Unit 3 Essential Questions:

EQ: Why is rhetoric so powerful that people react to it and to the people who use it well?

EQ: Why is rhetoric essential to government?

At the end of this unit you will read and analyze all or part of an historically significant American document using the rhetorical triangle, tone, and any information about the era or historical context. Then you will write an essay in which you discuss your analysis of the rhetorical strategies the author uses to achieve his or her purpose, using specific textual details to support and develop your analysis.

Anchor Texts: Various US historical speeches

Independent Novel at your appropriate reading level: PASS the AR Test by 9.18.15 for your summer reading. Additionally, you must read another novel independently and pass the AR test by 10.30.15 (end of MP1).

Assessment: Accelerated Reader Test (must pass or conference with me)
LT/PI: demonstrate independent learning in increasing reading achievement (RL.10)

Required Learning Activities:
1. Learning Activity 1: Begin with the End in Mind: Using conventional English grammar analyze the Essential Question and PT down to the essential skills and evaluate your mastery level now for each of the overall categories. Part 2: Gateway Skill Analysis and 2x2 square chart of what skills/knowledge come first, second, etc. Pace: 1 HW, 2 Classes Assessment: Articulation of PT, skills, and knowledge (oral, written) Assessment: PI: Grammar L.1

2. Learning Activity 2: Rhetoric Webquest: What do you know? What do you need to
learn?
Pace: 2 HW, 2 Classes
Assessment: Submitted Webquest Quiz; Quiz Check
Assessed PI: working toward RI.4, 5, 6

3. Learning Activity 3: MLK Jr.’s “I Have a Dream” Rhetorical Analysis
   Pace: 2 HW, 2 Classes
   Assessment: Oral and written analysis
   Assessed PIs: RI.2, RI.4, W.2b

4. Learning Activity 4: Malcolm X’s “Grassroots” Rhetorical Analysis
   Pace: 2 HW, 2 Classes
   Assessment: Written and oral analysis
   Assessed PI: RI.6, L.1, relearn RI.2, RI.4, and W.2b if applicable

5. Learning Activity 5: Explanatory Essays Review and Shortcuts
   Pace: 1 HW, 2 Classes
   Assessment: Written task
   Assessed PIs: W.2, L.1, L.2

   Pace: 1 HW, 2 Classes
   Assessment: Written task
   Assessed PI: RI.2, RI.4, RI.6, W.2, L.1, L.2

7. Performance Task by _____
   Pace: 1 HW, 4 Classes
   Assessment: Written analysis a student-chosen US historical speech
   S: RI.2, RI.4, RI.6, W.2, L.1, L.2

Core B 2015 September Calendar

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<tbody>
<tr>
<td></td>
<td>HW: Take AR Test on summer novel between now and 9.18</td>
<td></td>
<td>HW: MP1 HOW Smart goal; LA1 Begin with the End in Mind 1-4</td>
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<td>LA1: Begin with the End in Mind</td>
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<td>Finish LA1</td>
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<td>LA2: Review quiz</td>
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<td>HW: LA2: Rhetoric</td>
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<td>LA2 apply to speech</td>
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<td>Rosh Hashana</td>
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<td>9.16:</td>
<td>WOD</td>
<td>9.16:</td>
<td>LA3 analysis: MLK</td>
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<td>9.17:</td>
<td>AR Test Due</td>
<td>9.17:</td>
<td>WOD</td>
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<td>9.18:</td>
<td>LA3 MLK Peer Revision</td>
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<td>LA3 MLK Peer Revision</td>
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<td>9.29:</td>
<td>Practice PT with conferencing</td>
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<td>10.1:</td>
<td>HW: Practice PT Meet the Teacher Night</td>
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**Core B 2015 October Calendar**

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<tbody>
<tr>
<td>10.5:</td>
<td>10.6</td>
<td>10.7: PT:</td>
<td>10.9: PT:</td>
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<tr>
<td>Begin PT:</td>
<td></td>
<td>1st draft;</td>
<td>Type, Edit,</td>
<td>Submit for Assessment</td>
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<td>Read speech</td>
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<td>Revise</td>
<td>Proofsread,</td>
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<td>and notes</td>
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<td>10.12: No School</td>
<td>10.13</td>
<td>10.14: WOD</td>
<td>10.15:</td>
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<td>Review and</td>
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Principle 1: Artifact 2  
Core B Unit 3: Written Rhetorical Analysis of a Major US Historical Speech  
Begin with the End in Mind  
Pace Goal: 1 HW, 2 Classes

EQ: Why is rhetoric so powerful that people react to it and to the people who use it well?  
EQ: Why is rhetoric essential to government?

PIs Assessed:  
L.1: I can demonstrate command of the conventions of English grammar.  
HOW: I can use class time productively to learn.  
HOW: I can use homework to learn.

Purpose: In order for you to fully be prepared for the Performance Task at the end of this unit, you need to first understand what skills and knowledge you will need to learn, practice, and master in order to demonstrate mastery on the Performance Task.

Learning Strategy: Independent/Small Group, leading to Student-Centered Whole Group

Instructions:  
Independent/Small Group (one response per group to demonstrate understanding): (1 Class and 1 HW)  
1. Closely review the Essential Question and tie it to at least 2 concrete examples of how it applies to both the literature you have already studied AND to real world examples.  
2. Closely read and annotate the Performance Task, underlining or highlighting key skills and vocabulary that you will have to learn, practice, and master for this PT. Interpret each part of the assigned task into your own words and be prepared to explain it to the rest of the class.  
3. Closely read the Performance Indicators that you were assigned. Interpret your group’s assigned PIs into “friendly” language (understandable).  
4. Closely read the scoring criteria and interpret your assigned PIs into more specific language. What does Mastery of RL.6 mean? What about Developing Mastery for RL.6? How would you explain it to another student?

Whole Group: (1 Class)  
1. Share interpretations of EQ and discuss student answers to them.  
2. Share PT interpretations and students create a class wall visual.  
3. Share PIs interpretations and students create student-friendly rubric
Principle 1: Artifact 3

Learning Activity where students learn how to use the Scoring Criteria for a specific Performance Indicator that they must master by the end of the unit’s study. They each had multiple copies of this Scoring Criteria, and it was posted on the classroom wall for reference.

English 4 4th

LT: I can develop an explanatory paragraph or paragraphs that compare a writer’s development of a key character with a director’s development of the same character and explain how that difference/similarity affects plot/audience.

I can use Scoring Criteria to revise and strengthen my explanatory paragraphs.

Agenda:

Class review of Scoring Criteria: what do all explanatory P’s need? Why? What does the audience need in order to understand the writer’s idea?

Independent work:
1. Using the Scoring Criteria and the prompt revise at one paragraph for me to assess your understanding of explanatory Ps (Jump rope scored).
2. When you finish, call me over to review it with you.
3. If you finish before I can meet with you, EITHER swap with a peer and complete a peer revision using the Scoring Criteria OR begin revising another paragraph.
Principle 1: Artifact 4

Teachers enter all taught and assessed Performance Indicators at the beginning of the unit, and they enter scores for each assessment based on specified Performance Indicator(s).
Each Learning Activity is tied directly to students’ progress in mastering specified Performance Indicators.
These Performance Indicator trackers were hung on the walls for students to see what is expected of them to achieve mastery for that specific course. Students track their progress by putting stickers or some kind of emblem or mark on the learning target for which they have achieved mastery. Students are also given a bullet point chart for these learning targets so they can also track their progress personally. Students are easily able to determine what they still need to learn and master in order to get back on pace or achieve credit in the course.
Principle 2: Artifact 1

*These Scoring Criteria are only a first draft of what one department is currently working on.

