



The Scholars' Academy

An Accelerated College Preparatory School for Grades 6-12
27Q323, A Teaching and Learning Organization

"Technology Today, Smarter Tomorrow: Removing Time and Place from Teaching and Learning"

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Welcome to Grade Nine Humanities Summer Performance Based Task

Course: Ninth Grade English

Teachers: Ms. Kohn

Focus: As you read the play *The Crucible* by Arthur Miller, consider how a society evolves its norms and values over time and how those norms and values impact the individual as well as the community.

Performance Based Task Description:

Step 1: Over the summer, students will read *The Crucible* by Arthur Miller and at least one novel of choice.

Step 2: As students read *The Crucible* consider the following quote: "Things can happen in some cities and the tale of them will be interesting; the same story laid in another city would be ridiculous." -Frank Norris. Students will complete the graphic organizer #1 and ensure to follow the rubric criteria listed below.

Step 3: Complete graphic organizer #2 after reading *The Crucible* and the novel of choice. Be sure to follow the rubric criteria listed below. The graphic organizers will be used to write their T1MP1 Performance Based Assessment.

Task Steps:

- Read for 30 minutes everyday to remain a strong and fluent reader, please read an array of texts (fiction/nonfiction/newspaper articles/magazines), as well as the assigned play
- Complete the two note-taking graphic organizers
- Use bullet point notes to record textual evidence, citing page numbers of evidence
- Abbreviations and sentence fragments are permissible for the graphic organizer
- The completed graphic organizers are due September 11, 2013

Key Common Core Standards:

RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

W.9-10.11. Create literary texts that demonstrate knowledge and understanding of a wide variety of texts of recognized literary merit.

a. Engage in a wide range of prewriting experiences, such as using a variety of visual representations, to express personal, social, and cultural connections and insights.

b. Identify, analyze, and use elements and techniques of various genres of literature.

c. Develop critical and interpretive texts from more than one perspective, including historical and cultural.

d. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).

Materials:

- *The Crucible* by Arthur Miller
- Completed graphic organizer attached to your English essay

Student Outcomes:

- Students will be able to analyze how a character's point of view changes through varied experiences by analyzing excerpts of the summer reading texts.
- Students will be able to organize their ideas in a coherent manner in order to write a response to literature for the Term 1 writing assignment. This summer assignment will count for 15% of your first marking period grade.
- **Rubric:**

	<u>Level 4</u>	<u>Level 3</u>	<u>Level 2</u>	<u>Level 1</u>
Graphic Organizer: Using Evidence from the Text	In each category, scholars demonstrate thorough comprehension and analysis of the text by including at least 3 relevant and specific details.	In each category, scholars demonstrate basic comprehension and analysis of the text by including 1-2 relevant and specific details.	In each category, scholars demonstrate minimal comprehension and analysis of the text. Details may be present, but they are too general and lack relevance.	Analysis incomplete or missing entirely.
Note taking Page: Demonstration of Understanding of the Task	Scholars include at least 5 relevant and specific details for each prompt.	Scholars include 3-4 relevant and specific details.	Scholars include 1-2 relevant and specific details.	Details are vague or irrelevant.
Spelling, Grammar and Mechanics	Both the graphic organizer and note-taking sheet are virtually error-free .	The graphic organizer and note-taking sheet contain 2-3 errors , but the errors do not interfere with meaning.	The graphic organizer and note-taking sheet contain 4 -5 errors in spelling, mechanics, and grammar.	The graphic organizer and note taking sheet contain more than 6 errors that interfere with meaning and comprehension.
Legibility/ Neatness	Both documents are typed or neatly handwritten.	Both documents are fairly neat with 1-2 areas that are difficult to read.	Both documents lack neatness and are difficult to read.	Both documents lack neatness making it virtually impossible to read.

Date:

Class: 90 ___

Graphic Organizer #1

Directions: As you read *The Crucible*, keep in mind the following quote: "Things can happen in some cities and the tale of them will be interesting; the same story laid in another city would be ridiculous." -Frank Norris
Respond to each of the following prompts. Be sure to include text evidence (with page numbers) to help support your ideas. You may use additional paper if needed.

	"Things can happen in some cities and the tale of them will be interesting; the same story laid in another city would be ridiculous." -Frank Norris
(Interpret) What does this quote mean?	
(Agree or disagree) Do you agree or disagree with this quote? Why or why not? Try to provide valid and logical reasons for your position.	
How do the actions from the community of Salem connect to this quote?	
How did each of the followings impact the outcome of the witchcraft trials: 1. Religion 2. Social hierarchy 3. Gender roles 4. Lack of science	

Date:

Class: 90 ____

Literary Elements Graphic Organizer #2

Directions: Read *The Crucible* by Arthur Miller and select one novel of choice that you will use to complete the graphic organizer. Respond to each prompt by citing specific textual evidence for each prompt indicated. The notes should be brief and include the page number of the cited evidence. This assignment will be counted as part of your first report card grade and is due in class on Wednesday, September 11, 2013. You may use additional paper if needed.

	<i>The Crucible</i>	<i>Novel:</i>
Protagonist (Identify the protagonist in each novel and jot down notes about their character traits)		
Antagonist(s) (Identify the antagonist in each novel and jot down notes about their character traits)		
Main Setting(s) (Describe the main setting of each novel using details from the text)		
Central Conflict (Take notes about the central conflict of the story)		
Resolution to Central Conflict (Briefly describe how the conflict was resolved)		
Determine a Theme (Identify a central theme and analyze its development over the course of the text. Cite specific details from the text.)		
Examples of literary elements the author uses (i.e. foreshadowing, symbolism, allegory, allusions etc.) (Identify an example of figurative language used by the author and explain its importance)		

