



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"

320 Beach 104 Street, Rockaway Park, NY 11694

www.schools.nyc.gov/schoolportals/27/Q323

Tel: (718) 474-6918

Fax: (718) 945-8958

Principal: Brian O'Connell

Assistant Principals: Math/Arts: Michele Smyth
Humanities/Foreign Language: Toni Marie Sorrentino
Science/Technology/Safety/PE: Scott Milczewski

Welcome to Grade Ten Humanities Summer Performance Based Assessment

Course: Tenth Grade English

Performance Based Assessment Description: In January 2014, students will take the New York State English Regents. In an effort to prepare for this exam, students will read *A Separate Peace* by John Knowles and a second novel of their choice, complete the two attached graphic organizers, and write a one to two page critical lens essay. As students read the novel, they will keep the following quotes in mind:

"If you hate a person, you hate something in him that is part of yourself. What isn't part of ourselves doesn't disturb us."—Hermann Hesse

"Everyone is a moon, and has a dark side which he never shows to anybody."- Mark Twain

Task 1 Steps:

- This summer we expect you to read for 30 minutes every day. Please read an array of texts (fiction/nonfiction/newspaper articles/magazines), as well as the assigned text.
- Students will read *A Separate Peace* by John Knowles and a second novel of their choice
- Students will complete the critical lens graphic organizer by responding to each prompt and thoroughly citing textual evidence when necessary
- Students will complete the literary elements graphic organizer by writing 3 to 4 bullet notes to each area indicated
- Students will choose one of the critical lens quotes and write a critical lens essay (see attached task details)
- The essay must be approximately one to two pages in length
- The essay must respond to each aspect of the indicated prompt

Task 2 Steps:

- Read and annotate the poem. Circle details that remind you of *A Separate Peace* underline details that deal with how the speaker feels about a person dying young
- Complete the poetry analysis graphic organizer
- Write a well-developed essay synthesizing the poem and the novel

Due Date: Friday, September 13, 2012

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:

A Separate Peace by John Knowles and a second novel of choice, Poem: "To An Athlete Dying Young" by AE Housman

Critical lens graphic organizer and the literary elements graphic organizer

Critical lens essay prompt

Poetry Analysis Graphic Organizer

Student Outcomes:

- Students will be able to cite textual evidence
- Students will be able to make connections to various quotes and specific literature
- Students will be able to organize their ideas in a coherent manner in order to write a response to literature for the Term 1 Marking Period 1 writing assignment

Critical Lens Task Description:

Write a critical essay in which you discuss *A Separate Peace*, by John Knowles and one other work of literature you have read this summer from the particular perspective of one of the statements provided in the Critical Lens. In your essay, provide a valid interpretation of the statement, agree or disagree with the statement as you have interpreted it, and support your opinion using specific references to the text and appropriate literary elements from the two works. This essay must be typed or written neatly on loose-leaf paper.

To see Critical Lens Rubric and sample papers go to

<http://www.nysedregents.org/comprehensiveenglish/811/compeng-rg811-q28.pdf>

Critical Lens:

Choice 1:

"If you hate a person, you hate something in him that is part of yourself. What isn't part of ourselves doesn't disturb us."—Hermann Hesse

Choice 2:

"Everyone is a moon, and has a dark side which he never shows to anybody." - Mark Twain

Task Steps:

- Select one of the above Critical Lens statements
- Write a 1-2 page typed (or neatly handwritten) Critical Lens essay
- The essay must refer to *A Separate Peace*, by John Knowles and second novel of choice

In your essay you must:

- Provide a valid interpretation of the critical lens that clearly establishes the criteria for analysis
- Indicate whether you agree or disagree with the statement as you have interpreted it
- Choose two works you have read that you believe best support your opinion
- Use the criteria suggested by the critical lens to analyze the works you have chosen
- Avoid plot summary. Instead, use specific references to appropriate literary elements (for example: theme, characterization, setting, point of view) to develop your analysis
- Organize your ideas in a unified and coherent manner
- Specify the titles and authors of the literature you choose
- Follow the conventions of standard written English

Task requirements:

- The essay must be one to two pages in length
- The essay must cite specific textual evidence that is relevant to the lens, that supports your opinion, and references appropriate literary elements

Student outcomes:

- Students will be able to cite specific textual evidence
- Students will be able to identify, analyze and interpret the use of elements and techniques used in literature
- Students will be able to develop critical and interpretive texts from more than one perspective

Rubric for the Graphic Organizers (*A Separate Peace* and *"To An Athlete Dying Young"*):

	<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.

Step 1
Scholars' Academy

Name: _____

Date:

Class: 10 ____

Critical Lens Graphic Organizer

Directions: As you read *A Separate Peace* by John Knowles, keep the two quotes in mind. Complete the graphic organizer by answering each prompt. Be sure to include textual evidence (with page numbers) to help support your ideas. You do not need to write full sentences – just short notes to identify the evidence. This assignment will be counted as part of your first report card grade and is due in class on Friday, September 13, 2013. You may use additional paper if needed. You will find an electronic version of this form at: <http://schools.nyc.gov/SchoolPortals/27/Q323/default.htm> (It is highly suggested that you type this.)