[Link to Core Standards]

### RL/I.1 Scoring Criteria for English Graduation Standards

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<th>Developing</th>
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| RL/I.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | - I can combine multiple pieces of evidence that validate an inductive interpretation.  
- I can explain in deep detail about how the text operates on two levels: an obvious one and a hidden one. | I can quote and analyze which pieces of evidence validate my interpretations of what the obvious meaning of a text is.  
I can analyze the implied meaning of a text by putting the clues from the text together. | I can quote and accurately paraphrase evidence from a text that is in my grade band.  
I can explain the implied meaning of a text with prompting in putting the clues from the text together. | I can quote evidence explain what the quotation means in a text that is below my grade band.  
I can discuss the implied meaning of a text with guidance, such as asking me what specific passages mean and how they relate to each other. |

### RL.6 Scoring Criteria for English Graduation Standards

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| RL.6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). | - I can create a specific point of view that operates opposite of that point of view.  
- I can evaluate the efficacy of the satirical techniques that an author uses to create satire. | I can pull apart a text and explain how each part operates to create a point of view.  
I can explain how a writer creates satire and the techniques, | I can quote and briefly explain general details from a text that are part of the way the author is creating a specific point of view.  
I can quote and briefly explain examples of the techniques that an author uses to create satire. | I can identify details from the text that are part of the way the author is creating a specific point of view.  
I can identify specific techniques that an author uses to create satire. |

### W.2b Scoring Criteria for English Graduation Standards

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| Develop the topic with well chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. | - I can create a complex claim that asserts my idea in general terms and then in specifics.  
- I can synthesize evidence that clearly supports the claim and my analysis of that evidence, weaving the text’s words/ideas into my own | I can apply my understanding of a claim that includes a general statement and an explanation of that statement.  
I can include evidence from the text that logically ties to and supports my claim  
I can analyze the evidence, breaking it apart into smaller pieces and explaining how/why each piece supports my claim. | I can discuss a basic claim that states an overall, general idea.  
I can include evidence when prompted to look back in the text for support.  
I can explain how/why the evidence supports my claim when prompted. | I can use a sentence starter or a model to create a basic claim.  
I can select appropriate evidence when the teacher gives me options.  
I can use a model or prompting to explain how/why the evidence supports my claim. |
Principle 2: Artifact 2
Core B Unit 3: Written Rhetorical Analysis of a Major US Historical Speech
Learning Activity 3: Rhetorical Vocabulary and MLK
Level 2
Pace Goal: 1 HW, 3 Classes

Unit 1 EQ: Why is rhetoric so powerful that people react to it and to the people who use it well?

Purpose: This activity will help you cement your understanding of the vocabulary of rhetorical analysis while introducing you to foundational rhetorical analysis itself.

Learning Strategy: Independent/Small Group, leading to Student-Centered Whole Group

Assessed PI: RI.6: RL.6 Scoring Criteria for English Graduation Standards

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Instructions:
Small Group (1 class)
- With a mate, discuss the rhetorical terms that your small group was assigned for this activity. Work out a definition of each term that is clear and will be easy for the rest of the class to understand.
- As a small group, brainstorm the best, clearest example that you can use in a visual to help your mates understand the terms more in depth.
- Assemble your visuals and discuss with your small group how you will present each of the terms (who is going to explain which term).
- Write the rhetorical term(s) that your small group studied in class here:

Independent (1 HW)
- Critically read Martin Luther King’s “I Have a Dream” speech, looking only for the rhetorical term(s) that your small group studied today in class.
- Highlight or underline examples of those term that your group studied in the speech.
- For each one you identify, answer: why does MLK do this? Write your response in the margin. I will check your speeches/notes to see where your understanding level of your assigned terms are at the beginning of the next class during WOD Warm Up.
- When you finish analyzing the speech for your assigned rhetorical terms, select two examples that you think will help your mates understand these term more deeply. You will include these two additional examples in your presentation next class.

Student-Centered Whole Group (2 classes)
- During your presentation, each of you will include an example from MLK’s speech that we will use as the basis of a Socratic seminar discussion.
• You will take a quiz on the rhetorical terms at the end of the presentations, so make sure you engage in the learning!!!
Principle 2: Artifact 3
SCORING
CRITERIA
Principle 2: Artifact 4

Equations Mastery Assessment

Learning Target: I can solve a one step equation

YOU MUST SHOW YOUR WORK TO GET CREDIT

1) $+11 = 19$

2) $-3 = -9$

3) $8 = -24$

4) $\frac{1}{3} = -4$

5) $x^2 = 144$

6) $\sqrt{x} = -9$

Learning Target: I can solve a two step equation

YOU MUST SHOW YOUR WORK TO GET CREDIT

1) $2 - 9 = -17$

2) $\frac{-3}{2} = 29$

3) $\frac{-2}{5} = 15$
4) \( 2^2 + 7 = 128 \)

Learning Target: I can solve a multi-step equation

YOU MUST SHOW YOUR WORK TO GET CREDIT

1) \( 3 + 5 - 4 = 8 \)

2) \(-3(-8) = 42 \)

3) \( 4 - 12 = 2 + 14 \)

4) \(-9 - 8 = 2(-12) + 3 \)

Learning Target: I can identify the type of solution to an equation

Score:
YOU MUST SHOW YOUR WORK TO GET CREDIT: Find the number of solution for each equation (one, none or infinitely many)

1) \(2 + 9 + 2 = 4 - 12\)

   1. 

2) \(2 + 9 + 4 = 3(2 + 3)\)

   2. 

Learning Target: I can rearrange a formula to solve for a specific variable

Score:

YOU MUST SHOW YOUR WORK TO GET CREDIT

1) 

   1. 

2) 

   2. 

3) \(2 + 5 = 10\),

   3. 

Learning Target: I can construct a viable argument to justify a solution to an equation

Score:

YOU MUST SHOW YOUR WORK TO GET CREDIT

1) \(2 - 9 = 11\)
How can you find the solution for x? Explain why you do specific operations to solve

How can you check your answer?

Learning Target: I can make sense of problems by choosing and interpreting units

YOU MUST SHOW YOUR WORK TO GET CREDIT

1) There are 423 kids going on a field trip to the Bronx Zoo. A bus can only hold 45 students. Write an equation and solve it for how many buses we would need?

Learning Target: I can create equations in one variable and solve them

YOU MUST SHOW YOUR WORK TO GET CREDIT

1) Mark is playing clash of clans. He starts with some number of barbarians. That number increases by 12. Then it gets multiplied by 3. He now has 72 barbarians. Write the equation and figure out how many he started with?
2) At the end of the day, a pharmacist counted and found she has $\frac{2}{3}$ times as many prescriptions for antibiotics as she did for tranquilizers. She had 200 prescriptions for the two types of drugs.

How many prescriptions did she have for tranquilizers? ________________

How many prescriptions did she have for antibiotics? ________________
Principle 3: Artifact 1
Core B Unit 3: Written Rhetorical Analysis of a Major US Historical Speech
Learning Activity 3: Rhetorical Vocabulary and MLK
Level 2
Pace Goal: 1 HW, 3 Classes

Unit 1 EQ: Why is rhetoric so powerful that people react to it and to the people who use it well?

Purpose: This activity will help you cement your understanding of the vocabulary of rhetorical analysis while introducing you to foundational rhetorical analysis itself.

