

English Language Arts Grade 12

Advanced Placement, World Literature, and Communications 2

Curriculum Writers: Priscilla Abrahamson, Ellen Bensusan, Deborah Gorman, Suzanne Pickford, Katherine Schoppel, and Stacey Siravo-Bazin

STANDARDS GSEs	Learner Expect. Applied Learning	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLE/GSE)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<p><u>READING</u></p> <p>GSE READING CLUSTERS</p> <ul style="list-style-type: none"> • Reading Fluency • Vocabulary • Literary Texts • Informational Text • Reading Strategies • Breadth of Reading 		<p style="text-align: center;"><u>ESSENTIAL QUESTIONS</u></p> <p>ELA curricular decisions at Barrington High School are predicated on the belief that Essential Questions belong at the center of curriculum development, guiding our selection of texts, tasks and talk formats. Such questions, carefully selected and sequenced, provide "coherence and consistency over ... time," (Applebee) and improve our students' ability to use their growing competence in the Language Arts to construct and express their understanding of important/universal ideas.</p> <p>Essential Questions for:</p> <p>Advanced Placement:</p> <ul style="list-style-type: none"> • <i>What is MEANING?</i> • <i>What is REAL and how can you tell?</i> • <i>Is the TRUTH really out there, and if so, where?</i> • <i>What is JUSTICE?</i> <p>Communications 2:</p> <ul style="list-style-type: none"> • <i>What does it mean to be other in society?</i> • <i>Who am I as a student?</i> • <i>Who am I at work?</i> <p>World Literature:</p> <ul style="list-style-type: none"> • <i>What are human rights?</i> • <i>How do human rights affect the self?</i> • <i>How do human rights affect history?</i> • <i>How do human rights affect literature?</i> • <i>Is suffering necessary for moral growth?</i> 	<p><u>DISTRICT INTITATIVES & RESEARCH</u></p> <p>The teacher</p> <p>Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging)</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</p> <ul style="list-style-type: none"> • problem solving • communication tools • information tools • self-management tools • working with others <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> • organizing for effort • clear expectations • fair and credible evaluations • recognition of accomplishment • academic rigor • accountable talk • socializing intelligence • self-management of 	<p>Textbook <i>Prentice Hall (World Literature) (World Literature)</i></p> <p><i>Literature: An Introduction to Fiction, Poetry and Drama (AP)</i></p> <p><i>Prentice Hall (World Literature) Supplementary Materials</i></p> <p><i>Ourselves Among Others Anthology</i></p> <p>Core Books (protected)</p> <p>Communications II</p> <ul style="list-style-type: none"> • <i>A Hope in the Unseen</i> • <i>Interactions</i> • <i>Working</i> • <i>Portals</i> • <i>American Culture and the Media</i> • <i>Fried Green Tomatoes</i> • <i>At the Whistle Stop Cafe</i> • <i>Parrot in the Oven</i> • <i>The Color Purple</i> • <i>Snow Falling on Cedars</i> <p>Advanced Placement</p> <ul style="list-style-type: none"> • <i>Collection of Readings</i> • <i>Anthology</i> • <i>AMSCO'S AP Literature: Preparing for the AP Examination</i> • <i>One Hundred Years of Solitude</i> • <i>Tuesdays with Morrie</i> • <i>Metamorphosis</i> 	<p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam • Final exam • On demand and extended tasks (TBD) <p>PORTFOLIO</p> <ul style="list-style-type: none"> • <i>What are my strengths and weaknesses as a reader and thinker?</i> <p>Portfolio exhibits may include:</p> <ul style="list-style-type: none"> • Semester 1 <ul style="list-style-type: none"> ○ Mid-term ○ Analytical piece ○ Collaborative piece ○ Research piece ○ Speaking, listening and viewing piece ○ Student selected piece ○ Reflective piece • Semester 2 <ul style="list-style-type: none"> ○ Senior Project (see handbook) <p>STANDARDIZED TESTS AS REQUIRED FOR PLP</p> <ul style="list-style-type: none"> • Prentice Hall (World Literature) Assessments (Success

