

Ledyard High School

Language Arts Curriculum

12th Grade PGR Tutorial

Approved by Instructional Council April 9, 2007

I. Description and Purpose of the Course

The Performance Graduation Requirement Tutorial focuses specifically on the Reading and Writing expectations of Ledyard High School. Students are enrolled who have not met these expectations either through CAPT or prior classroom assignments collected in a **portfolio**. The main focus of this class is to enable students to **demonstrate proficiency in each of the five student outcomes** that make up the Reading and Writing Performance Graduation Requirement. The course is organized around a variety of readings, both fiction and non-fiction. Reading is **teacher-guided and mostly conducted in-class**. Writing instruction in the course specifically addresses each of the student outcomes. It is process-oriented and focuses on insightful **critical analysis of text** through a **formative approach** which relies upon constant revision based on **ongoing communication between student and teacher**.

II. Academic Expectations, Goals and Content Standards

Academic Expectation 1: Students will read and write critically and effectively for a variety of purposes.

Academic Expectation 2: Students will speak clearly and communicate ideas accurately in a variety of settings.

Academic Expectation 4: Students will employ effective research and study skills.

Academic Expectation 5: Students will demonstrate critical thinking skills.

Goal 1: Students construct meaning, interpret and respond critically to written, oral and visual media from a variety of sources, historical periods and cultures.

Goal 2: Students create written works which demonstrate sound writing techniques and proficiency in the conventions of standard written English.

Content Standard One: Students will read and respond in individual, literal, critical, and evaluative ways to literary, informational, and persuasive texts.

Content Standard Three: Students will apply the conventions of standard English language in written communication.

III. Objectives/Evidence

GOAL 1: Students construct meaning, interpret and respond critically to written, oral and visual media from a variety of sources, historical periods and cultures.

Performance Standard/Student Outcome 1A: The student demonstrates general understanding.

LEARNER OUTCOMES

The student will read and respond to demonstrate general understanding by:

1A.1 Identifying, explaining and discussing such elements as the main characters, actions, problems or events.

1A.2 analyzing the main idea and rhetorical techniques in a work of non-fiction or fiction.

1A.2 making inferences about characters, settings, events, relationships and historical and cultural contexts.

ASSESSMENTS

The student will:

-identify and condense the most important points in a text.

-demonstrate understanding through an essay response to a prompt evaluated with a rubric.

-respond to an unfamiliar text using relevant information from the text.

-demonstrate an ability to connect prior knowledge to new literature.

Performance Standard/Student Outcome 1B: The student develops an interpretation of a text that indicates reflective thought and insight into deeper meaning.

LEARNER OUTCOMES

The student will read and respond to develop an interpretation by:

1B.1 using clues or evidence from the text to draw conclusions, predict events, infer motives, and generalize beyond the text.

1B.2 recognizing and giving textual evidence supporting the author's use of literary techniques or theme.

1B.3 drawing conclusions about the author's purpose.

1B.4 predicting events and inferring motives.

1B.4 revising, re-shaping and/or deepening initial impressions of the text.

1B.6 demonstrating engagement with the text.

ASSESSMENTS

-successfully complete both common departmental and classroom assessments.

-write rubric-evaluated critical responses to fiction.

-successfully complete unit assessments which may include an essay addressing characterization, theme, or literary technique.

-explain the significance of selected literary quotes.

-thoughtfully discuss and/or write about author's purpose while making predictions about plot and speculating about unanswered or unstated events.

-demonstrate an awareness of author's point-of-view in fiction and non-fiction through discussion and/or written response.

Performance Standard/Student Outcome 1C: The student will defend a critical stance that challenges or makes qualitative judgments about the text.

LEARNER OUTCOMES

The student will read and respond to connect author's content and structure by:

- 1C.1 demonstrating a literary and aesthetic appreciation of the text which includes an awareness of the author's style or use of literary concepts.**
- 1C.2 going beyond the text to judge its literary quality and supports these assumptions with specific examples from the story.**
- 1C.3 accepting, exploring, challenging or defending multiple interpretations of the text by questioning the author.**
- 1C.4 recognizing inconsistencies or ambiguities within a literary work.**

ASSESSMENTS

The student will:

- successfully complete a variety of responses which take a critical stance.
- create rubric-evaluated critical responses to the work.
- successfully complete unit assessments which may include writing an essay that challenges the text or inconsistencies therein.
- write reflectively and critically in a reading log or journal in response to a prompt.
- critique a piece of literature based on literary merit, giving evidence from the text.