Learning Strategy: Independent/Small Group, leading to Student-Centered Whole Group

Assessed Pl: RI.6: RL.6 Scoring Criteria for English Graduation Standards

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- With a mate, discuss the rhetorical terms that your small group was assigned for this activity. Work out a definition of each term that is clear and will be easy for the rest of the class to understand.
- As a small group, brainstorm the best, clearest example that you can use in a visual to help your mates understand the terms more in depth.
- Assemble your visuals and discuss with your small group how you will present each of the terms (who is going to explain which term).
- Write the rhetorical term(s) that your small group studied in class here:

Independent (1 HW)

- Critically read Martin Luther King’s “I Have a Dream” speech, looking only for the rhetorical term(s) that your small group studied today in class.
- Highlight or underline examples of those term that your group studied in the speech.
- For each one you identify, answer: why does MLK do this? Write your response in the margin. I will check your speeches/notes to see where your understanding level of your assigned terms are at the beginning of the next class during WOD Warm Up.
- When you finish analyzing the speech for your assigned rhetorical terms, select two examples that you think will help your mates understand these term more deeply. You will include these two additional examples in your presentation next class.

Student-Centered Whole Group (2 classes)

- During your presentation, each of you will include an example from MLK’s speech that we will use as the basis of a Socratic seminar discussion.
You will take a quiz on the rhetorical terms at the end of the presentations, so make sure your engage in the learning!!!
•

Principle 3: Artifact 2

Name:  
Date: 
Class/Period:  

Individual Learning Targets 2015-2016

Answer the following in detail and in complete sentences. Be as specific as possible when answering the questions, such as write “I will practice finding slope by completing 2 worksheets” instead of just “Do work”

1. What homework did you complete for today? Why (what did you want to learn/practice)?

2. What are you submitting for homework that demonstrates your learning?

3. What skill/knowledge do you need to practice today? Why? Set your learning target using an “I can...” statement. In other words, at the end of this period, you will say, “I can...” as a result of the learning and work you did.

4. What work will you ACCOMPLISH during today’s class that will help you achieve your learning objective?

5. Mid-Period Check In: _____Ahead of Pace _____On Pace _____Behind Pace
   Explain why you scored yourself as you did? Why are you AP/OP/BP? What behavior or learning affected your achievement during today’s class? If you are BP, consider what you can DO to get back OP.
Exit Slip
6. Did you achieve your learning objective today? Why/not? How will I (your teacher) know?

7. What skill/knowledge do you need to learn/practice for the next class? Why? Set your learning target using an “I can...” statement. In other words, when you finish your homework, you will say, “I can...” as a result of the learning and work you did.

8. What homework will you complete in order to achieve that learning/practice?
Principle 3: Artifact 3
## SCORING CRITERIA

### Scoring Criteria for English Production Standards

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Emerging</th>
<th>Exceeding Expectations</th>
<th>Developing</th>
<th>Advanced</th>
<th>Master</th>
<th>Proficient</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>I can create a complex claim that supports my position or theme in a clearly articulated argument.</td>
<td>I can apply my understanding of a claim by creating a complex argument that effectively supports my position or theme.</td>
<td>I can expand my argument by adding evidence and supporting my claim in a clear and articulate manner.</td>
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<td></td>
<td>I can communicate my argument effectively, using clear and concise language.</td>
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<td>I can analyze evidence, breaking it down into elements and explaining how they support my claim.</td>
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- **Emerging**: Limited understanding
- **Exceeding Expectations**: Advanced understanding
- **Developing**: Developing understanding
- **Advanced**: Proficient understanding
- **Master**: Expert understanding
Principle 3: Artifact 4
*These Scoring Criteria are only a first draft of what one department is currently working on.

http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

**RL/I.1 Scoring Criteria for English Graduation Standards**

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**RL/6 Scoring Criteria for English Graduation Standards**

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<tr>
<td><strong>RL/6:</strong> Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</td>
<td>● I can create a specific point of view that operates opposite of that point of view. ● I can evaluate the efficacy of the satirical techniques that an author uses to create satire.</td>
<td>I can pull apart a text and explain how each part operates to create a point of view. I can explain how a writer creates satire and the techniques,</td>
<td>I can quote and briefly explain general details from a text that are part of the way the author is creating a specific point of view. I can quote and briefly explain examples of the techniques that an author uses to create satire.</td>
<td>I can identify details from the text that are part of the way the author is creating a specific point of view. I can identify specific techniques that an author uses to create satire.</td>
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</tbody>
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**W.2b Scoring Criteria for English Graduation Standards**

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Exceeds Mastery</th>
<th>Mastery</th>
<th>Developing</th>
<th>Initial Understanding</th>
</tr>
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<tbody>
<tr>
<td><strong>W.2b:</strong> Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</td>
<td>● I can create a complex claim that asserts my idea in general terms and then in specifics. ● I can synthesize evidence that clearly supports the claim and my analysis of that evidence, weaving the text’s words/ideas into my own</td>
<td>I can apply my understanding of a claim that includes a general statement and an explanation of that statement. I can include evidence from the text that logically ties to and supports my claim.</td>
<td>I can discuss a basic claim that states an overall, general idea. I can include evidence when prompted to look back in the text for support. I can explain how/why the evidence supports my claim when prompted.</td>
<td>I can use a sentence starter or a model to create a basic claim. I can select appropriate evidence when the teacher gives me options. I can use a model or prompting to explain how/why the evidence supports my claim.</td>
</tr>
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In F. Scott Fitzgerald’s *The Great Gatsby*, symbolism is one of the prominent literary devices he uses to show the relationships between characters and how they can be used to help the audience gain a better understanding of how society functions. When Nick goes to East Egg to have dinner with Daisy, Tom, and Jordan, he learns of Tom’s “woman in the city” (p.16). Fitzgerald did this on purpose; by having Myrtle call while they’re eating, he’s using the phone call as a symbol to indirectly let the audience know that Daisy and Tom may have a disconnected marriage. Since meals are such important times in literature and in real life, Tom leaving to take a phone call can be seen as him placing a higher priority on whoever’s on the phone instead of wanting to spend time with his wife and friends.

The reader can think of this scene as essentially being a family dinner; Tom, Daisy, Nick, and Jordan symbolize a family, but a disconnected one at that. Daisy and Tom are the parents, the adults; they are the ones in charge at the table. When they both are absent from the table, their children, Nick and Jordan, act in different ways. Nick, the confused child, doesn’t really know what’s going on and has to ask Jordan for clarification. He also doesn’t seem that interested to know what Daisy and Tom are doing in the other room. Jordan, on the other hand, is quite entertained by what’s happening. She is not as emotionally connected as Nick is and listens intently to find out what’s going on between Daisy and Tom. Jordan tells Nick about Myrtle in an almost casual way, but only after Daisy is not in the room. As far as Jordan’s concerned everyone knows about Tom’s lover and she is appalled that Nick hasn’t heard about it. She is “honestly surprised” that Nick didn’t know and makes the comment that she “thought everyone knew.” In addition, when Daisy and Tom left the room Jordan silenced Nick and “sat up alertly” trying to listen in on their conversation.
When people are sitting down for a meal, there is typically a sense of community and coming together; it is not something that would usually be done between complete strangers.

This scene lets the audience know not only the fact that Tom has a mistress but also that he’s willing to let a call from her disrupt a dinner with his wife, the mother of his child, and his friends.

Fitzgerald uses symbolism to indirectly let the audience know the truth about society. Those in power like to think that as a nation we are united and that we need one another to survive; back in the time of the Revolution this was the universal feeling for the most part. But in this scene with the disconnected family, Fitzgerald alerts the audience to the fact that not everything/everyone is as united/communal as people like to think; he is discretely mentioning the disjointedness of society. The phone call from Myrtle aids in getting this message across. Phones were relatively new at that time and Fitzgerald shows how a phone call can interrupt a family meal. This could be his warning that as society advances it will also become more disconnected.