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		<p style="text-align: center;">NECAP GRADE SPAN EXPECTATIONS</p> <p>All of the concepts and skills identified at a given grade level are "fair game" for large scale assessment purposes if indicated by (state assessment, grade...).</p> <p>Each GSE includes three parts:</p> <ul style="list-style-type: none"> A statement in bold, called the "stem" is at the beginning of each GSE. Each "stem" is the same or similar across the grades for a given GSE, and is meant to communicate the main curriculum and instructional focus of the GSE across the grades. The unbolded text within a GSE indicates how the GSE is specified at a given grade level. There are often several indicators for each GSE stem. Each indicator is coded and indicated fair game for "state" or "local" assessment Differences between adjacent grades are underlined. Sometimes nothing is underlined within a GSE. In these situations, differences in adjacent grades "assumes increasing text complexity" and is noted for those GSE_i Each GSE is coded for the content area, the grade level, the GSE "stem" number, and specific indicator for that GSE stem, (e.g. R - 5-6.2) means R (reading), 5 (grade 	<p>learning</p> <ul style="list-style-type: none"> learning as apprenticeship <p>Applies principles of Disciplinary Literacy</p> <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share cubing, etc. <p>Analyzes pre-assessment to direct instruction</p> <p>Provides exemplars and rubrics</p> <p>Addresses multiple intelligences and brain dominance (spatial, bodily kinesthetic, musical, linguistic, intrapersonal, interpersonal, mathematical/logical, and naturalist)</p> <p>Organizes exhibition of student work with rubrics</p>	<ul style="list-style-type: none"> <i>The Bluest Eye</i> <i>Siddhartha</i> <i>Waiting for Godot</i> <i>A Prayer for Owen Meany</i> <i>Chronicle of a Death Foretold</i> <i>The Divine Comedy</i> <i>Hamlet</i> <i>Othello</i> <p><u>World Literature</u></p> <ul style="list-style-type: none"> <i>Prentice Hall (World Literature) Textbook</i> <i>Kite Runner</i> <i>Things Fall Apart</i> <i>Night</i> <i>The Joy Luck Club</i> <i>Siddhartha</i> <i>Crime and Punishment</i> <i>Candide</i> <i>Reading Lolita in Tehran</i> <p>Supplementary books/material</p> <ul style="list-style-type: none"> Teacher Resource Binder 6-Traits Reading Rubrics <i>Reader's Handbook</i> <i>Reader's Notebook</i> (Prentice Hall (World Literature)) PreK-12 RI Literacy Policy (RIDE) <i>How to Differentiate Instruction in Mixed Ability Classrooms</i>, Tomlinson <i>Handbook of Literacy Strategies</i>, Brown <i>Infusing Critical Thinking Skills in the Content Area</i> (graphic organizers) 	<p style="text-align: center;">Tracker™)</p> <ul style="list-style-type: none"> Gates-MacGinitie <p style="text-align: center;">SCHOOL-WIDE RUBRICS</p> <p>SUGGESTED</p> <p>Advanced Placement Exam</p> <p>Anecdotal records</p> <p>Book response sheets</p> <p>Exhibits</p> <p>Interviews</p> <p>Free writes, quick writes</p> <p>Graphic organizers and/or visual imagery</p> <p>Journals</p> <p>Learning logs</p> <p>Literature Circles</p> <p>Multiple Intelligences assessments e.g. ,</p> <ul style="list-style-type: none"> role playing, short plays (bodily kinesthetic) graphic organizing, sketch journals/ cartooning (visual)