Performance Standard/Student Outcome 1D: The student will know how to make connections text to text, text to self and text to world.

LEARNER OUTCOMES

The student will make connections between works of literature and personal and outside knowledge by:

1D.1 connecting works to their own experiences.

1D.2 making associations between works and their historical context and today's culture.

1D.3 applying an understanding of people and life in general to make associations between the text and a world view.

1D.4 Relates to characters, events or arguments in the text and connects them to life experience or literature, film, theatre, etc.

ASSESSMENTS

The student will:

-discuss in large and small groups focusing on making connections between the piece at hand and pieces previously studied as well as to experiences from students' personal lives, society, story.

-use comparison/contrast methods.

-respond in a reading log or journal or class discussion.

-respond to common assessments and class writing assignments.

-link specific themes of a work to broader themes/historical context.

GOAL 2: Goal 2: Students create written works which demonstrate sound writing techniques and proficiency in the conventions of standard written English.

Performance Standard/Student Outcome 2A: The student will use the principles of process writing and use these principles to plan and compose written pieces that demonstrate competence in the forms and structures of writing.

LEARNER OUTCOMES

The student will know how to plan and compose written pieces that demonstrate:

- 2.1 generation, selection, and clarification of ideas.
- 2.2 appropriate means of discourse:
 - expository -persuasive
 - descriptive -narrative
- 2.3 organization of written pieces with an awareness of audience.
- 2.4 application of learned writing strategies, i.e. prewriting, revision, post-writing, etc.
- 2.5 correct use of standard written English.

ASSESSMENTS

The student will:

- create critical, analytical and persuasive formal essays.
- successfully construct essays demonstrating proper language use and having selected the appropriate means of discourse.
- address grammar deficiencies through targeted exercises and/or use of student work.
- produce multiple draft versions of major pieces of writing.
- edit and revise writing as noted in the instructor's formative correction

**Ledyard High School
Performance Graduation Requirement
Reading and Writing**

Guidelines for satisfying the Reading/Writing Performance Graduate Requirement

Freshman Year:

Although freshman English classes begin a comprehensive preparation of students to meet graduation requirements, the Reading/Writing Performance Graduate Requirement cannot be met by freshmen.

Sophomore Year:

- The student must meet proficiency in the **Reading Across the Disciplines OR the Writing Across the Disciplines** portions of CAPT with a score of **3, 4 or 5**.
- If the student fails to achieve a **3, 4 or 5** score on CAPT then...

Junior Year:

- The student must **retake** the **Reading Across the Disciplines AND the Writing Across the Disciplines** portions of CAPT and meet proficiency in **one** of these with a score of **3, 4 or 5**.
- The student must enroll in an **11th grade Reading/Writing Tutorial class** and upon its completion submit the contents of the cumulative **9th through 11th grade writing portfolio** to an assessment committee appointed by the principal. The assessment committee must verify that the student has met each of the requirements of the **Reading/Writing Performance Graduate Requirement**.
- If the student fails to achieve a **3, 4 or 5** score on CAPT retake, **and** has not met the requirements through a review of the cumulative **9th through 11th grade writing portfolio** then...

Senior Year:

- The student must enroll in an **12th grade Reading/Writing Tutorial class** and upon its completion submit the contents of the cumulative **9th through 12th grade writing portfolio** to an assessment committee appointed by the principal. The assessment committee must verify that the student has met each of the requirements of the **Reading/Writing Performance Graduate Requirement**.
- If the student has not met the requirements through a review of the cumulative **9th through 12th grade Writing portfolio** then...
- The student has not met the basic requirements of the Performance Graduate Requirement in Reading/Writing and, consequently, does not graduate.

Ledyard High School
Performance Graduate Requirement
Basic Scoring Rubric / Reading and Writing

Exceeds Standard

- Demonstrates **awareness of audience** and a clear comprehension and perception through interpretation, or **takes a persuasive position that is richly supported with examples from the text.**
- Demonstrates an exceptional ability to reflect, revise, reshape, and/or deepen initial understanding.
- Demonstrates perceptive associations and connections between the text and other readings and/or outside experience and **supports these connections with examples from the text.**
- Demonstrates perceptive judgments about the quality of the text or **issue** and **supports these judgments with examples from the text**, or **supports a position with ample evidence from all available sources.**
- **Demonstrates clear ability to structure, develop, revise and edit writing according to conventions of standard written English.**