Recommendations:

Body P1: If this is a family dinner, what is each role? Using evidence from the text, HTRLLAP, and logic, reason out each character’s role in order to fully flesh out this idea. Treat each as its own P.

Body P2: What is the significance of the phone call? Analyze it literally and then draw your metaphorical conclusion.
Principle 4: Artifact 2
Learning Activity where students learn how to use the Scoring Criteria for a specific Performance Indicator that they must master by the end of the unit’s study. They each had multiple copies of this Scoring Criteria, and it was posted on the classroom wall for reference.

English 4 4th

LT: I can develop an explanatory paragraph or paragraphs that compare a writer’s development of a key character with a director’s development of the same character and explain how that difference/similarity affects plot/audience.

I can use Scoring Criteria to revise and strengthen my explanatory paragraphs.

Agenda:

Class review of Scoring Criteria: what do all explanatory P’s need? Why? What does the audience need in order to understand the writer’s idea?

Independent work:
1. Using the Scoring Criteria and the prompt revise at one paragraph for me to assess your understanding of explanatory Ps (Jumprope scored).
2. When you finish, call me over to review it with you.
3. If you finish before I can meet with you, EITHER swap with a peer and complete a peer revision using the Scoring Criteria OR begin revising another paragraph.
Principle 4: Artifact 3

Name: __________________________
Date: ___________________________

“A” Day First 10
Vocab Development Dipstick (Quiz)
Goal: 40-50 = You have acquired these words!!! (L.6) Keep it up!

For each of the following vocabulary words that you have been learning, write the word on a sheet of paper. Then score your acquisition of it—the number in the following scale that best describes your current understanding of it. If you score yourself a “3” or higher, also complete the instructions that those numbers ask for (definition/synonym, sentence).

1. I don’t remember having seen this word before. (1 point)
2. I have seen this word before, but I don’t think I know what it means. (2 points)
3. I have seen this word before, and I think it means (give definition or synonym). (3 points)
4. I know this word. It means (give definition or synonym). (4 points)
5. I can use this word in a sentence that implies the meaning of the word: (give the definition/synonym AND write a sentence that implies the meaning).

Any incorrect response in categories 3 and 4 yields a score of 2 points.

In the sentence in category 5 implies the correct meaning but the word is not used appropriately in the sentence context, it is scored a 3.

A score of 5 reflect perfectly correct use of the target word.

Words:
1. Prototype
2. Malevolent
3. Auspicious
4. Taciturn
5. Provincial
6. Garrulous
7. Insidious
8. Serendipity
9. Malleable
10. Alacrity

Score:
Reflection: Review your score and think about the strategies you used to acquire these words. Then answer these questions:

● Were the class activities enough for you to practice them?
● Did you utilize the Word Wall in the hallway?
● Did you practice outside of class?
● What do you need to do to acquire these (and future words)?

How can I help you?
Principle 4: Artifact 4

Name: 
Date: 
Class/Period: 

Individual Learning Targets 2015-2016

Answer the following in detail and in complete sentences. Be as specific as possible when answering the questions, such as write “I will practice finding slope by completing 2 worksheets” instead of just “Do work”

1. What homework did you complete for today? Why (what did you want to learn/practice)?

2. What are you submitting for homework that demonstrates your learning?

3. What skill/knowledge do you need to practice today? Why? Set your learning target using an “I can...” statement. In other words, at the end of this period, you will say, “I can...” as a result of the learning and work you did.

4. What work will you ACCOMPLISH during today’s class that will help you achieve your learning objective?

5. Mid-Period Check In: _____Ahead of Pace _____On Pace _____Behind Pace

Explain why you scored yourself as you did? Why are you AP/OP/BP? What behavior or learning effected your achievement during today’s class? If you are BP, consider what you can DO to get back OP.
Exit Slip

6. Did you achieve your learning objective today? Why/not? How will I (your teacher) know?

7. What skill/knowledge do you need to learn/practice for the next class? Why? Set your learning target using an “I can...” statement. In other words, when you finish your homework, you will say, “I can...” as a result of the learning and work you did.

8. What homework will you complete in order to achieve that learning/practice?
Principle 5: Artifact 1

This teacher uses Final Rating, so that only the Summative Assessment score counts toward final mastery and the practice is not part of the final grade.
Principle 5: Artifact 2

Each Learning Activity is tied directly to students’ progress in mastering specified Performance Indicators, and their score, while recorded and visible, is not weighted toward a mastery score.
Principle 5: Artifact 3

Equations Mastery Assessment

Learning Target: I can solve a one step equation

YOU MUST SHOW YOUR WORK TO GET CREDIT

1) \( + 11 = 19 \)  
   \( 1. \) \_

2) \(-3 = -9 \)  
   \( 2. \) \_

3) \( 8 = -24 \)  
   \( 3. \) \_

4) \( \frac{7}{2} = -4 \)  
   \( 4. \) \_

5) \( 2 = 144 \)  
   \( 5. \) \_

6) \( \sqrt{-} = -9 \)  
   \( 6. \) \_

Learning Target: I can solve a two step equation

YOU MUST SHOW YOUR WORK TO GET CREDIT

1) \( 2 - 9 = -17 \)  
   \( 1. \) \_

2) \( \frac{z}{3} - 3 = 29 \)  
   \( 2. \) \_

Score: \_ \_ \_
3) \( \frac{-2}{5} = 15 \)
4) \( \frac{2}{5} + 7 = 128 \)

Learning Target: I can solve a multi-step equation

YOU MUST SHOW YOUR WORK TO GET CREDIT

1) \( 3 + 5 - 4 = 8 \)

2) \( -3( -8) = 42 \)

3) \( 4 - 12 = 2 + 14 \)

4) \( -9 - 8 = 2(- + 12) + 3 \)

Learning Target: I can identify the type of solution to an equation

Score: ___
YOU MUST SHOW YOUR WORK TO GET CREDIT: Find the number of solution for each equation (one, none or infinitely many)

1) \(2 + 9 + 2 = 4 - 12\)

1. ____________

2) \(2 + 9 + 4 = 3(2 + 3)\)

2. ____________

**Learning Target:** I can rearrange a formula to solve for a specific variable

**Score:**

YOU MUST SHOW YOUR WORK TO GET CREDIT

1) \(= \) ,

1. ____________

2) \(= + + \) ,

2. ____________

3) \(2 + 5 = 10\),

3. ____________

**Learning Target:** I can construct a viable argument to justify a solution to an equation **Score:** ____________

YOU MUST SHOW YOUR WORK TO GET CREDIT
1) $2 - 9 = 11$

How can you find the solution for $x$? Explain why you do specific operations to solve

__________________________

__________________________

__________________________

How can you check your answer?

__________________________

**Learning Target:** I can make sense of problems by choosing and interpreting units

**Score:**

**YOU MUST SHOW YOUR WORK TO GET CREDIT**

1) There are 423 kids going on a field trip to the Bronx Zoo. A bus can only hold 45 students. Write an equation and solve it for how many buses we would need?

__________________________

**Learning Target:** I can create equations in one variable and solve them

**Score:**

**YOU MUST SHOW YOUR WORK TO GET CREDIT**

1) Mark is playing clash of clans. He starts with some number of barbarians. That number increases by 12. Then it gets multiplied by 3. He now has 72 barbarians. Write the equation and figure out how many he started with?