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		<p>5), 6 (6th GSE stem), 2 (the second specific indicator for the 6th GSE stem). If an outcome does not have a GSE number, it indicates this is an additional expectation for Barrington Public Schools.</p> <p>Outcomes and Benchmarks are indicated for all READING GSEs/standards and are secured for this grade level unless indicated with a B for beginning or a D for developing.</p> <p>The instructional strategies, resources, and assessments to the right are a reference list of possible ways to teach and measure the outcomes/benchmarks. One, some, or all of these may be used for specific outcomes/benchmarks. The lists reflect research-based instructional strategies and assessments, and all of the district initiatives. Required district-wide assessments that includes common local assessments (mid-term/final exams), standardized tests, and portfolios are indicated and it is the expectation they will be used for all outcomes/benchmarks</p> <p>When an instructional strategy, resource, or assessment is specific to an outcome/benchmark, it may be listed next to the benchmark.</p>	<p>Collaborates with specialists (reading, SPED) to differentiate instruction for ALL students</p> <p>READING STRATEGIES Employs ELA best practice reading strategies e.g.</p> <ul style="list-style-type: none"> • reading aloud • think aloud • shared reading • guided reading • self-selected reading <p>Facilitates comprehension strategies</p> <ul style="list-style-type: none"> • making connections • questioning • visualizing • inferring • determining importance • synthesizing information • self-monitoring or fix-up • predicting and inferring <p>Facilitates Literature Circles and Socratic Seminar</p> <p>Models a variety of graphic organizing strategies (e.g. sequence organizers, concept development,</p>	<ul style="list-style-type: none"> • <i>Strategies that Work</i> Harvey, Goudais • <i>Strategies that Work, Non Fiction Matters</i>, Harvey Classroom • <i>Instruction That Works</i>, Marzano • <i>Content-Area Reading</i>, Daniels • <i>Novels for Students</i> • <i>Poetry for Students</i> • <i>Shakespeare for Students</i> • <i>Epics for Students</i> • <i>Drama for Students</i> <p>Technology</p> <ul style="list-style-type: none"> • SharePoint Services • iText • Arslit.org • Success Tracker • Inspiration™ • Lit-online source • Read-think-write • eNotes.com • Writing lab <p>Materials</p> <ul style="list-style-type: none"> • Clear expectations posters • 6 Traits™ charts • Fix-up strategies posters • Accountable Talk posters <p>School library resources</p> <ul style="list-style-type: none"> • Research databases <ul style="list-style-type: none"> ○ Infotrac ○ Proquest ○ Literary Resource Center • OPAC 	<ul style="list-style-type: none"> • collaboration/conferencing (interpersonal) • songs, lyrics (musical) <p>Oral presentations</p> <p>Performance/problem-based tasks</p> <p>R.A.F.T. Role, Audience, Format, Topic</p> <p>Reading log</p> <p>Rubrics</p> <ul style="list-style-type: none"> • Reading comprehension • Initial understanding, analysis, interpretation <p>Tests and quizzes</p> <p>Writing Assessments</p> <ul style="list-style-type: none"> • Response to literature • Narrative (personal and fictional) • Informational <ul style="list-style-type: none"> ○ reports ○ procedures ○ persuasive • Reflective • Poetry

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			compare/contrast organizers, relation organizers, concept word maps,	<ul style="list-style-type: none"> • RILINK • Titlewave • Lexile™ Community <ul style="list-style-type: none"> • Barrington Public Library 	
<p><u>READING</u></p> <p>1.1 Reading Fluency and Accuracy (R-11)</p>		<p>Students read grade-level appropriate material at an instructional level with:</p> <p>1.1.1 ACCURACY - Reading material appropriate for grade 11 with at least 90-94% accuracy, (R-12-11.1).</p> <p>1.1.2 FLUENCY - Reading with appropriate silent and oral reading fluency rates as determined by text demands, and purposes for reading (R-12-11.2). Suggested rates 150-180 (oral) and 235-270 (silent).</p> <p>1.1.3 FLUENCY - Reading familiar text with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue (R-12-11.3).</p> <p>Note: Students are identified with standardized tests by reading specialists for Personal Literacy Plans (PLP) as indicated in the assessment column.</p>	<p>Teacher may use:</p> <p>(Accuracy) modeling, repeated reading, choral reading, partner reading, Shakespeare Festival, audio recording, independent reading, and extensive reading</p> <p>(Fluency) modeling, read aloud, think aloud, and guided oral reading</p> <p>(Fluency) modeling, poetry, drama performance, choral reading, and ArtsLit activities</p>	<p>Prentice Hall (World Literature) R-5, R-52</p>	<p>(Accuracy) informal assessment of read aloud activities</p> <p>(Fluency) timed silent reading</p> <p>(Fluency) drama performance, poetry performance, choral reading, and ArtsLit activities</p> <p>REQUIRED STANDARDIZED TESTS AS REQUIRED FOR PLP</p> <ul style="list-style-type: none"> • Prentice Hall (World Literature) Assessments (Success Tracker™) • Gates-MacGinitie

