTRATIONS’ SUPPORT OF THE PLOT	The illustrations help present the plot throughout all areas in the work.	The illustrations help present the plot in a majority of areas throughout the work.	The illustrations help present the plot in only a minority of areas throughout the work.
EXECUTION OF ILLUSTRATIONS	Illustrations are neat and visually pleasing throughout the entire work.	Illustrations are neat and visually pleasing throughout a majority of the work.	Illustrations need more details and attention to visual appearance.

Course Frameworks: Semester 1 (Part B)

Unit of Study: Novel	
<i>Students will develop competency 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 1: Evaluate the kind, breadth, and appropriateness of evidence used to support the writer’s reasoning (2.4.3, 2.4.4). • 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). • 4 (all): Identify and purposefully read a variety of genres: emphasis on the novel (2.2.4, 2.4.7, and 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). • 1 D: Support main ideas with quotes and paraphrases from other texts to meet the needs of the audience (2.1.1). • 3 (all): Use collaborative skills as part of the writing process (1.6.2, 1.5.1). • 4 B: Write interpretations and analyses of texts in writing, applying textual evidence to the points asserted (3.1.1, 3.1.2, 1.5.1, 2.2.1, 2.3.1, 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 (Skill 1 all: 3.1.1, 3.3.1, 4.1.1, 4.1.2). • 1 D: Ask clarifying questions and challenge statements of others respectfully without criticizing people (<i>mastery</i>). • 2 D: Participate in developing group process, persuade, compromise, debate, resolve conflicts, and negotiate differences (2.2.1, 2.2.2, 4.1.1, 4.1.2) (<i>mastery</i>). 	
Enduring Understandings	
<ul style="list-style-type: none"> • Literature provides insights about human experience through fiction (home environment, relatives, friends, school, socioeconomic status, ethnicity, heritage, community, country, etc.). • Writers use a variety of styles and figurative language in order to engage the reader, provide perspective, and garner empathy. • Fiction establishes relationships between texts, self, and world. 	
Essential Question(s)	
<ul style="list-style-type: none"> • What identities, if any, are permanent, and which do we have the power to change? • Why does fiction (the novel) appeal to us? • What is the relationship between “fiction” and “truth”? • How do I know I am grasping the author’s point and not merely imposing my views and experience? • How do we form our sense of identity? 	
Students will know...	Students will be able to...
Reading <ul style="list-style-type: none"> • The elements of fiction (plot, conflict, characterization, setting, theme, point of view, tone/mood) • The stylistic techniques the author uses • Background context of literature • Characteristics of the novel Writing <ul style="list-style-type: none"> • How to “show” rather than “tell” • Figurative language • The relationship between purpose and structure Communication <ul style="list-style-type: none"> • Skills for effective group interaction and problem-solving/feedback 	Reading <ul style="list-style-type: none"> • Interpret the author’s purpose / message • Use reading strategies to construct meaning • Explain the context of the literature • Analyze universal themes • Analyze author’s use of diction • Analyze elements of fiction • Connect text to real life events in order to develop perspective and empathy Writing <ul style="list-style-type: none"> • Form an opinion supported by textual evidence • Effectively describe by using figurative language • Purposefully structure writing Communication <ul style="list-style-type: none"> • Offer verbal analysis of literary techniques • Provide effective feedback to other writers
Evidences of Learning (Performance Tasks)	Other Evidences
<ul style="list-style-type: none"> • Socratic Seminar • Portfolio Presentation to Share: <ul style="list-style-type: none"> ○ Artistic representation of theme (e.g. new cover for book) ○ Reflection of unit / memorable assignment ○ Piece of original writing in the style of the author ○ Personal connections to characters or themes 	<ul style="list-style-type: none"> • Small group discussions • Reading log/responses • Literary Analysis Essay • Questions

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

You are a high school English teacher. Your goal is to teach a group of “students” about the important aspects of *The House on Mango Street*: the theme, Sandra Cisneros’s writing style and connections that you and others can make to characters. Your audience is 4-6 of your classmates (“students”). You have been given very little time—less than a class period—to teach your class about *The House on Mango Street*. The English department has told you to focus on

- Theme
- Characters
- Personal connections

Other Evidence:

Your portfolio presentation needs to include:

- An artistic representation of the theme (for example, a new cover for the novel)
- A reflection on the book, with a detailed look at two memorable assignments
- A reading of one piece of your writing in the style of the author
- Sharing of personal connections to the characters and/or themes (for example, personal narrative assignment or journal entry)

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?

Scoring Rubric for Novel Unit Performance Based Assessment

CRITERION	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)	Pts
CONTENT	Speaker provides an accurate and complete explanation of key concepts and theories, drawing upon relevant literature. Listeners able to develop an understanding of the material.	For the most part, explanations of concepts and theories are accurate and complete. Listeners gain some knowledge of the topic.	Explanations of concepts and/or theories are inaccurate or incomplete. Little attempt is made to tie theory to practice. Listeners gain little from the presentation.	No reference is made to literature or theory. Listeners gain no new insights.	
ORGANIZATION	Speaker presents information in logical, interesting sequence which audience can follow. Ideas well reinforced with examples from the literature.	Speaker presents information in logical sequence which audience can follow. Could more examples to support ideas.	Audience has difficulty following presentation because it jumps around. Few supportive examples.	Audience cannot understand presentation because there is no consistent flow of information.	
GRAPHICS / VISUAL AIDS	Speaker's graphics explain and interpret text.	Speaker's graphics relate to text, and provide basic interpretation.	Speaker occasionally uses graphics that rarely relate to text, and includes no interpretation.	Speaker uses superfluous graphics or no graphics.	
SPEAKING SKILLS	Poised, articulate; proper volume; steady rate; good posture and eye contact; enthusiasm; confidence. All terms pronounced properly.	Clear articulation but not as polished. Either inconsistent volume or rate. Some mispronounced words.	Some mumbling; little eye contact; uneven rate; little or no expression.	Inaudible or too loud; no eye contact; rate too slow/fast; disinterested/monotone.	
LENGTH OF PRESENTATION	At least 10 minutes with substantially all material covered and little extraneous material.	Less than 10 minutes with most of topic appropriately covered.	Less than 7 minutes; incomplete coverage.	Less than 5 minutes.	
DOCUMENTATION (OPTIONAL)	All sources of facts and examples fully documented and mentioned in the talk.	Most sources of facts and examples documented and mentioned in the talk.	Some sources of facts and examples documented and mentioned in the talk.	No sources of facts and examples documented and mentioned in the talk.	