2) At the end of the day, a pharmacist counted and found she has $\frac{2}{3}$ times as many prescriptions for antibiotics as she did for tranquilizers. She had 200 prescriptions for the two types of drugs.
How many prescriptions did she have for tranquilizers? 

How many prescriptions did she have for antibiotics?
Principle 5: Artifact 4  
Bridge Unit 1 Rubric: Satire Analysis and Creation

Name: Student Name    Date: 10.21.14

<table>
<thead>
<tr>
<th>CCSS</th>
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</tr>
</thead>
<tbody>
<tr>
<td>RL/I.1: Cite strong evidence to support analysis--inferences</td>
<td>2</td>
</tr>
<tr>
<td>RL/I.4: Determine connotative and figurative use of words on text</td>
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<td>W.6: Use technology to produce and/or collaborate</td>
<td>3</td>
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<td>L.1: Command of English grammar</td>
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21st Century Skills (Portfolio)

<table>
<thead>
<tr>
<th>21st Century Skills: Portfolio</th>
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</tr>
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<tbody>
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<td>1: Critical Thinking and Problem Solving</td>
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For each of the above qualifying scores, be prepared to defend how your work demonstrates it. For example, if you scored a “3” or a “4” for Critical Thinking,” it is YOUR responsibility to figure out why the Performance Task shows that you have mastered/exceeded mastery in that category. Review your Performance Task for evidence that you can use to support your response.

Recommendations for Remediation:
Seek practice to hone using evidence to support your claims. For all work in all classes, focus on this part of explanatory writing.

Access help when proofreading. Run on sentences and fragments appear to be a concern for you. I advise learning one grammar/punctuation/mechanics rule per week and then spend the week practicing it. Ask for help if you need it.

Writing is not a Gateway Standard for this unit; understanding satire is. You will be practice and honing your writing skills in the next unit, where you must demonstrate mastery of the writing standards. Therefore, a “2” is acceptable for RL/I.1, W.2b, L.1, 2, and 3.

Student Signature and Date:

Parent/Guardian Signature and Date:
The Princess Bride Mastery Rubric

Name:       Date Submitted: 10.17.14

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AP Score: 5: Read the following text from the AP general rubric, paying attention to the underlined words/phrases in order to learn how to improve.

5 These essays respond to the assigned task with a plausible reading, but they tend to be superficial or underdeveloped in analysis. They often rely on plot summary that contains some analysis, implicit or explicit. Although the essays attempt to discuss the topic and how it contributes to the work as a whole, they may demonstrate a rather simplistic understanding of the work. Typically, these responses reveal unsophisticated thinking and/or immature writing. They demonstrate adequate control of language, but they may lack effective organization and may be marred by surface errors.

21st Century Skills: Portfolio

Be prepared to defend each of these scores when discussing this Performance Task at your Portfolio Defense. Consider: how does this PT demonstrate my mastery in this skill?

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3: Communication and Collaboration | 2.5
4: Creativity and Innovation | NA
5: Initiative | 3
6: Citizenship | NA

Recommendations for Remediation:

- Being a solid critical thinker and mature writer is being able to sift through all of the evidence and select examples that are strong and most appropriate for your task. You do not have to jam a string of examples together. Instead, mention a couple, but then focus on the best to fully explicate the evidence to support your idea. You have so many excellent ideas, demonstrating that you can play with concepts and that you have a solid foundation in literary knowledge. Without that explication, though, your reader is left wondering. Even though this essay is technically a “5” on the AP scale, I highly suggest that you revise it in order to learn how to more fully develop your essays.

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Parent/Guardian Signature and Date:
### Principle 6: Artifact 1

**Bridge Unit 1 Rubric: Satire Analysis and Creation**

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Parent/Guardian Signature and Date:
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Student Signature and Date:

Parent/Guardian Signature and Date:
Principle 6: Artifact 2

Sample Report Card

EXPOSITORY WRITING
PERFORMANCE TASK RESULTS

FIRST LAST

December 21, 2012

From October to December, you practiced *expository writing*, which is the type of writing that requires you to take a position on an issue, support that position using multiple claims, and then use textual evidence to prove your position.

In this assessment, you were asked to write an expository essay about leadership, using a variety of sources. You were given texts from a variety of reading levels and you were permitted to use outside sources including various historical sources and William Golding’s *Lord of the Flies*.

<table>
<thead>
<tr>
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<tbody>
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<td></td>
</tr>
<tr>
<td><strong>Pre-Writing</strong>: Ability to outline and organize ideas prior to writing.</td>
<td>3</td>
</tr>
<tr>
<td><strong>Thesis Construction</strong>: Ability to take a clear, arguable position in a thesis statement.</td>
<td>3</td>
</tr>
<tr>
<td><strong>Support of Thesis</strong>: Ability to support thesis adequately and select and incorporate textual evidence into paragraphs.</td>
<td>2</td>
</tr>
<tr>
<td><strong>Craft and Structure</strong>: Ability to fully develop and organize ideas into a focused response.</td>
<td>3</td>
</tr>
<tr>
<td><strong>Conventions</strong>: Ability to use proper grammar, spelling, punctuation, and vocabulary.</td>
<td>3</td>
</tr>
<tr>
<td><strong>Comments</strong>: Text goes here.</td>
<td></td>
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</tr>
<tr>
<td><strong>English II: Identifying Theme</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>English II: Identifying Author’s Craft</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Comments</strong>: Text goes here.</td>
<td></td>
</tr>
</tbody>
</table>
Assignment was modified. You were given three claims to use and reading passages were selected for you.

**Eagle Time Required**

Assignment must be improved during Eagle Time in order to advance in the course. We will continue working on these skills in the course, so more practice is needed in order for you to feel prepared to take on the next level of course material.

**NOTE:** Promotion to the next course level requires a 3 (proficiency) or 4 (mastery) in each category by the end of the year. Students with 1s or 2s who do not attend Eagle Time should expect to spend more than one year in the course.

**Mastery Conference Result:** After conferencing, it was agreed that First would rewrite the assessment and stay for Eagle Time repeatedly.

<table>
<thead>
<tr>
<th>21st CENTURY SKILLS</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Solving and Critical Thinking</td>
<td>2</td>
</tr>
<tr>
<td>Accessing and Analyzing Information</td>
<td>3</td>
</tr>
<tr>
<td>Initiative, Self-Direction, and Accountability</td>
<td>3</td>
</tr>
</tbody>
</table>
Principle 6: Artifact 3

Student academic work is scored based on a Performance Indicator. Students’ Habits of Work are also scored for the same work and visibly reported.
Principle 6: Artifact 4
Reading Achievement Score Sheet

Student Name:

High School Achievement:

<table>
<thead>
<tr>
<th>HSC Beginning STAR Score</th>
<th>End of 1st Year Score</th>
<th>End of 2nd Year Score</th>
<th>End of 3rd Year Score</th>
<th>High School Reading Achievement</th>
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<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

This Year’s Achievement:

<table>
<thead>
<tr>
<th>Last Year’s STAR Score</th>
<th>Fall 2015 Score</th>
<th>Midyear 15-16 Score</th>
<th>End 2016 Score</th>
<th>Annual Reading Achievement</th>
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</thead>
<tbody>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>

Guidelines (not hard rules) for Improvement:

- In order to maintain your current level, you need to read texts within the middle of your range 20 minutes a day
- In order to achieve a higher level (one grade level), you need to read slightly challenging texts slowly and thoughtfully (no racing to get to the end) for at least 30 minutes a day, usually a bit more.