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<p>READING</p> <p>1.2 Vocabulary strategies (R-2)</p>		<p>Students identify the MEANING? of unfamiliar vocabulary by:</p> <p>1.2.1 Using strategies to unlock MEANING? e.g.</p> <ul style="list-style-type: none"> • knowledge of word structure, including prefixes/suffixes, base words, common roots, word origins, context clues • general and specialized print or electronic resources including dictionaries, glossaries or thesaurus to determine definition, pronunciation, etymology • prior knowledge (R-12-2.1) <p>1.2.2 Formulate responses to Essential Questions using comprehension, analysis, synthesis, and evaluation of various texts, discussions, and life experiences, e.g.</p> <ul style="list-style-type: none"> • World Literature and Advanced Placement are: <ul style="list-style-type: none"> ○ <i>What is MEANING?</i> ○ <i>What is REAL and how can you tell?</i> ○ <i>Is the TRUTH really out there, and if so, where?</i> ○ <i>What is JUSTICE?</i> • Communications 2 <ul style="list-style-type: none"> ○ <i>What does it mean to be other in society?</i> ○ <i>Who am I as a student?</i> ○ <i>Who am I at work?</i> <p>World Literature:</p>	<p>Teacher may model and/or facilitate use of</p> <ul style="list-style-type: none"> • pre-teaching vocabulary • multiple exposures (reading extensively) • contextual clues • concept maps • dictionary and reference materials • morphemic analysis • CSSD (context, sound, structure, dictionary) <p>Student comprehension, analysis, synthesis, and evaluation by using Essential Questions</p>	<p>Teacher and students may make use of any/all of the following: resources</p> <p><i>Prentice Hall (World Literature) Penguin</i></p> <p><i>Prentice Hall (World Literature) Supplementary Materials</i></p> <p><i>Literature: An Introduction to Fiction, Poetry and Drama (AP)</i></p> <p>AMSCO</p> <p>Dictionary.com</p> <p>Dictionary</p> <p>Thesaurus</p>	<p>Students may be asked to demonstrate proficiency using any of the following assessments:</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam • Final exam • On demand and extended tasks (TBD) <p>PORTFOLIO</p> <ul style="list-style-type: none"> • <i>What are my strengths and weaknesses as a reader and thinker?</i> <p>Portfolio exhibits may include:</p> <ul style="list-style-type: none"> • Semester 1 <ul style="list-style-type: none"> ○ Mid-term ○ Analytical piece ○ Collaborative piece ○ Research piece ○ Speaking, listening and viewing piece ○ Reflective piece ○ Student selected piece • Semester 2 <ul style="list-style-type: none"> ○ Senior Project (see handbook) <p>SCHOOL-WIDE RUBRICS</p>

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		<ul style="list-style-type: none"> ○ <i>What are human rights?</i> ○ <i>How do human rights affect the self?</i> ○ <i>How do human rights affect history?</i> ○ <i>How do human rights affect literature?</i> ○ <i>Is suffering necessary for moral growth?</i> 			<p>Concept map</p> <p>Response to Essential Questions</p> <p>Vocabulary in context quizzes</p>
<p>READING</p> <p>1.3 Breadth of vocabulary (R-3)</p>		<p>Students show breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by (R-12-3.2)</p> <p>1.3.1 Identifying:</p> <ul style="list-style-type: none"> • synonyms • antonyms • homonyms/homophones • shades of MEANING? • analogies • idioms • word origins, including words from dialects or other languages that have been adopted into our language/standard English e.g. denouement (R-12-3-1) <p>1.3.2 Selecting appropriate words or explaining the use of words in context, including</p> <ul style="list-style-type: none"> • connotation or denotation • shades of MEANINGS? of words/nuances • idioms • use of precise or technical vocabulary including content vocabulary, or words with 	<p>Teacher may model and/or facilitate use of:</p> <p>Word identification activities:</p> <ul style="list-style-type: none"> • analogies • word weaving • sketch to stretch • word rap • Pictionary™ • cloze • charades • acrostics • Balderdash™ <p>Dictionary/thesaurus activities</p> <p>Word choice criteria on <i>6+1 Traits of Writing™</i> rubrics</p>	<p>Teacher and students may make use of any/all of the following resources</p> <p><i>Prentice Hall (World Literature) Penguin, R7-R9</i></p> <p><i>Prentice Hall (World Literature) Supplementary Materials</i></p> <p><i>Literature: An Introduction to Fiction, Poetry and Drama (AP)</i></p> <p>AMSCO</p> <p>Dictionary.com</p>	<p>Students may be asked to demonstrate proficiency using any of the following assessments:</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam • Final exam • On demand and extended tasks (TBD) <p>PORTFOLIO</p> <ul style="list-style-type: none"> • <i>What are my strengths and weaknesses as a reader and thinker?</i> <p>Portfolio exhibits may include:</p> <ul style="list-style-type: none"> • Semester 1 <ul style="list-style-type: none"> ○ Mid-term ○ Analytical piece ○ Collaborative piece