Meets Standard

- Demonstrates **some awareness of audience** as well as a basic understanding of the text as a whole and provides a plausible interpretation, or takes a **clear position, with some support from the text.**
- Demonstrates some ability to reflect, revise, reshape, and /or deepen initial understanding.
- Demonstrates some association and/or connection between the text and other readings and/or outside experience, though it may be **minimally supported with examples from the text.**
- Demonstrates meaningful judgments about the quality of the text and generally **supports these judgments with examples from the text**, outside experience, or **most of the available sources.**
- **Demonstrates adequate ability to structure, develop, revise and edit writing according to conventions of standard written English.**

Below Standard

- **Demonstrates little or no awareness of audience and has an insufficient understanding and/or serious misunderstanding of portions of the text as a whole, or is unable to develop a clear, effective position.**
- Demonstrates limited ability or little ability to reflect, revise, reshape, and/or deepen initial understanding.
- Demonstrates weak associations or connections between the text and other readings and/or outside experience, and/or **provides insufficient examples from the text or sources.**
- Demonstrates limited or poor judgments about the quality of the text that are superficial or emotional or are **not supported with examples** from the text, other texts, outside experience, or **available sources.**
- **Demonstrates little ability to structure, develop, revise or edit writing according to conventions of standard written English.**

Assignments and Rubrics

PGR Unit – John Steinbeck

***The Pearl* ... John Steinbeck**

Be certain to take careful notes throughout the in-class reading of the novel. Highlight important segments to use as support later. Also, write important notes in the margins to help with important interpretation for the essay.

Major essay:

- In what ways does Steinbeck seem to present Kino as a character who often places himself and his family in danger because he is unable to control his emotions, especially his anger? How does he use Juana's character to demonstrate the importance of emotional control or the use of reason?
- In what ways does Steinbeck show greed as one of the overriding themes of the story? Which characters can be seen as greedy? How?
- How are Kino and his family harmed by their ignorance? How do others take advantage of their lack of education.

“Flight” ... John Steinbeck

Again, highlight text and write notes in the margins near the text. You'll also need to refer to earlier notes and highlighting from *The Pearl*.

Major essay:

- What major similarities exist between Pepe and Kino that contribute to their troubles? Given their individual circumstances, which of the characters is more courageous?

EACH ASSIGNMENT WILL REQUIRE SPECIFIC MATERIAL FROM THE BOOK. YOU'LL NEED TO SUPPLY QUOTES AND INCLUDE PAGES THROUGHOUT THE ESSAYS. EACH SEGMENT OF THE PGR RUBRIC WILL NEED TO BE SATISFIED

Steinbeck Rubric

	No Evidence	Needs Improvement	Meets Standard
• awareness of audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• basic understanding of the text as a whole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• offers a plausible interpretation, or takes a clear position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• includes documented support from the text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• ability to revise, reshape, and /or deepen initial understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• some association and/or connection between the text and other readings and/or outside experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• meaningful judgments about the quality of the text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• generally supports these judgments with examples from the text, outside experience, or most of the available sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• adequate ability to structure, develop, revise and edit writing according to conventions of standard written English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Animal Farm by George Orwell

Assignment #1 Major Essay:

Following authority BLINDLY leads to great harm.

- loss of freedom
- physical suffering
- death

Assignment #2 Research Project (compare-contrast):

Animal Farm is intended as an allegory. Because of this, various animals can be compared to important historical figures.

- Russian Revolution of 1917
- Civil Rights movement of the 1960's

EACH ASSIGNMENT WILL REQUIRE SPECIFIC MATERIAL FROM THE BOOK. YOU'LL NEED TO SUPPLY QUOTES AND INCLUDE PAGES THROUGHOUT THE ESSAYS. EACH SEGMENT OF THE **PGR** RUBRIC WILL NEED TO BE SATISFIED.

Orwell Rubric

	No Evidence	Needs Improvement	Meets Standard
• awareness of audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• basic understanding of the text as a whole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• offers a plausible interpretation, or takes a clear position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• includes documented support from the text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• ability to revise, reshape, and /or deepen initial understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• some association and/or connection between the text and other readings and/or outside experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• meaningful judgments about the quality of the text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• generally supports these judgments with examples from the text, outside experience, or most of the available sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• adequate ability to structure, develop, revise and edit writing according to conventions of standard written English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>