Course Frameworks: Semester 1 (Part C)

Unit of Study: Non-Fiction: Inspire, Admire, Influence	
<i>Students will develop competency in the following skills...</i>	
READING Standard(s)	
<ul style="list-style-type: none"> • 1 A: Construct meaning from visual and auditory information (Comm.1.2.1 Read 2.4.1). • 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 B: Identify the reader's own social and cultural points of view and biases that influence perceptions of and responses to a text (3.4.2, 3.4.3). • 3 D 1: Use reading strategies such as questioning, predicting, activating prior knowledge and setting a purpose for reading, varying pace and reread (2.1.3 -2.2.2). • 3 D 2: Effectively use notes with text to increase understanding and retention (2.1.3 -2.2.2). • 4 B: [4B4, -6, -8, -11] Interpret, analyze and evaluate fiction and non-fiction according to their use of literary genre and conventions: emphasis on non-fiction (3.4.2-4). 	
WRITING Standard(s)	
<ul style="list-style-type: none"> • 1 A: Use an efficient writing process including pre-writing, drafting, revising, proofing and publishing (1.1.1-6). • 1 D: Support main ideas with quotes and paraphrases from other texts to meet the needs of the audience (2.1.1). • 1 E: (1E1-2) Examine and utilize various modes of discourse (2.3.1). • 4 A: Write logically organized papers of developmentally appropriate length and complexity, appropriately documented with citations and references (Skills 4A-B: 1.5.1, 2.2.1, 2.3.1, 3.1.1, 3.1.2, 3.3.8). • 4 B: Write interpretations and analyses of texts in writing, applying textual evidence to the points asserted. • 7 C: Apply the rules of usage and mechanics, while editing with a critical eye, using appropriate resources as needed (e.g., dictionary, electronic language tools, self-initiated checklist or editing guide, peer reviewer). • 7 D: Understand that proficient writing requires continuous editing for accuracy in grammar, usage, conventions, and spelling. • 7 E: Analyze the rules of usage and mechanics and their importance to meaning (1.4.1, 3.3.5, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 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 (Skills 1B-D 3.1.1, 3.3.1, 4.1.1, and 4.1.2). • 1 C: Articulate a particular perspective/value orientation/ original ideas (<i>mastery</i>). • 1 D: Ask clarifying questions and challenge statements of others respectfully without criticizing people (<i>mastery</i>). • 2 D: Participate in developing group process, persuade, compromise, debate, resolve conflicts, and negotiate differences (2.2.1, 2.2.2) (<i>mastery</i>). 	
Enduring Understandings	
<ul style="list-style-type: none"> • The adversities experienced by others inspire us to evaluate and challenge our own beliefs. • We use what we learn from others to influence, persuade, and impact the world around us. 	
Essential Question(s)	
<ul style="list-style-type: none"> • How can we benefit from understanding the experiences of others? • How do we use our understanding of human experience to guide our own lives? • What coping mechanisms/strategies have others employed in order to overcome adversity? • How is reading nonfiction text different from reading fictional texts? 	
Students will know...	Students will be able to...
Reading <ul style="list-style-type: none"> • How to employ a variety of reading strategies to understanding nonfiction texts • How to analyze/examine ways in which people have faced and overcome adversity • How to synthesize a variety of media in order to identify the qualities of a fulfilling life Writing <ul style="list-style-type: none"> • How to incorporate the characteristics of the human experience to their own lives through written response and analysis • The relationship between purpose and structure Communication <ul style="list-style-type: none"> • Skills for effective group interaction and problem-solving/feedback • Effective presentation skills 	Reading <ul style="list-style-type: none"> • Ask clarifying and probing questions • Apply advanced comprehension and thinking strategies as needed • Make thinking visible (meta-cognition) • Analyze and apply themes (life lessons) derived from multiple media sources Writing <ul style="list-style-type: none"> • Apply the writing process to produce a persuasive argument Communication <ul style="list-style-type: none"> • Work effectively in collaborative settings • Articulate thinking through classroom presentations

**PERFORMANCE BASED ASSESSMENT:
Non-Fiction Unit****Performance Task:**

You are a webpage designer for Facebook.com whose goal is to design a Facebook Page for an inspirational person of your choice to be used as an informational source. You are creating a Facebook Page that will provide insight about your person to your fellow classmates and the Facebook community at large.

- You need to imagine what values and artifacts your person would want to share on a public webpage.
- Include an explanation of why they would choose the various causes, buttons, and quizzes on their wall.
- Finally, write an explanation of why this person would be your friend on Facebook and what aspects of their life you will incorporate into your own life and how.

Product/Other Evidence:

The webpage should include:

- Photograph
- Quotation
- Favorite music
- Friends
- “Wall” – what would others post to this person’s wall? (Minimum ten items – must acknowledge important events of this person’s life)
- What causes would this person join and why?
- What kind of buttons would your person receive and why?
- What kind of quizzes would this person take and why?
- Write a multi-paragraph essay, explaining why this person would be your friend on Facebook and what aspects of their life you will incorporate into your own life and how.
- A Works Cited page, documenting all sources.