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		<p style="text-align: center;">multiple MEANINGS? (R-12-3.2)</p> <p>1.3.3 Formulate responses to Essential Questions using comprehension, analysis, synthesis, and evaluation of various texts, discussions, and life experience, e.g.</p> <ul style="list-style-type: none"> • World Literature and Advanced Placement are: <ul style="list-style-type: none"> ○ <i>What is MEANING?</i> ○ <i>What is REAL and how can you tell?</i> ○ <i>Is the TRUTH really out there, and if so, where?</i> ○ <i>What is JUSTICE?</i> ○ • Communications 2 <ul style="list-style-type: none"> ○ <i>What does it mean to be other in society?</i> ○ <i>Who am I as a student?</i> ○ <i>Who am I at work?</i> • World Literature: <ul style="list-style-type: none"> ○ <i>What are human rights?</i> ○ <i>How do human rights affect the self?</i> ○ <i>How do human rights affect history?</i> ○ <i>How do human rights affect literature?</i> ○ <i>Is suffering necessary for moral growth?</i> 	<p>Student comprehension, analysis, synthesis, and evaluation by using Essential Questions</p>	<p>Dictionary</p> <p>Thesaurus</p>	<ul style="list-style-type: none"> ○ Research piece ○ Speaking, listening and viewing piece ○ Reflective piece ○ Student selected piece • Semester 2 <ul style="list-style-type: none"> ○ Senior Project (see handbook) <p>SCHOOL-WIDE RUBRICS</p> <p>Response to Essential Questions</p>

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<p>READING</p> <p>1.4 Initial understanding of literary text (R-4)</p>		<p>Students demonstrate initial understanding of elements of literary texts by:</p> <p>1.4.1 Identifying or describing or making logical predictions about</p> <ul style="list-style-type: none"> • character(s) such as protagonist or antagonist • setting • problem/solution • plots/subplots, as appropriate to text • identifying any significant changes in character relationships or setting over time • identifying rising action, climax, or falling action (R-12-4.1) <p>1.4.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text (R-12-4.2)</p> <p>1.4.3 Using a variety of organizers, e.g.</p> <ul style="list-style-type: none"> • written (outline, GIST, and one sentence summary) • visual (graphic organizers and visual imagery) <p>1.4.4 Generating questions before, during, and after reading to enhance understanding and recall (R-12-4.3)</p> <p>1.4.5 Identifying the characteristics of a variety of types/genres of literary text, e.g.</p> <ul style="list-style-type: none"> • poetry • drama 	<p>Teacher may model and/or facilitate use of:</p> <p>Story mapping</p> <p>Story boards</p> <p>Graphic organizers</p> <p>Major works data sheet</p> <p>Indirect characterization charts</p> <p>Character cards</p> <p>KWL</p> <p>Plot hill</p> <p>MIAGI (mark, identify, analyze, guess, interpret)</p> <p>Written paraphrasing and summarizing strategies</p> <ul style="list-style-type: none"> • outline, Journaling: freewrite or to a prompt, GIST, and one sentence summary <p>Visual paraphrasing and summarizing strategies</p> <ul style="list-style-type: none"> • graphic organizers, e.g. plot hill, story map, character 	<p>Teacher and students may make use of any/all of the following resources:</p> <p><i>Prentice Hall (World Literature) Penguin, R-49, R-50</i></p> <p><i>Prentice Hall (World Literature) Supplementary Materials</i></p> <p><i>Literature: An Introduction to Fiction, Poetry and Drama (AP)</i></p> <p>AMSCO</p> <p>Inspiration™</p> <p>iText (Prentice Hall (World Literature))</p>	<p>Students may be asked to demonstrate proficiency using any of the following assessments:</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam • Final exam • On demand and extended tasks (TBD) <p>PORTFOLIO</p> <ul style="list-style-type: none"> • <i>What are my strengths and weaknesses as a reader and thinker?</i> <p>Portfolio exhibits may include:</p> <ul style="list-style-type: none"> • Semester 1 <ul style="list-style-type: none"> ○ Mid-term ○ Analytical piece ○ Collaborative piece ○ Research piece ○ Speaking, listening and viewing piece ○ Reflective piece ○ Student selected piece • Semester 2 <ul style="list-style-type: none"> ○ Senior Project (see handbook) <p>SCHOOL-WIDE RUBRICS</p>