Aspect of Essay	Evidence (Direct Quote and Page Number) /Response
Critical Lens Quote:	
Interpretation of the Quote: (What does this mean?)	
Agree or Disagree with the Quote?	
Title <u>and</u> Author of First Novel (Summer Reading text)	
Literary element author used to prove the quote to be true or untrue:	
Key ideas to discuss from novel:	
Title and Author of Second Novel of Choice	
Literary element author used to prove the quote to be true or untrue:	
Key ideas to discuss from novel:	

--	--

Step 2

Scholars' Academy

Name: _____

Date:

Class: 10__

Literary Elements Graphic Organizer

Directions: Complete the graphic organizer by answering each prompt. Be sure to include textual evidence (with page numbers) to help support your ideas. You do not need to write full sentences – just short notes to identify the evidence. This assignment will be counted as part of your first report card grade and is due in class on Friday, September 13, 2013. You may use additional paper if needed. You will find an electronic version of this form at: <http://schools.nyc.gov/SchoolPortals/27/Q323/default.htm> (It is highly suggested it is typed.)

	<i>A Separate Peace</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)		
Examples of Imagery (Identify an example of imagery the author used and explain its importance)		
Examples of literary elements the author uses (i.e. flashback, foreshadowing, symbolism, etc.) (Identify an example of		

POETRY ANALYSIS GRAPHIC ORGANIZER

Guiding Question for “To An Athlete Dying Young”	Your Response <i>Support your inferences with specific text evidence where applicable. Cite direct quote and line number(s).</i>
Who is the speaker/ persona of the poem?	
Who is the “you” in the first stanza?	
What is the “road all runners come” in stanza two?	
Why does the speaker call the “you” a “smart lad” at the beginning of stanza three?	
For what is the “shady night” a metaphor in stanza four?	
How do you define “rout” in stanza five by its context?	
How can you paraphrase stanza five? What is the meaning of this stanza?	
How can you paraphrase stanza six? What is the meaning of this stanza?	
What is the importance of the word “unwithered” in the last stanza?	
How does Housman present death in this poem?	
What is Housman’s tone or attitude toward death?	

Rubric for Essays:

QUESTION 28 – SCORING RUBRIC – CRITICAL LENS

QUALITY	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:	Responses at this level:
<p>Meaning: the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text(s)</p> <p>Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)</p> <p>Organization: the extent to which the response exhibits direction, shape, and coherence</p> <p>Language Use: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety</p> <p>Conventions: the extent to which the response exhibits conventional spelling, punctuation, capitalization, grammar, and usage</p>	<p>6</p> <p>Responses at this level:</p> <ul style="list-style-type: none"> -provide an interpretation of the "critical lens" that is faithful to the complexity of the statement and clearly establishes the criteria for analysis -use the criteria to make insightful analysis of the chosen texts -develop ideas clearly and fully, making effective use of a wide range of relevant and specific evidence and appropriate literary elements from both texts -maintain the focus established by the critical lens -exhibit a logical and coherent structure through skillful use of appropriate devices and transitions -are stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose -vary structure and length of sentences to enhance meaning -demonstrate control of the conventions with essentially no errors, even with sophisticated language 	<p>5</p> <p>Responses at this level:</p> <ul style="list-style-type: none"> -provide a thoughtful interpretation of the "critical lens" that clearly establishes the criteria for analysis -use the criteria to make a clear and reasoned analysis of the chosen texts -develop ideas clearly and consistently, with reference to relevant and specific evidence and appropriate literary elements from both texts -maintain the focus established by the critical lens -exhibit a logical sequence of ideas through use of appropriate devices and transitions -use language that is fluent and original, with evident awareness of audience and purpose -vary structure and length of sentences to control rhythm and pacing -demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language 	<p>4</p> <p>Responses at this level:</p> <ul style="list-style-type: none"> -provide a reasonable interpretation of the "critical lens" that establishes the criteria for analysis -make implicit connections between criteria and the chosen texts -develop some ideas more fully than others, with reference to specific and relevant evidence and appropriate literary elements from both texts -maintain a clear and appropriate focus -exhibit a logical sequence of ideas but may lack internal consistency -use appropriate language, with some awareness of audience and purpose -occasionally make effective use of sentence structure or length -demonstrate partial control, exhibiting occasional errors that do not hinder comprehension 	<p>3</p> <p>Responses at this level:</p> <ul style="list-style-type: none"> -provide a simple interpretation of the "critical lens" that suggests some criteria for analysis -make superficial connections between the criteria and the chosen texts -develop ideas briefly, using some evidence from the text -may rely primarily on plot summary -establish, but fail to maintain, an appropriate focus -exhibit a rudimentary structure but may include some inconsistencies or irrelevancies -rely on basic vocabulary, with little awareness of audience or purpose -exhibit some attempt to vary sentence structure or length for effect, but with uneven success -demonstrate emerging control, exhibiting occasional errors that hinder comprehension 	<p>2</p> <p>Responses at this level:</p> <ul style="list-style-type: none"> -provide a confused or incomplete interpretation of the "critical lens" -may allude to the "critical lens" but do not use it to analyze the chosen texts -are incomplete or largely undeveloped, hinting at ideas, but references to the text are vague, irrelevant, repetitive, or unjustified -lack an appropriate focus but suggest some organization, or suggest a focus but lack organization -use language that is imprecise or unsuitable for the audience or purpose -reveal little awareness of how to use sentences to achieve an effect -demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult 	<p>1</p> <p>Responses at this level:</p> <ul style="list-style-type: none"> -do not refer to the "critical lens" -reflect minimal or no analysis of the chosen texts -are minimal, with no evidence of development -show no focus or organization -are minimal -use language that is incoherent or inappropriate -are minimal, making assessment of conventions unreliable -may be illegible or not recognizable as English

- If the student addresses only one text, the response can be scored no higher than a 3.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.