Strategies:

1. When participating in a class/small group reading, read the words along with the person who is reading in order to learn new words and develop comprehension skills.
2. Annotate (take meaningful notes) when reading in order to keep you focused on the goal of the reading.
3. If you need to develop comprehension skills, write a summary to help you keep track of plot and characters.
4. If you are studying characterization, note signs of significant personality traits of major characters and any changes that occur in order to understand character motivation and gain a deep understanding of characters.
5. If you are studying theme development, note where you see similar topics keep popping up in different ways.
6. Ask questions to yourself while reading, such as “I wonder…” predictions, in order to link one part of the text to another as well as keep you engaged as a reader.
7. Talk about what you are reading with others (even outside of class!!!) in order to check your reading comprehension, develop ideas about the reading, and connect your reading to the outer world.
Goal Setting and Reflection Questions:

You will answer the following questions three times a year: once at the beginning after you take the STAR for the first time in the year, once in the middle of the year after you take the test again around midterm exams, and once at the end of the year after you take the test for the final time in the year. You and I will have a one-on-one conference about your reading level using both this score and your performance in class. To reflect on your current achievement level and prepare to set a reading goal with me, answer the following questions on a separate piece of paper.

Fall:
1. What is your SMART goal for this year in reading achievement?
2. What specific steps will you take in order to achieve that goal?
   a. [Specific step 1]
   b. [Specific step 2]
   c. [Specific step 3]
3. How will you know if you are succeeding? What does that success look like? Feel like?
4. What will you do if you are not seeing any success?
5. What do you need ME to do to help you succeed? What specific actions can I take to support your learning?

Midyear:
1. Are you moving toward achieving your SMART goal for the year?
2. What specifics steps worked to help you learn? Why did each of those work?
3. Did you need to change strategies at all? Why?
4. What do you need ME to do to help you succeed? What specific actions can I take to support your learning?

End:
1. Are you moving toward achieving your SMART goal for the year?
2. What specifics steps worked to help you learn? Why did each of those work?
3. Did you need to change strategies at all? Why?
4. What do you need ME to do to help you succeed? What specific actions can I take to support your learning?
Principle 7: Artifact 1

Student academic work is scored based on a Performance Indicator. Students’ Habits of Work are also scored for the same work and visibly reported.
Principle 7: Artifact 2

These Performance Indicator trackers were hung on the walls for students to see what is expected of them to achieve mastery for that specific course. Students track their academic progress by putting stickers or some kind of emblem or mark on the learning target for which they have achieved mastery. Separate trackers are there for students to help manage their habits of work.
Principle 7: Artifact 3

Unit 1 Student Reflection

Name: Course:

Performance Task:

Purpose: People are most likely to retain learning and develop productive life habits when they reflect meaningfully on their work and identify what they did to attain their goals. By reflecting on your current learning and Habit of Work, you will see what your role in your learning is and how you can have a direct effect on attaining your goals.

Assessment: Habit Of Work (HOW) Integrity and Take Action MP1

Instructions:
After completing the Performance Task, review your work in your binder, reflect on your learning throughout this past unit’s study, and answer the following questions thoughtfully and fully. Feel free to type your responses and print two copies: one for your English binder and one for your Portfolio/Student Led Conference.

1. What is one skill or knowledge set that you truly mastered while studying during this unit?
2. Where is your learning of this skill/knowledge set most evident in your work?
3. What made it possible for you to learn as much as you did in this skill/knowledge set?
4. What is one skills/knowledge set that you struggled to master while studying during this unit?
5. What made learning this skill/knowledge set so challenging?
6. What is one action that you can do to facilitate your learning when you encounter a similar challenge? (What can YOU do about the problem?)
7. Review your Habit of Work that you wanted to develop during this past marking period. What is it and why did you want to develop it?
8. What specific steps did you take to develop this specific HOW? If you didn’t take any specific steps, why not?
9. What HOW do you want to develop in this coming marking period? Why?
10. What is one action step that you will take that will lead you to that HOWL? How will it get you there?
Principle 8: Artifact 1

Bridge Unit 1 Rubric: Satire Analysis and Creation

Name: Student Name      Date: 10.21.14

<table>
<thead>
<tr>
<th>CCSS</th>
<th>Mastery Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL/I.1: Cite strong evidence to support analysis--inferences</td>
<td>2</td>
</tr>
<tr>
<td>RL/I.4: Determine connotative and figurative use of words on text</td>
<td>4</td>
</tr>
<tr>
<td>RL.6: Understands satire and other implied meanings</td>
<td>4</td>
</tr>
<tr>
<td>W.2b: Explanatory Paragraph: claim, evidence, explication</td>
<td>2</td>
</tr>
<tr>
<td>W.6: Use technology to produce and/or collaborate</td>
<td>3</td>
</tr>
<tr>
<td>L.1: Command of English grammar</td>
<td>2</td>
</tr>
<tr>
<td>L.2: Command of English mechanics and spelling</td>
<td>2</td>
</tr>
<tr>
<td>L.3: Apply knowledge of language to make stylistic choices</td>
<td>2</td>
</tr>
</tbody>
</table>

21st Century Skills (Portfolio)

<table>
<thead>
<tr>
<th>21st Century Skills: Portfolio</th>
<th>Portfolio Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Critical Thinking and Problem Solving</td>
<td>4</td>
</tr>
<tr>
<td>2: Accessing and Analyzing Information</td>
<td>3</td>
</tr>
<tr>
<td>3: Communication and Collaboration</td>
<td>4</td>
</tr>
<tr>
<td>4: Creativity and Innovation</td>
<td>4</td>
</tr>
<tr>
<td>5: Initiative</td>
<td>4</td>
</tr>
<tr>
<td>6: Citizenship</td>
<td>3</td>
</tr>
</tbody>
</table>

For each of the above qualifying scores, be prepared to defend how your work demonstrates it. For example, if you scored a “3” or a “4” for Critical Thinking,” it is YOUR responsibility to figure out why the Performance Task shows that you have mastered/exceeded mastery in that category. Review your Performance Task for evidence that you can use to support your response.

Recommendations for Remediation:
• Seek practice to hone using evidence to support your claims. For all work in all classes, focus on this part of explanatory writing.
• Access help when proofreading. Run on sentences and fragments appear to be a concern for you. I advise learning one grammar/punctuation/mechanics rule per week and then spend the week practicing it. Ask for help if you need it.
• Writing is not a Gateway Standard for this unit; understanding satire is. You will be practice and honing your writing skills in the next unit, where you must demonstrate mastery of the writing standards. Therefore, a “2” is acceptable for RL/I.1, W.2b, L.1, 2, and 3.

Student Signature and Date:

Parent/Guardian Signature and Date:
Principle 8: Artifact 2

Once the initial summative assessment is given students are assessed on each individual learning target. Students who did not achieve mastery on one or more of the learning targets will be directed towards relearning activities. Students are put in station groups based off of the learning target that they still need to master. Relearning activities and enrichment occur until the student is able to demonstrate mastery.