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		<ul style="list-style-type: none"> • short story • novel/novella • literary non-fiction (R-12-4.4) <p>1.4.6 Identifying literary devices as appropriate to genre including but not limited to:</p> <ul style="list-style-type: none"> • rhyme schemes • alliteration • simile • metaphors • imagery • flashback • onomatopoeia • repetition • personification • hyperbole • foreshadowing • symbolism • allusion • diction • syntax • bias • point of view (R-12-4.5) <p>1.4.7 Formulate responses to Essential Questions using comprehension, analysis, synthesis, and evaluation of various texts, discussions, and life experience, e.g.</p> <ul style="list-style-type: none"> • World Literature and Advanced Placement are: <ul style="list-style-type: none"> ○ <i>What is MEANING?</i> ○ <i>What is REAL and how can you tell?</i> 	<p>maps, Focus-Question-Response (FQR), KWL, 5-3-1, compare/ contrast (Venn Diagrams), evaluation organizers, relational organizers (fishbone)</p> <ul style="list-style-type: none"> • visual imagery, e.g. visual vocabulary, comic strips <p>Anticipation guide</p> <p>KWL</p> <p>Discussion strategies (talk format) e.g.</p> <ul style="list-style-type: none"> • Socratic method/seminar • shared inquiry discussion (<i>Great Books™</i>) • Questioning the Author (QtA) <p>Use of exemplar text, and other supporting/contextual materials</p> <p>Creation of text</p> <p>Student comprehension, analysis, synthesis, and evaluation by using Essential Questions</p>		<p>5-3-1</p> <p>Character maps</p> <p>Classroom discussion</p> <p>Compare/contrast (Venn Diagrams)</p> <p>Creation of text</p> <p>Evaluation organizers</p> <p>Focus-Question-Response (FQR)</p> <p>Journal responses</p> <p>KWL</p> <p>Literature Circles</p> <p>Major works data sheet</p> <p>Oral presentations</p> <p>Plot hill</p> <p>Relational organizers (fishbone)</p> <p>Response to Essential Questions</p> <p>Socratic seminar</p>

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Curriculum Writers: Priscilla Abrahamson, Ellen Bensusan, Deborah Gorman, Suzanne Pickford, Katherine Schoppel, and Stacey Siravo-Bazin

STANDARDS GSEs	Learner Expect. Applied Learning	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLE/GSE)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
		<ul style="list-style-type: none"> ○ <i>Is the TRUTH really out there, and if so, where?</i> ○ <i>What is JUSTICE?</i> ○ • Communications 2 <ul style="list-style-type: none"> ○ <i>What does it mean to be other in society?</i> ○ <i>Who am I as a student?</i> ○ <i>Who am I at work?</i> • World Literature: <ul style="list-style-type: none"> ○ <i>What are human rights?</i> ○ <i>How do human rights affect the self?</i> ○ <i>How do human rights affect history?</i> ○ <i>How do human rights affect literature?</i> ○ <i>Is suffering necessary for moral growth?</i> 			<p>Socratic seminar with "entrance ticket" (pre-writing)</p> <p>Story map</p> <p>Tests and quizzes</p>
<p>READING</p> <p>1.5 Analysis and interpretation of literary text, citing evidence (R-5)</p>		<p>Students analyze and interpret literary elements within and across texts, citing evidence where appropriate by: (R-12)</p> <p>1.5.1 Explaining and supporting logical predictions or logical outcomes (e.g. drawing conclusions based on interactions between characters or evolving plot) (R-12-5.1)</p> <p>1.5.2 Examining characterization e.g.</p> <ul style="list-style-type: none"> • stereotype • antagonist • protagonist 	<p>Teacher may model and/or facilitate use of any and all of the following strategies for 1.5:</p> <p>Direct instruction</p> <p>Exemplar texts, and other texts</p> <p>Supporting/contextual materials</p> <p>Tag team journal</p>	<p>Teacher and students may make use of any/all of the following resources:</p> <p><i>Prentice Hall (World Literature) Penguin, R-45, 47-49</i></p> <p><i>Prentice Hall (World Literature) Supplementary</i></p>	<p>Students may be asked to demonstrate proficiency using any and/or all of the following assessments for 1.5:</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam • Final exam • On demand and extended tasks (TBD) <p>PORTFOLIO</p>