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?

Rubric for Essay Assessment

CRITERION	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)	Pts
IDEA DEVELOPMENT	Provides many original, well-developed ideas to support a clear thesis. Exhibits a high level of analysis and employs creative thinking and originality.	Provides moderately-developed ideas to support a clear thesis. May not have fully elaborated upon argument.	Provides a few ideas, none of which are clearly developed. Thesis is unclear.	Lacks a thesis, ideas, and development to support argument.	
TEXTUAL EXAMPLES	Utilizes extremely relevant textual examples (with specific citations to the text) to clearly support position.	Utilizes a few relevant textual examples to clearly support position. May have not specifically quoted the text and/or omitted page references.	Utilizes some textual examples, none of which clearly support the position. No specific quotes were used.	Lacks textual examples.	
ORGANIZATION	Uses a clear, consistent organizational strategy that greatly strengthens the essay. Effectively uses transitions to smoothly link ideas.	Uses a clear organizational strategy that benefits the essay. Attempts to incorporate transitions to link ideas.	Uses an inconsistent organizational strategy; essay is not logically sequenced. Transitions were either ineffective or absent.	Lacks an organizational strategy.	
GRAMMAR & MECHANICS	Evidences no errors in grammar and mechanics.	Evidences a few errors in grammar and mechanics, some of which detract from the meaning of the essay.	Evidences repeated errors in grammar and mechanics, many of which detract from the meaning of the essay.	Lacks any coherence in grammar and mechanics.	
STYLE	Demonstrates highly effective word choice that greatly strengthens the essay. Maintains appropriate tone and tense.	Demonstrates good word choice that benefits the essay. Attempts to maintain appropriate tone and tense.	Demonstrates adequate word choice. Does not consistently maintain appropriate tone and tense.	Lacks effective word choice, structure, and appropriate tone and tense.	

Course Framework: Semester 1 (Part D)

Unit of Study: Poetry – Words under Pressure	
<i>Students will develop competency 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). • 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). • 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 B: Write summaries of concepts discovered in the reading (2.2.1, 2.3.1). • 1 D: Support main ideas with quotes and paraphrases from other texts to meet the needs of the audience (2.1.1). 	
COMMUNICATION Standard(s)	
<ul style="list-style-type: none"> • 1 B: Listen critically to viewpoints and build upon the ideas of others (3.1.1, 3.3.1, 4.1.1, 4.1.2). 	
Enduring Understandings	
<ul style="list-style-type: none"> • Poetry speaks to us on various levels and/or emotions. • Poetry’s use of words differs from the other genres. • Poetry as an art form expresses universal human themes. • Everyone is entitled to an opinion about what a text means, but the text supports some interpretations more than others. 	
Essential Question(s)	
<ul style="list-style-type: none"> • What reoccurring themes or stylistic devices occur in various poems? • Why does a poet employ stylistic devices to convey his/her theme? • How do we know that we are reading what the poet intended? 	
Students will know...	Students will be able to...
Reading <ul style="list-style-type: none"> • That writers employ specific strategies to create their poems • That writers may convey an idea or emotion to their readers • That readers employ specific strategies to understand a poem • The reader determines personal meaning for him/herself based on textual evidence Writing <ul style="list-style-type: none"> • That writing a summary of a poem helps the writer to understand, conceptualize and enjoy a poem • Using textual evidence provides a framework for their personal interpretation Communication <ul style="list-style-type: none"> • That they may share their own interpretation based upon textual evidence and personal connection • That sharing understandings increase their enjoyment of poetry and insight into a poem 	Reading <ul style="list-style-type: none"> • Make personal meaning from a variety of poems and explain how the reader determined that meaning. • Identify and justify interpretations of poets’ devices, ideas, and emotions Writing <ul style="list-style-type: none"> • Organize an oral interpretation which he/she presents to a group of fellow students. • Write effective summaries of poems Communication <ul style="list-style-type: none"> • Read a poem showing his/her understanding of its meaning/theme, the poet’s literary devices and the speaker’s connection to the poem and between two poems
Evidences of Learning (Performance Tasks) <i>No common PBA has been designed at this time.</i>	Other Evidences
	<ul style="list-style-type: none"> • Reading/writing journal • Summaries • Oral presentations • Small group/whole class discussions
Resources	
<ul style="list-style-type: none"> • Selected poems from adopted and supplementary materials • Multi-media and library resources 	

Course Framework: Semester 2 (Part A)