Equations Mastery Assessment

Learning Target: I can solve a one step equation

YOU MUST SHOW YOUR WORK TO GET CREDIT

1) $x + 11 = 19$
2) $-3 = -9$
3) $8 = -24$
4) $\frac{x}{3} = -4$
5) $2 = 144$
6) $\sqrt{x} = 9$

Learning Target: I can solve a two step equation

YOU MUST SHOW YOUR WORK TO GET CREDIT

1) $2x - 9 = -17$
Learning Target: I can solve a multi-step equation  

YOU MUST SHOW YOUR WORK TO GET CREDIT

1) $3 + 5 - 4 = 8$

2) $-3( - 8) = 42$

3) $4 - 12 = 2 + 14$

4) $-9 - 8 = 2( - + 12) + 3$
4. ________________

Learning Target: I can identify the type of solution to an equation

YOU MUST SHOW YOUR WORK TO GET CREDIT: Find the number of solution for each equation (one, none or infinitely many)

1) \(2 + 9 + 2 = 4 - 12\)

1. ________________

2) \(2 + 9 + 4 = 3(2 + 3)\)

2. ________________

Learning Target: I can rearrange a formula to solve for a specific variable

YOU MUST SHOW YOUR WORK TO GET CREDIT

1) \(= \),

1. ________________

2) \(= + + \),

2. ________________

3) \(2 + 5 = 10\),

3. ________________
Learning Target: I can construct a viable argument to justify a solution to an equation Score: 

YOU MUST SHOW YOUR WORK TO GET CREDIT

1) \(2 - 9 = 11\)

How can you find the solution for \(x\)? Explain why you do specific operations to solve

How can you check your answer?

Learning Target: I can make sense of problems by choosing and interpreting units Score:

YOU MUST SHOW YOUR WORK TO GET CREDIT

1) There are 423 kids going on a field trip to the Bronx Zoo. A bus can only hold 45 students. Write an equation and solve it for how many buses we would need?

Learning Target: I can create equations in one variable and solve them Score:

YOU MUST SHOW YOUR WORK TO GET CREDIT

1) Mark is playing clash of clans. He starts with some number of barbarians. That number increases by 12. Then it gets multiplied by 3. He now has 72 barbarians. Write the equation and figure out how many he started with?___
2) At the end of the day, a pharmacist counted and found she has $\frac{2}{3}$ times as many prescriptions for antibiotics as she did for tranquilizers. She had 200 prescriptions for the two types of drugs.

How many prescriptions did she have for tranquilizers? ________________

How many prescriptions did she have for antibiotics? ________________
Principle 8: Artifact 3

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Principle 9: Artifact 1

Core Unit 4: Solutions to Injustices; What Can We Do?
Argument Synthesis Proposal

Essential Question(s): Why do people have to make arguments in order to address injustices?

Anchor Text: Outliers by Malcolm Gladwell

Focus Questions: What is Gladwell’s overall argument about what determines people’s success? How does he develop and support this overall argument? Where is his argument valid and sound? Where is his argument not sound?

Core Unit 4: RI.1, RI.2, RI.4, RI.6, RI.7, W.1, W.9

Performance Task: After studying how writers construct arguments and analyzing the validity of arguments students will select a social injustice that they will research a reasonable solution to. After practicing how to synthesize parts of arguments in order to develop an overall argument of your own using a nonfiction text such as Outliers, students will present their solution as as an argument in a format of their choosing and present their solution/argument at a Solutions for Social Injustice Symposium. Students will demonstrate their mastery of argument by completing the following tasks:

1. Annotated Bibliography of four (4) sources; each AB entry comprises a precis and an evaluative paragraph in MLA format (RI.1, RI.2, RI.4, RI.6 and possibly RI.7)
2. Public Presentation in a chosen format (visual, video, speech, letter) of a fallacy-free argument that addresses a possible solution that is based on valid research and centers on a current social injustice (W.1 preliminary); this will take place during exam week in January and is titled “Solutions for Social Injustices Symposium”
3. Reflection (RI.7, W.1b)
Principle 9: Artifact 2

As a way to encourage your reading achievement while allowing you to have a direct say in what you read, you will complete the following year-long assignment.

Accelerated Reader Tests

Students will choose one major work per marking period, read the work independently, and take the Accelerated Reader test if there is one for it. Students who do not pass the AR test for each of the works must schedule a one-on-one discussion with me in order to demonstrate their reading level. Students will demonstrate mastery of RL.10 through this ongoing assignment.

Requirements:

● The chosen work can be a novel, a collection of short stories, a collection of poetry, or nonfiction. I suggest that you review the New York Times bestseller lists for possibilities.
● You do not have to select a text that has an Accelerated Reader test to go with it as long as you give me enough time to read it myself.

Your chosen text must be within your reading level range (as determined by 1. Star reading and 2. your current demonstration of your reading ability in class).
Performance Indicator: Linear Functions

<table>
<thead>
<tr>
<th>HOTS (Higher Order Thinking)</th>
<th>Law &amp; Social Justice</th>
<th>Summative Assessment</th>
<th>Summative Performance Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skit</td>
<td>Food distribution around the world</td>
<td>Test</td>
<td>IPOD Project</td>
</tr>
<tr>
<td>Play</td>
<td>Government spending</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recited poem</td>
<td>Budgeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debate</td>
<td>Incarceration Rates (population vs. race)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Tutor</td>
<td>Climate change vs. agricultural change</td>
<td></td>
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</tr>
</tbody>
</table>

Student maps out there plan for the specific assessment they have chosen or can create their own project to demonstrate mastery:

Each Performance Indicator comes with multiple ways for students to demonstrate mastery. Below are the choices for one of the Performance Indicators in Algebra 1. Students are able to look through the assessment choices and pick which performance option they are most comfortable to demonstrate the requisite skills and knowledge. For example, students who picked the Law and Social Justice option would analyze the data, historical and current, for their given topic and make predictions based off of their analysis and create a letter to a key political figure to enlighten them what will happen in the future if this trend, positive or negative, continues.
Principle 9: Artifact 4

Bridge Unit 1: Multiple Modes of Social Satire in Everyday Life
Performance Task
Pace: 3 full class periods NO homework

PLs Assessed: RL/I.1, RL/I.4, RL/I.6 (understanding of literary devices), W.2a, SL.5, L.1, L.2, L.3

EQ: Why do people use satire to criticize cultural and social injustices?

After studying the elements of satire in various forms, their purposes, and their effects on text, topic, and audience, students will create in their chosen form their own satire about a social or cultural issue of their choice. The form can be a comic, an advert, a poem, a short story, or an essay. You may also identify a song that is satirical and create a video for that song. Students will then defend their rhetorical choices in both written and oral form.

Bridge Unit 1: Multiple Modes of Social Satire in Everyday Life
Alternative Performance Task
Pace: 3 full class periods NO homework

Analyze the following piece of satire and answer the following questions in developed explanatory paragraphs. Be prepared to discuss your answers with me in a conference.

Mark Twain’s “True Story” OR Dorothy Parker’s “Telephone Call” (pick one)

1. What is the social issue that the satire points to, and why is it important that society be aware of this issue? In other words, why is it a social issue?

2. Who is the “ideal” (intended) audience? Use textual evidence to support and develop your claim.

3. What are the differing side(s) of this issue? In other words, what does the other side believe? Explain how the author addresses these sides, if s/he does at all. Use textual evidence from the satire to illustrate and develop your point(s). (You should develop a separate P for each side of the issue if there is more than one)

4. What satirical strategies does the author employ and why does s/he use each (what is the purpose of each)? Write an explanatory paragraph for each that includes how you expect your targeted audience would react and why, and how others outside of your targeted audience might react and why.

5. Overall, what effect(s) does the author want in her/his audience (change of action? thought/belief?)?
Principle 10: Artifact 1

ISSP College Before College Student Eligibility

New Haven Public Program Requirements

- B cumulative unweighted GPA or 3.0/on pace in mastery-based schools.
- Any student with a D or F on the most recent report card cannot apply to take a college course the next semester. For example, if a student is interested for spring, but has a D or F on marking period one report card, he or she is ineligible to apply regardless of cumulative GPA.
- Demonstrated evidence of independent learning behaviors.
- Accepted students must attend mandatory orientations and/or registrations for each college.