English Language Arts Grade 12

Advanced Placement, World Literature, and Communications 2

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STANDARDS GSEs	Learner Expect. Applied Learning	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLE/GSE)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
		<ul style="list-style-type: none"> motivation interactions citing thoughts, words, actions that reveal characters' traits, motivations, or changes over time (R-12-5.2) <p>1.5.3 Making inferences about cause/effect, internal or external conflicts e.g.</p> <ul style="list-style-type: none"> person versus self person versus person person versus nature/society/fate or the relationship among elements within text (e.g., describing the interaction among plot/subplots, <u>theme/setting</u>, <u>symbolism/characterization</u> (R-12-5.3) <p>1.5.4 Explaining how the narrator's point of view or author's style or <u>tone</u> is evident affects the reader's interpretation e.g. if the story were told from another character's point of view, how would the reader's interpretation <u>or is supported throughout the text(s)</u> (R-12-5.4),</p> <p>1.5.5 Explaining how the author's message or theme (which may include universal themes) is supported within the text (R-12-5.5)</p> <p>1.5.6 Formulating responses to Essential Questions using comprehension, analysis, synthesis, and evaluation of various texts, discussions, and life experience, e.g.</p> <ul style="list-style-type: none"> World Literature and Advanced Placement are: 	<p>Journaling: freewrite or to a prompt</p> <p>Self-to-text response</p> <p>Guided reading</p> <p>Classroom discussion</p> <p>Socratic seminar</p> <p>Literature Circles</p> <p>Think alouds</p> <p>Five methods of indirect characterization</p> <p>Concept mapping</p> <p>Viewing guide for multimedia</p> <p>Major works data sheet</p> <p>Student comprehension, analysis, synthesis, and evaluation by using Essential Questions</p>	<p><i>Materials</i></p> <p><i>Literature: An Introduction to Fiction, Poetry and Drama (AP)</i></p> <p>AMSCO</p> <p>Library Resources</p> <ul style="list-style-type: none"> <i>Novels for Students</i> <i>Poetry for Students</i> <i>Shakespeare for Students</i> <i>Epics for Students</i> <i>Drama for Students</i> <p>Databases online</p> <p>Literature Resource Center</p> <p>www.literature-online.com</p> <p>e-Notes.com</p>	<ul style="list-style-type: none"> <i>What are my strengths and weaknesses as a reader and thinker?</i> <p>Portfolio exhibits may include:</p> <ul style="list-style-type: none"> Semester 1 <ul style="list-style-type: none"> Mid-term Analytical piece Collaborative piece Research piece Speaking, listening and viewing piece Reflective piece Student selected piece Semester 2 <ul style="list-style-type: none"> Senior Project (see handbook) <p>SCHOOL-WIDE RUBRICS</p> <p>Classroom discussion</p> <p>Concept map</p> <p>Creation of text</p> <p>Debates</p> <p>Journal responses</p> <p>Literature Circles™</p>