Unit of Study: Research (Arguing My Position)	
<i>Students will develop competency in the following skills...</i>	
READING Standard(s)	
<ul style="list-style-type: none"> • 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 B: Identify the reader's own social and cultural points of view and biases that influence perceptions of and responses to a text. (3.4.2, 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). • 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 B: Write summaries of concepts discovered in the reading (2.2.1, 2.3.1). • 1 C 2: Anticipate and address readers’ questions or arguments in a way that avoids historical and social stereotypes (2.1.1). • 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 (3.1.1, 3.1.2, 1.5.1, 2.2.1, 2.3.1, 3.3.8). • 5: Adapt voice, style, sentence patterns, and word choice to content, context, purpose, and audience (3.2.1, 3.2.2, 3.2.3). • 7 E: Analyze the rules of usage and mechanics and their importance to meaning (1.4.1, 3.3.5, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.3.8). 	
COMMUNICATION Standard(s)	
<ul style="list-style-type: none"> • 1 E: Cite primary sources, using specific evidence to make a persuasive argument (1.1.1, 1.1.2, 2.2.2, 3.1.1, 3.3.1) (<i>mastery</i>). 	
Enduring Understandings	
<ul style="list-style-type: none"> • Effective research requires ethical choices. • Effective researchers analyze and evaluate the quality of evidence to support their assertions. • To effectively persuade others requires evidence, reasoning, organization and writing style. 	
Essential Question(s)	
<ul style="list-style-type: none"> • What is ethical, productive and properly documented research? • How does the writer determine the purpose and identify and meet the needs of the audience? • How do we know if our evidence adequately supports our argument? 	
Students will know...	Students will be able to...
<p>Reading</p> <ul style="list-style-type: none"> • The difference between relevant and irrelevant information • How to make ethical choices while researching <p>Writing</p> <ul style="list-style-type: none"> • Proper citation format • Strategies to integrate and synthesize source materials • Organizational format appropriate for the audience • Correct writing conventions • How to efficiently apply the writing process to research paper writing <p>Communication</p> <ul style="list-style-type: none"> • How to effectively share an opinion using evidence/primary sources 	<p>Reading</p> <ul style="list-style-type: none"> • Navigate sources using reading strategies • Critically view text by analyzing and evaluation the qualities of evidence <p>Writing</p> <ul style="list-style-type: none"> • Compose, revise and edit text • Develop an effective organizational structure • Use the writing process to diagnose and remediate writing problems and produce a research paper/draft • Use MLA format to document sources • Use research to support an argument • Write an organized paper of considerable length and complexity. • Write an organized paper with appropriately documented with citations and references <p>Communication</p> <ul style="list-style-type: none"> • Share his/her opinion with an audience
Evidences of Learning (Performance Tasks) Think Tank Paper	Other Evidences
	<ul style="list-style-type: none"> • Brochure • Notes, drafts • Small/whole group discussions
Resources	
<ul style="list-style-type: none"> • ProQuest and other multi-media, computer lab and library resources 	

**PERFORMANCE BASED ASSESSMENT:
Research Paper Unit****Performance Task:**

You are an intern at the Evergreen Think Tank. Being new to the Think Tank, you need to establish your reputation as a researcher and thinker. This you do by widely and thoroughly reading sources upon your topic and then developing a position concerning this topic. You will also need to impress your audience with your ability to express your position.

- The audience consists of your research facilitator (teacher), your fellow interns (classmates), and various community members (classmates).
- You have been asked to write a well-organized, thoughtful position paper of not longer than 6 pages and not less than 3 pages with at least 5 references.
- Naturally you must document your evidence with citations and references.
- The content of your paper will allow your audience to understand the key ideas that you have discovered about your topic and your personal perspective about that topic.

Product/Other Evidence:

Your research paper needs to include:

- Evidence of the use of writing process
- A clear debatable thesis
- In text MLA citations
- MLA Works Cited Page
- Multiple diverse sources
- Evidence of academic integrity
- The application of the 80-20 rule

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?

Rubric for Research Paper

CRITERION:	Exemplary(4)	Proficient (3)	Developing (2)	Beginning (1)	Pts.
INTRODUCTION	<ul style="list-style-type: none"> • Arguable thesis is clearly stated. • Arguable thesis clearly answers research question. • Introduction captures reader’s interest. • Significance of topic is clearly addressed. 	<ul style="list-style-type: none"> • Arguable thesis is stated. • Arguable thesis attempts to answer research question. • Introduction builds adequate interest for the reader. • Significance of topic is adequately addressed. 	<ul style="list-style-type: none"> • Thesis is vaguely stated and somewhat arguable. • Thesis inadequately describes research question. • The introduction builds little interest for reader. • The topic’s significance is weakly described. 	<ul style="list-style-type: none"> • Thesis is unclear, not arguable, or not present. • Significance of topic is not addressed. 	
USE OF EVIDENCE	<ul style="list-style-type: none"> • At least five sources are cited; three print sources (database, books, magazines, etc) with source material smoothly integrated to support student’s analysis. • Body has abundant evidence to support thesis. • Student’s evidence is explicitly connected to the thesis. 	<ul style="list-style-type: none"> • At least five sources are cited; with source material integrated in a slightly contrived analysis. • Body has adequate evidence to support thesis. • Student’s evidence is adequately connected to the thesis. 	<ul style="list-style-type: none"> • Fewer than five sources are cited; with sources awkwardly integrated. • Body has inadequate evidence to support thesis. • Student does not explicitly connect evidence to support the thesis. 	<ul style="list-style-type: none"> • Fewer than five sources are cited. • There appears to be no attempt to integrate sources. • Thesis is weakly supported and/or there is little explanation of how the evidence supports the thesis. 	
ANALYSIS	<ul style="list-style-type: none"> • Student expresses an insightful, original perspective on the topic. • The reader can clearly follow the writer’s thinking. • Literary devices, such as rhetoric and figurative language, enhance the reader’s understanding. 	<ul style="list-style-type: none"> • Paper embodies some level of analysis and limited perspective on the topic. • The reader can adequately follow the writer’s thinking. • There is limited use of literary devices such as rhetoric and figurative language. 	<ul style="list-style-type: none"> • Analysis is faulty and/or overly simplistic. • The reader is unable to follow the writer’s thinking. • Literary devices and/or rhetorical tactics not used effectively. 	<ul style="list-style-type: none"> • Analysis is not provided. • Literary devices and/or rhetorical tactics not used. 	