Gateway Community College Requirements

- Interview with and approval of ISSP Coordinator.
- Paper Application with parent signature.
- Historical Transcript & Current Grade review by ISSP and GCC.
- Accuplacer placement testing, may be waived for high ACT/SAT scores, not PSAT.

Southern CT State University Requirements

- Interview with and approval of ISSP Coordinator.
- GPA and Current Grade review by ISSP Coordinator.
- 140 PSAT / 1400 SAT minimum or 20 ACT composite.

Yale University

- Interview with and approval of ISSP Coordinator.
- A- 3.75 cumulative unweighted GPA, reviewed by ISSP Coordinator.
- 170 PSAT / 1700 SAT minimum (including 600 Reading minimum) OR
- 25 ACT composite minimum (including 26 English/Writing minimum)
- Students MUST earn a course grade of B- or higher in order to continue at Yale.
ISSP
Independent Study
and Seminar Program

2015-2016 Independent Study Course Contract

dominique.argo@nhboe.net (Cross, ESUMS, Hillhouse, NHA, Hyde)
 julie.reinshagen@nhboe.net (Career, Coop, Cross, MBA, Sound)
 ashton.chandler@nhboe.net (HSC only)

Deadlines for submitting IS Course Proposals:
● Marking Period 1 – September 18, 2015 (for 1 full credit or 0.5 credit)
● Marking Period 3 – January 15, 2016 (for 0.5 credit in second semester)
● No retroactive credit will be granted.

IS Credit:
● Mentor Teacher will submit grades for IS students designing their own syllabus.
● Mentor Teacher will submit grades for IS students following an NHPS syllabus.
● ISSP Coordinator will submit grades for IS students taking an Edgenuity course.

IS Drop Policy:
● No IS Course drops are allowed beyond five (5) weeks into the semester for a half-year course.
● No IS Course drops are allowed beyond ten (10) weeks into the semester for a year-long course.
● If an IS Course is not dropped by the deadline, the Subject Mentor will determine the student’s final grade based on compliance with the student’s approved IS Contract Syllabus. Any changes in IS Contract Syllabus must be approved by the ISSP Coordinator.

IS Course Approval Requirement/s:
● Student must be approved by ISSP Coordinator, after referral to the program.
● Students must have a “B” average in all prior subject-related courses to enroll in an IS course.
● Student must submit IS Course Contract and Syllabus before above deadlines.
● IS course numbers will be assigned only for courses approved by the ISSP Coordinator and school/district administration.
● Credit will be granted only for IS courses completed through the ISSP Department as above.
(Name) ________________________ agrees to submit all assignments on the schedule specified per IS Course Syllabus, in the required format. Submissions shall be made a minimum of once each 5-week period.

(Check one) This IS Course Proposal is for:

1) _____ a self- and teacher -designed course I will complete as an IS.

2) _____ a regular NHPS course I will complete as an IS.

3) _____ an Edgenuity course I will complete online as an IS.

If you checked number 1 above, you must fully complete the IS Proposal Questionnaire and return it to your ISSP Coordinator, along with the Proposed Syllabus you have developed with your Mentor Teacher.

If you checked number 2 or 3 above, you must provide a copy of the NHPS Course Outline your Mentor Teacher will be using, or a copy of the Edgenuity Course Description from your ISP Coordinator.

Proposed ISSP Project/Course Name: ______________________________________________________

Marking periods to be studied (check one):   _____ 1 – 4 (1 credit)

_____ 1 – 2 (0.5 credit)

_____ 3 – 4 (0.5 credit)

Any exceptions to the above credit scheme (e.g. schools on a trimester system) should be noted on the line below, and ISSP Coordinator must initial approval here ______

______________________________________________________________________________

Please complete the information below, down to the line of stars****.

My signature below, and those of my Mentor Teacher and parent, stipulates our agreement with all the policies and procedures outlined in the NHPS 2015-16 IS Contract.

Student Name: _________________________________  School: _____________

Student Signature: ______________________________  Date: _______________

Grade: _____  DOB: _______________  New Haven ID #: ________________
High School Counselor’s Name: ______________________________________

Student Cell/Contact Phone: __________________________

Student Email: _______________________________________

Mentor Name: ___________________________ Cell Phone: __________________

Mentor Teacher Email:______________________________

Mentor Teacher Signature: __________________________ Date: ____________

Parent Name: ___________________________ Signature: __________________

Cell/Contact Phone: ___________________________ Date: ________________

******************************************************************

FOR ISSP COORDINATOR USE ONLY:

Course Info: ___________________________ IS#: __________________________

ISSP Coordinator Signature: __________________________ Date: ____________

Principal Signature: ___________________________ Date: ____________

*Special Circumstances Form and signoffs required towards graduation.

YES or NO

Special Circumstances / Required credit exception: __________________________

Rev: 08.15 (e.g. Am. Govt @ SCSU for Civics)
Essential Question(s): Why do people have to make arguments in order to address injustices?

Anchor Text: *Outliers* by Malcolm Gladwell

Focus Questions: What is Gladwell’s overall argument about what determines people’s success? How does he develop and support this overall argument? Where is his argument valid and sound? Where is his argument not sound?

Core Unit 4: RI.1, RI.2, RI.4, RI.6, RI.7, W.1, W.9

Performance Task: After studying how writers construct arguments and analyzing the validity of arguments students will select a social injustice that they will research a reasonable solution to. After practicing how to synthesize parts of arguments in order to develop an overall argument of your own using a nonfiction text such as *Outliers*, students will present their solution as as an argument in a format of their choosing and present their solution/argument at a Solutions for Social Injustice Symposium. Students will demonstrate their mastery of argument by completing the following tasks:

1. Annotated Bibliography of four (4) sources; each AB entry comprises a precis and an evaluative paragraph in MLA format (RI.1, RI.2, RI.4, RI.6 and possibly RI.7)
2. Public Presentation in a chosen format (visual, video, speech, letter) of a fallacy-free argument that addresses a possible solution that is based on valid research and centers on a current social injustice (W.1 preliminary); this will take place during exam week in January and is titled “Solutions for Social Justices Symposium”
3. Reflection (RI.7, W.1b)
Principle 10: Artifact 4

Each Performance Indicator comes with multiple ways for students to demonstrate mastery. Below are the choices for one of the Performance Indicators in Algebra 1. Students are able to look through the assessment choices and pick which performance option they are most comfortable to demonstrate the requisite skills and knowledge. For example, students who picked the Law and Social Justice option would analyze the data, historical and current, for their given topic and make predictions based off of their analysis and create a letter to a key political figure to enlighten them what will happen in the future if this trend, positive or negative, continues.

### Performance Indicator: Linear Functions

<table>
<thead>
<tr>
<th>Assessment options</th>
<th>HOTS (Higher Order Thinking)</th>
<th>Law &amp; Social Justice</th>
<th>Summative Assessment</th>
<th>Summative Performance Tasks</th>
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<tbody>
<tr>
<td>Skit</td>
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<td>Food distribution</td>
<td>Test</td>
<td>IPOD Project</td>
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<td>Play</td>
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<td>around the world</td>
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<td>Recited poem</td>
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<td>Debate</td>
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<td>Peer Tutor</td>
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<td>Incarceration Rates</td>
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<td>(population vs. race)</td>
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<td>Climate change vs.</td>
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<td>agricultural change</td>
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Student maps out there plan for the specific assessment they have chosen or can create their own project to demonstrate mastery: