### Course Outline:

### Writing/Representing Categories Assessment Piece Curriculum Outcomes

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| Persuasive | Written argument, or opinion piece, 2-4 pages w/ one citation per page, following standard MLA formatting. | 5.1 research, in systematic ways, specific information from a variety of sources  6.1 articulate personal responses to text by expressing and supporting a point of view  6.3 make thematic connections among print texts, public discourse, and media  (GCO 9) Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes |
| Expository / Informative | Factual account (news article), instructions, descriptions, and a book report. | 5.1 research, in systematic ways, specific information from a variety of sources  8.3 choose language that creates interesting and imaginative effects  (GCO 9) Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes |
| Narrative Fiction | Short-story, or graphic fiction | 7.2 explore the relationships among language, topic, genre, purpose, context, and audience  7.3 recognize the use and impact of specific literary devices  8.3 choose language that creates interesting and imaginative effects  (GCO 9) Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes |
| Narrative Non-Fiction | Memoir, or graphic non-fiction | 7.4 respond critically to a variety of print and media texts  8.3 choose language that creates interesting and imaginative effects  (GCO 9) Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes |
| Lyrical / Poetic | Poetry (written or spoken word), song or rap. | 7.3 recognize the use and impact of specific literary devices  7.4 respond critically to a variety of print and media texts  8.3 choose language that creates interesting and imaginative effects  (GCO 9) Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes |
| Visual / Multimedia | Presentation, photo essay, and drama (script/performance) | 6.1 articulate personal responses to text by expressing and supporting a point of view  (GCO 9) Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes |

### Reading/Viewing Categories Assessment Piece Curriculum Outcomes

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| Minimum of One Book-Length Narrative  **Independent Novel Project** | **Section 1 –** *Complete all of the following parts. (Value 30)*  ***Plot Synopsis –*** Create a summary of the plot of each novel. Be sure to include good coverage of all elements including: setting, characters, conflicts and climax. (250 words max)  ***Thematic Elements*** – Select one explicit theme and decide on two implicit themes for the novel you’ve read. For each one, design and fill in a point form chart that includes: theme, 3 points of proof, explanation of each point as evidence of the theme  ***Character Connections*** - Explain the impact a character other than the antagonist/protagonist had in your novel. Examine their involvement and what they accomplished. (1 page max)  **Section 2 –** *Pick and complete 1 of the following: (Value 20)*  **Representative Project**. Designed to extend understanding of the novel. | 4.1read a wide variety of print texts which include drama, poetry, fiction, and non-fiction  4.3 seek meaning in reading, using a variety of strategies  4.5 demonstrate an understanding of the impact literary devices and media techniques  **6.1** articulate personal responses to text by expressing and supporting a point of view  6.3 make thematic connections among print texts, public discourse, and media |
| Essays and Popular Non-fiction | Reading comprehension exercises and a final test | 4.1 read a wide variety of print texts which include drama, poetry, fiction, and non-fiction  4.3 seek meaning in reading, using a variety of strategies  4.5 demonstrate an understanding of the impact literary devices and media techniques  5.1 research, in systematic ways, specific information from a variety of sources |
| Short stories | Reading comprehension exercises and a final test | 4.1 read a wide variety of print texts which include drama, poetry, fiction, and non-fiction  4.5 demonstrate an understanding of the impact literary devices and media techniques  6.3 make thematic connections among print texts, public discourse, and media |
| Excerpts from play or script | Writing a script, and performance of selected texts | 4.1 read a wide variety of print texts which include drama, poetry, fiction, and non-fiction  4.3 seek meaning in reading, using a variety of strategies  4.5 demonstrate an understanding of the impact literary devices and media techniques |
| Poetic Texts | Reading comprehension exercises, performance, and a final test | 4.1 read a wide variety of print texts which include drama, poetry, fiction, and non-fiction  4.5 demonstrate an understanding of the impact literary devices and media techniques |
| Visuals and multimedia | Reading comprehension exercises, creation of a variety of visual and multimedia texts and a final test | 4.2 view a wide variety of media and visual texts  4.5 demonstrate an understanding of the impact literary devices and media techniques  6.3 make thematic connections among print texts, public discourse, and media |

### Speaking/Listening Categories Assessment Piece Curriculum Outcomes

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| **Informal Discussion / Debate** | Youtube videos, new articles, social issue debates.  These will be held throughout the year. Assessed through observation and anecdotal notes, done on an ongoing basis.  Tools:   1. 3-point scale (Leader, Engaged, Disengaged) 2. Class Dojo – to monitor contributions | 1.1, examine the ideas of others, to better understand the topic  1.2 ask question and respond thoughtfully to questions asked  1.3 present a personal viewpoint, listen to responses, and use active listening skills to interpret  1.4 listen critically to refine your opinion about a topic.  2.1 participate in a range of speaking situations, recognizing the difference between formal and informal speech |
| **Speaking and Listening Friday Activities** | Board games, Lego, puzzle, and other group activities, meant to inspire group creativity and communication.  These will be held throughout the year. Assessed through observation and anecdotal notes, done on an ongoing basis.  **Assessment Tool**: 3-point scale (Leader, Engaged, Disengaged) | 2.1 participate in a range of speaking situations, recognizing the difference between formal and informal speech  2.2 recognize that communication involves an exchange of ideas and that the speaker and the listener are equally involved; adapt the message, language, and delivery to purpose.  2.3 give precise instructions, and follow directions accurately  2.4 recognize that speaking involves body language and depends on situation. |
| **Dramatic Presentation** | The presentation of an excerpt from a play, done either in a group or as an individual.  This will be done a minimum of once, as a summative task.  **Assessment Tool**: Spoken / Presentation Rubric | 2.1 participate in a range of speaking situations, recognizing the difference between formal and informal speech  3.1 demonstrate active listening and respect for the needs, rights, and feelings of other  3.3 demonstrate an awareness of varieties of language and communication styles - recognize the social contexts of different speech events |
| **How-to Skill Presentation** | A speech, presenting a skill or life-hack in the format of a “How-to” or Ted-Talk-style presentation. Students may use props, slide shows, or other visual elements.  **Assessment Tool**: Spoken / Presentation Rubric | 2.3 give precise instructions, and follow directions accurately  3.3 demonstrate an awareness of varieties of language and communication styles - recognize the social contexts of different speech events |
| Novel Project Presentation (optional) | Students may choose an oral presentation as an extension of the Novel Project. **Assessment Tool**: Spoken / Presentation Rubric | (Covered in other areas of assessment) |
| Poetry Presentation / Children’s book reading | A recitation of a poem, and/or reading of a children’s book. The purpose of which is to demonstrate pacing, emotion, and understanding of audience.  **Assessment Tool:** Spoken / Presentation Rubric | 2.1 participate in a range of speaking situations, recognizing the difference between formal and informal speech  2.4 recognize that speaking involves body language and depends on situation.  3.1 demonstrate active listening and respect for the needs, rights, and feelings of other  3.2 demonstrate an awareness of the power of spoken language |