(Continued on next page)

GRADE 10 LITERACY

Rubric for Research Paper *(continued)*

CRITERION:	Exemplary(4)	Proficient (3)	Developing (2)	Beginning (1)	Pts.
SENTENCE FLUENCY AND VOICE	<ul style="list-style-type: none"> • Sentences are well-crafted and vary in length and structure. • The paper uses varied syntax and diction, while maintaining a formal tone. 	<ul style="list-style-type: none"> • Most sentences vary in length and structure. • Syntax and diction are correct and appropriate. 	<ul style="list-style-type: none"> • Syntax or diction errors occasionally impede understanding. • Sentences are monotonous. 	<ul style="list-style-type: none"> • Syntax or diction errors frequently impede understanding. 	
ORGANIZATION	<ul style="list-style-type: none"> • The introduction, body and conclusion are logically organized. • Transitions are used effectively. • Paragraphs support solid topic sentences. 	<ul style="list-style-type: none"> • The introduction, body and conclusion are somewhat logically organized. • Transitions are used on a limited basis. • Paragraphs loosely support solid topic sentences. 	<ul style="list-style-type: none"> • The introduction, body and conclusion are not logically organized. • Transitions are rarely used. • Topic sentences are marginally tied to supporting details. 	<ul style="list-style-type: none"> • There is little logic demonstrated in the organization of the paper. • Topic sentences and supporting paragraphs are not apparent. 	
CONVENTIONS	<ul style="list-style-type: none"> • Writer demonstrates strong control of standard writing conventions. • Grammar, punctuation, and spelling errors are rare. 	<ul style="list-style-type: none"> • Writer demonstrates reasonable control of standard writing conventions. • There are few grammar, punctuation, or spelling errors. 	<ul style="list-style-type: none"> • Writer demonstrates limited control of standard writing conventions. • Errors in grammar, punctuation, or spelling impede readability. 	<ul style="list-style-type: none"> • Writer demonstrates little or no control of standard writing conventions. • Extensive errors in grammar, punctuation, and spelling make text difficult to read. 	
MLA STYLE	<ul style="list-style-type: none"> • MLA format is perfect: <ul style="list-style-type: none"> ○ the paper. ○ in the works cited 	<ul style="list-style-type: none"> • MLA with minimal errors in: <ul style="list-style-type: none"> ○ the paper. ○ the works cited 	<ul style="list-style-type: none"> • Several MLA style errors occur throughout the paper, either the same error consistently repeated, or a variety of errors. 	<ul style="list-style-type: none"> • MLA style is rarely followed or evident. 	

Issue Addressed:

Course Framework: Semester 2 (Part B)

Unit of Study: Visual Literacy	
<i>Students will develop competency in the following skills...</i>	
READING Standard(s)	
<ul style="list-style-type: none"> • 1 A: Construct meaning from visual and auditory information (Comm.1.2.1 Read 2.4.1). • 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 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). • 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"> • Visuals are text. • Students are active, critical, and creative users not only of print and spoken language, but also of the visual language of film and television, commercial and political advertising, photography, and more. 	
Essential Question(s)	
<ul style="list-style-type: none"> • How do visual texts convey the values and expectations of society? • How do visual texts establish and reinforce stereotypes and biases? 	
Students will know...	Students will be able to...
Reading <ul style="list-style-type: none"> • The elements for constructing visual images • The process for selecting the elements to construct an effective, persuasive visual • Strategies for analyzing and interpreting visual images Writing <ul style="list-style-type: none"> • Identification of subject, occasion, audience, purpose, speaker, tone • Analysis of the effectiveness of the elements • Strategies for writing interpretations, summaries and comparisons focused on visual text Communication <ul style="list-style-type: none"> • Evaluate the influence and impact of visuals on the intended audience 	Reading <ul style="list-style-type: none"> • Identify and define the elements for constructing visual images: color, line, interaction of text and graphics, etc. • Synthesize information based on the elements present in the visuals • Compare visuals on the same subject Writing <ul style="list-style-type: none"> • Use the SOAPS/SOAPStone strategies to analyzes visual text elements (Subject, Occasion, Audience, Purpose, Speaker, Tone) • Write interpretations and analyses of visual texts • Write summaries about the effectiveness of the visuals • Write comparisons of visuals Communication <ul style="list-style-type: none"> • Listen critically to others and provide feedback on interpretations
Evidences of Learning (Performance Tasks)	Other Evidences
<ul style="list-style-type: none"> • Your task is to construct a visual text using the elements we learned in class. You may choose photographs, magazine covers, advertisements, cartoons, etc. • Your visual should present an effective and persuasive message to the audience. • Your role as the visual artist is to choose a message and those elements that will motivate and engage your audience. 	<ul style="list-style-type: none"> • Journals • Essays • Responses • Discussions
	Resources
	<ul style="list-style-type: none"> • Student-generated visuals • Photographs • Political cartoons • Film clips • Advertisements • Magazine covers

**PERFORMANCE BASED ASSESSMENT:
Visual Literacy Unit****Performance Task:**

Your role as the visual artist is to choose a message and those elements that will motivate and engage your audience. Your task is to construct a visual text using the elements we learned in class. You may choose photographs, magazine covers, advertisements, cartoons, etc. Your visual should present an effective and persuasive message to the audience. Your audience will be your peers, the teacher, the school community, and possibly the business and community organizations.

- You are to construct a visual text that will send a message that will change the audience's thinking or perspective.
- You will present your visual to your peers.

Product/Other Evidence:

Your visual should/may include:

- You may choose to produce a short film, a photo/photo gallery, PowerPoint, advertisement for a product, or a mock magazine cover, or other idea.
- You must also provide a one page analysis of your visual that comments on the following:
 - How does your visual convey a value or expectation of our society?
 - How did you decide on the element to use and why did you choose to arrange them in this specific way?

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?

Course Framework: Semester 2 (Part C)

<p>Unit of Study: Fiction—Personal Experience</p> <p><i>Students will develop competency in the following skills...</i></p> <p>READING Standard(s)</p> <ul style="list-style-type: none"> • 1 C 1: Identify, define, analyze, and evaluate literary elements and purpose including character, setting, point of view, plot, conflict, theme (2.2.3, 3.4.3). • 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 F: Determine the meanings of key words in context in texts (1.2.2, 1.3.1, 1.3.2). • 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 B: Identify the reader's own social and cultural points of view and biases that influence perceptions of and responses to a text (3.4.2, 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). • 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). <p>WRITING Standard(s)</p> <ul style="list-style-type: none"> • 3 (all): Use collaborative skills as part of the writing process (1.6.2, 1.5.1). • 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). • 5: Adapt voice, style, sentence patterns and word choice to content, context, purpose, and audience (3.2.1, 3.2.2, 3.2.3). • 6 A: Analyze essay prompts to determine parameter and strategy for response (1.6.3). • 6 B: Write a well-organized, multi-paragraph essay to a prompt (1.6.3). <p>COMMUNICATION Standard(s)</p> <ul style="list-style-type: none"> • 2 D: Participate in developing group process, persuade, compromise, debate, resolve conflicts, and negotiate differences (2.2.1, 2.2.2, 4.1.1, 4.1.2) (<i>mastery</i>). 	
<p>Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Literature provides insights about human experience through fiction (home environment, relatives, friends, school, socioeconomic status, ethnicity, heritage, community, country, etc.). • Writers use a variety of styles and figurative language in order to engage the reader, provide perspective, and garner empathy. • Fiction establishes relationships between texts, self, and world. • Everyone is entitled to an opinion about what a text means, but some text supports some interpretations more than others. 	
<p>Essential Question(s)</p> <ul style="list-style-type: none"> • What is the relationship between fiction and truth? • How do I know I am grasping the author’s point and not merely imposing my views and experience? • How do I connect the text to my personal views/experiences, and the world? • What styles and figurative language does the author use to deliver his or her message to the reader? 	
<p>Students will know...</p> <p>Reading</p> <ul style="list-style-type: none"> • The stylistic techniques and figurative language the author uses and their purpose • The author’s point of view and the relationship to the reader’s point of view • The elements of fiction and how they contribute to the major and minor themes of the text • Meaning of words in context • Background information as it applies to the text 	<p>Students will be able to...</p> <p>Reading</p> <ul style="list-style-type: none"> • Connect the text to their own experiences and the world around them • Use pre, during, and post-reading strategies to comprehend the text • Identify the author’s purpose/message and connect to their own experience • Identify and analyze the role of the elements of fiction in developing universal themes about the human experience in fiction <p style="text-align: right;"><i>(continued)</i></p>

GRADE 10 LITERACY

<p><i>(Continued from previous page)</i></p> <p>Writing</p> <ul style="list-style-type: none"> • How to “show” rather than “tell” • The relationship between purpose and structure <p>Communication</p> <ul style="list-style-type: none"> • Skills for effective group interaction and problem-solving/feedback 	<ul style="list-style-type: none"> • Identify and analyze purpose of author’s style and figurative language <p>Writing</p> <ul style="list-style-type: none"> • Form an opinion supported by textual evidence • Effectively describe by using figurative language • Purposefully structure writing <p>Communication</p> <ul style="list-style-type: none"> • Offer verbal analysis of literary techniques • Provide effective feedback to other writers
<p>Evidences of Learning (Performance Tasks)</p> <p><u>Socratic Seminar</u></p> <p>Students will come to class prepared with 3 questions:</p> <ul style="list-style-type: none"> ○ one addressing a universal theme that connects the text to universal human experiences; ○ another that connects the text to the world around them; ○ and, an open-ended question that requires students to form a person opinion. 	<p>Other Evidences</p> <ul style="list-style-type: none"> • Reading comprehension quizzes • Literature Circles • ‘Mandala’ activity • Reading log • Journaling • Reflective writing • Letter to character in the novel • Timed write
<p>Resources</p> <ul style="list-style-type: none"> • Assigned or self-selected novels. <i>(To Kill a Mockingbird, Speak, Fahrenheit 451, The Good Earth, Things Fall Apart, Nectar in a Sieve)</i> 	

**PERFORMANCE BASED ASSESSMENT:
Personal Experience Unit****Performance Task:**

You are a member of an academic university team. You will participate in a whole “team” (class) Socratic seminar in order to analyze a text and demonstrate your understanding of the text and how it relates to other texts, you, and the world. The team will self-direct the dialogue, remain aware of personal views, and class dynamics. Team members will need to apply proper group dialogue ethics by not monopolizing conversation and including all participants in dialogue.

- You find yourself placed in an academic dialogue which allows you to think critically, analyze multiple meanings in text, empathize with other’s views, and express your own views with clarity and confidence. Dialogue is exploratory and involves the suspension of biases and prejudices.
- You must demonstrate respect for one another by listening instead of interrupting. Americans are great at discussion/debate, which attempts to win an argument. In this activity you are challenged to find deeper meaning through divergent points of view.
- Your audience will be a class of college students learning how to engage in a Socratic seminar.

Product/Other Evidence:

- You will come prepared with at least 3 questions.
 - One will address universal themes found in the text. This question should encourage dialogue about the universality of the text.
 - The second question should address how the text connects to the world around you.
 - The final question should be an insightful question about the text that will require proof and group dialogue.
 - You need to have detailed notes for each of your questions. These notes should include: contextual support, evidence of connections to other texts and the world, and your personal view/experience as it relates to the text.
- You will also need to come prepared to lead the dialogue with a thorough understanding of the text and your personal connections to the text.
- Your assessment will follow a rubric that measures: quality of notes and questions, number and quality of comments during dialogue, number of references to text, and demonstration of critical thinking.

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 Grading Rubric

Name:

Date:

Period:

CRITERION:	Exemplary(4)	Proficient (3)	Developing (2)	Beginning (1)	Pts.
QUALITY OF QUESTIONS AND NOTES	Three insightful questions that promote dialogue and detailed notes	Three questions that somewhat promote dialogue and notes	Three questions that promote little dialogue and notes	Some questions and notes, but incomplete	
NUMBER OF COMMENTS	Four or more comments, but not dominating dialogue	Three comments	Two comments	One comment	
QUALITY OF COMMENTS	Original, deep comments, new ideas, personal connections, uses upper level of Bloom’s taxonomy	Original, deep comments, new ideas, personal connections	Original ideas	Repeats other’s comments	
REFERENCES	Five or more references to text	Four references to text	Three references to text	One or two references to text	
DEMONSTRATION OF CRITICAL THINKING	Evaluates, connects, judges, infers, and concludes	Compares and contrasts the texts to other texts, self, and world	Applies what was learned in class	Recall or literal interpretation of text	

Course Framework: Semester 2 (Part D)

Unit of Study: Drama (Shakespeare)	
<i>Students will develop competency 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 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). 4 B: Interpret, analyze and evaluate fiction and non-fiction according to their use of literary genre and conventions: emphasis on drama (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). 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 (1.6.2, 1.5.1). 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). 1 D: Ask clarifying questions and challenge statements of others respectfully without criticizing people (<i>mastery</i>) (3.1.1, 3.3.1, 4.1.1, 4.1.2). 2 D: Participate in developing group process, persuade, compromise, debate, resolve conflicts, and negotiate differences (2.2.1, 2.2.2) (<i>mastery</i>). 	
Enduring Understandings	
<ul style="list-style-type: none"> Literature (drama) provides insights about human experience through fiction. Writers use a variety of styles and figurative language in order to engage the reader, provide perspective, and garner empathy. Everybody is entitled to an opinion about what a text means but the text supports some interpretations more than others. Classic literature transcends time, place, events, and situations. 	
Essential Question(s)	
<ul style="list-style-type: none"> Why read classical drama (Shakespeare)? What is the relationship between “fiction” and “truth”? How do I know I am grasping the author’s point and not merely imposing my views and experience? 	
Students will know...	Students will be able to...
Reading <ul style="list-style-type: none"> The text features, structure, and stylistic techniques of Shakespeare Historical perspective of life and times of Shakespeare How Shakespeare reflects and conveys insights about human experience The unique characteristics of Shakespearean texts Writing <ul style="list-style-type: none"> How to articulate thinking through journal and extended response writing Communication <ul style="list-style-type: none"> Skills for effective group interaction and problem-solving/feedback 	Reading <ul style="list-style-type: none"> Use reading strategies to construct meaning from text Apply the historical context to the literature Identify and analyze universal themes Make inferences and draw conclusions based on textual evidences Writing <ul style="list-style-type: none"> Record thinking and analyze text through written response Communication <ul style="list-style-type: none"> Offer verbal analysis of literary techniques Work effectively in groups settings
Evidences of Learning (Performance Tasks)	Other Evidences
You have been asked to research different pieces of literature to include in the new anthology. You must decide which literature to include. One of the possible choices is a Shakespearean play. You must determine whether or not to include Shakespeare based on the relevance and interest level of students in the 21 st century.	<ul style="list-style-type: none"> Small group/whole class discussions Reading log/responses Notes Summaries and extended responses Thematic Literary Analysis Essay
Resources	
<ul style="list-style-type: none"> Adopted text Library and supplemental resources 	

**PERFORMANCE BASED ASSESSMENT:
Shakespeare Unit**

Performance Task:

You are a contributor / editor for a book publishing company who is putting together a new high school anthology. Your goal is to determine the merits of reading Shakespeare in the 21st Century. You have been asked to research different pieces of literature to include in the new anthology.

- You must decide which literature to include. One of the possible choices is a Shakespearean play. You must determine whether or not to include Shakespeare based on the relevance and interest level of students in the 21st century.
- Your audience is high school students, teachers, and community members.
- Write an argumentative paper where you must present your claim, supported by evidence and research, concerning whether Shakespeare should be placed within the anthology.
- These papers will be presented in a symposium. The audience will listen to the arguments for and against, and decide on whether or not to include the text.

Product/Other Evidence:

Your argumentative paper needs to include:

- Evidence of the use of writing process
- A clear claim
- In text MLA citations
- MLA Works Cited Page
- Multiple diverse sources
- Evidence of academic integrity
- The application of the 80-20 rule

Your oral presentation needs to include:

- Present claim
- Be organized
- Cite evidence
- Be able to answer audience questions

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?

Rubric for Grading Shakespeare

Issue Addressed: _____

CRITERION:	Exemplary(4)	Proficient (3)	Developing (2)	Beginning (1)	Pts
INTRODUCTION	<ul style="list-style-type: none"> Arguable thesis is clearly stated. Arguable these clearly answers research question. Introduction captures reader’s interest. Significance of topic is clearly addressed. 	<ul style="list-style-type: none"> Arguable thesis is stated. Arguable thesis attempts to answer research question. Introduction builds adequate interest for the reader. Significance of topic is adequately addressed. 	<ul style="list-style-type: none"> Thesis is vaguely stated and somewhat arguable. Thesis inadequately describes research question. The introduction builds little interest for reader. The topic’s significance is weakly described. 	<ul style="list-style-type: none"> Thesis is unclear, not arguable, or not present. Significance of topic is not addressed. 	
USE OF EVIDENCE	<ul style="list-style-type: none"> At least five sources are cited; three print sources (database, books, magazines, etc.) with source material smoothly integrated to support student’s analysis. Body has abundant evidence to support thesis. Student’s evidence is explicitly connected to the thesis. 	<ul style="list-style-type: none"> At least five sources are cited; with source material integrated in a slightly contrived analysis. Body has adequate evidence to support thesis. Student’s evidence is adequately connected to the thesis. 	<ul style="list-style-type: none"> Fewer than five sources awkwardly integrated. Body has inadequate evidence to support thesis. Student does not explicitly connect evidence to support the thesis. 	<ul style="list-style-type: none"> Fewer than five sources are cited. There appears to be no attempt to integrate sources. Thesis is weakly supported and/or there is little explanation of how the evidence supports the thesis. 	
ANALYSIS	<ul style="list-style-type: none"> Student expresses an insightful, original perspective on the topic. The reader can clearly follow the writer’s thinking. Literary devices, such as rhetoric and figurative language, enhance the reader’s understanding. 	<ul style="list-style-type: none"> Paper embodies some level of analysis and limited perspective on the topic. The reader can adequately follow the writer’s thinking. There is limited use of literary devices such as rhetoric and figurative language. 	<ul style="list-style-type: none"> Analysis is faulty and/or overly simplistic. The reader is unable to follow the writer’s thinking. Literary devices and/or rhetorical tactics not used effectively. 	<ul style="list-style-type: none"> Analysis is not provided. Literary devices and/or rhetorical tactics not used. 	
SENTENCE FLUENCY AND VOICE	<ul style="list-style-type: none"> Sentences are well-crafted and vary in length and structure. The paper uses varied syntax and diction, while maintaining a formal tone. 	<ul style="list-style-type: none"> Most sentences vary in length and structure. Syntax and diction are correct and appropriate. 	<ul style="list-style-type: none"> Syntax or diction errors occasionally impede understanding. Sentences are monotonous. 	<ul style="list-style-type: none"> Syntax or diction errors frequently impede understanding. 	
ORGANIZATION	<ul style="list-style-type: none"> The introduction, body and conclusion are logically organized. Transitions are used effectively. Paragraphs support solid topic sentences. 	<ul style="list-style-type: none"> The introduction, body and conclusion are somewhat logically organized. Transitions are used on a limited basis. Paragraphs loosely support solid topic sentences. 	<ul style="list-style-type: none"> The introduction, body and conclusion are not logically organized. Transitions are rarely used. Topic sentences are marginally tied to supporting details. 	<ul style="list-style-type: none"> There is little logic demonstrated in the organization of the paper. Topic sentences and supporting paragraphs are not apparent. 	
CONVENTIONS	<ul style="list-style-type: none"> Writer demonstrates strong control of standard writing conventions. Grammar, punctuation, and spelling errors are rare. 	<ul style="list-style-type: none"> Writer demonstrates reasonable control of standard writing conventions. There are few grammar, punctuation, or spelling errors. 	<ul style="list-style-type: none"> Writer demonstrates limited control of standard writing conventions. Errors in grammar, punctuation, or spelling impede readability. 	<ul style="list-style-type: none"> Writer demonstrates little or no control of standard writing conventions. Extensive errors in grammar, punctuation, and spelling make text difficult to read. 	
MLA STYLE	<ul style="list-style-type: none"> MLA format is perfect: <ul style="list-style-type: none"> the paper in the works cited 	<ul style="list-style-type: none"> MLA with minimal errors in: <ul style="list-style-type: none"> the paper the works cited 	<ul style="list-style-type: none"> Several MLA style errors occur throughout the paper, either the same error consistently repeated, or a variety of errors. 	<ul style="list-style-type: none"> MLA style is rarely followed or evident. 	

Scoring Rubric for Oral Presentation

CRITERION:	Exemplary(4)	Proficient (3)	Developing (2)	Beginning (1)	Pts
CONTENT	<ul style="list-style-type: none"> • Speaker provides an accurate and complete explanation of key concepts and theories, drawing upon relevant literature. • Listeners able to develop an understanding of the material. 	<ul style="list-style-type: none"> • For the most part, explanations of concepts and theories are accurate and complete. • Listeners gain some knowledge of the topic. 	<ul style="list-style-type: none"> • Explanations of concepts and/or theories are inaccurate or incomplete. • Little attempt is made to tie theory to practice. • Listeners gain little from the presentation. 	<ul style="list-style-type: none"> • No reference is made to literature or theory. • Listeners gain no new insights. 	
ORGANIZATION	<ul style="list-style-type: none"> • Speaker presents information in logical, interesting sequence which audience can follow. • Ideas well reinforced with examples from the literature. 	<ul style="list-style-type: none"> • Speaker presents information in logical sequence which audience can follow. • Could more examples to support ideas. 	<ul style="list-style-type: none"> • Audience has difficulty following presentation because it jumps around. • Few supportive examples. 	<ul style="list-style-type: none"> • Audience cannot understand presentation because there is no consistent flow of information. 	
SPEAKING SKILLS	<ul style="list-style-type: none"> • Poised, articulate; proper volume; steady rate; good posture and eye contact; enthusiasm; confidence. • All terms pronounced properly. 	<ul style="list-style-type: none"> • Clear articulation but not as polished. • Either inconsistent volume or rate. • Some mispronounced words. 	<ul style="list-style-type: none"> • Some mumbling; little eye contact; uneven rate; little or no expression. 	<ul style="list-style-type: none"> • Inaudible or too loud; no eye contact; rate too slow/fast; disinterested/monotone. 	
LENGTH OF PRESENTATION	<ul style="list-style-type: none"> • At least 10 minutes with substantially all material covered and little extraneous material. 	<ul style="list-style-type: none"> • Less than 10 minutes with most of topic appropriately covered. 	<ul style="list-style-type: none"> • Less than 7 minutes; incomplete coverage. 	<ul style="list-style-type: none"> • Less than 5 minutes. 	
DOCUMENTATION (OPTIONAL)	<ul style="list-style-type: none"> • All sources of facts and examples fully documented and mentioned in the talk. 	<ul style="list-style-type: none"> • Most sources of facts and examples documented and mentioned in the talk. 	<ul style="list-style-type: none"> • Some sources of facts and examples documented and mentioned in the talk. 	<ul style="list-style-type: none"> • No sources of facts and examples documented and mentioned in the talk. 	