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STANDARDS GSEs	Learner Expect. Applied Learning	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLE/GSE)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
		<ul style="list-style-type: none"> ○ <i>What is MEANING?</i> ○ <i>What is REAL and how can you tell?</i> ○ <i>Is the TRUTH really out there, and if so, where?</i> ○ <i>What is JUSTICE?</i> • Communications 2 <ul style="list-style-type: none"> ○ <i>What does it mean to be other in society?</i> ○ <i>Who am I as a student?</i> ○ <i>Who am I at work?</i> • World Literature: <ul style="list-style-type: none"> ○ <i>What are human rights?</i> ○ <i>How do human rights affect the self?</i> ○ <i>How do human rights affect history?</i> ○ <i>How do human rights affect literature?</i> ○ <i>Is suffering necessary for moral growth?</i> 			<p>Major works data sheet</p> <p>Oral presentations</p> <p>Response to Essential Questions</p> <p>Self-to-text responses</p> <p>Socratic seminar</p> <p>Tests and quizzes</p>
<p>READING</p> <p>1.6 Analysis and interpretation of literary text (R-6)</p>		<p>Students analyze and interpret author's craft <u>within or across text</u>, citing evidence where appropriate by:</p> <p>1.6.1 Demonstrating knowledge of author's style or use of literary elements and devices e.g.</p> <ul style="list-style-type: none"> • <u>simile</u> • <u>metaphor</u> • <u>point of view</u> • imagery • repetition • flashback 	<p>Teacher may model and/or facilitate use of:</p> <p>Direct instruction</p> <p>Exemplar text</p> <p>Other supporting/contextual materials</p>	<p>Teacher and students may make use of any/all of the following resources:</p> <p><i>Prentice Hall (World Literature) Penguin, R 47-49</i></p> <p><i>Prentice Hall (World</i></p>	<p>Students may be asked to demonstrate proficiency using any of the following assessments:</p> <p>REQUIRED</p> <p>COMMON</p> <p>LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam • Final exam • On demand and extended tasks (TBD)

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STANDARDS GSEs	Learner Expect. Applied Learning	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLE/GSE)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
		<ul style="list-style-type: none"> • foreshadowing • personification • hyperbole • symbolism • allusion • diction • syntax • genre • bias • use of punctuation to analyze literary works (R-12-6.1) <p>1.6.2 <u>Examine author's style or use of literary devices to convey theme</u> (R-12-6.2)</p> <p>1.6.3 Formulate responses to Essential Questions using comprehension, analysis, synthesis, and evaluation of various texts, discussions, and life experience, e.g.</p> <ul style="list-style-type: none"> • World Literature and Advanced Placement are: <ul style="list-style-type: none"> ○ <i>What is MEANING?</i> ○ <i>What is REAL and how can you tell?</i> ○ <i>Is the TRUTH really out there, and if so, where?</i> ○ <i>What is JUSTICE?</i> • Communications 2 <ul style="list-style-type: none"> ○ <i>What does it mean to be other in society?</i> ○ <i>Who am I as a student?</i> ○ <i>Who am I at work?</i> • World Literature: 	<p>Student comprehension, analysis, synthesis, and evaluation by using Essential Questions</p>	<p><i>Literature)</i> <i>Supplementary Materials</i></p> <p><i>Literature: An Introduction to Fiction, Poetry and Drama (AP)</i></p> <p>AMSCO</p> <p>Library Resources</p> <ul style="list-style-type: none"> • <i>Novels for Students</i> • <i>Poetry for Students</i> • <i>Shakespeare for Students</i> • <i>Epics for Students</i> • <i>Drama for Students</i> <p>Databases online</p> <p>Literature Resource Center</p> <p>www.literature-online.com</p> <p>eNotes.com</p>	<p>PORTFOLIO</p> <ul style="list-style-type: none"> • <i>What are my strengths and weaknesses as a reader and thinker?</i> <p>Portfolio exhibits may include:</p> <ul style="list-style-type: none"> • Semester 1 <ul style="list-style-type: none"> ○ Mid-term ○ Analytical piece ○ Collaborative piece ○ Research piece ○ Speaking, listening and viewing piece ○ Reflective piece ○ Student selected piece • Semester 2 <ul style="list-style-type: none"> ○ Senior Project (see handbook) <p>SCHOOL-WIDE RUBRICS</p> <p>Response to Essential Questions</p>

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STANDARDS GSEs	Learner Expect. Applied Learning	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLE/GSE)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
		<ul style="list-style-type: none"> ○ <i>What are human rights?</i> ○ <i>How do human rights affect the self?</i> ○ <i>How do human rights affect history?</i> ○ <i>How do human rights affect literature?</i> ○ <i>Is suffering necessary for moral growth?</i> 			
<p><u>READING</u></p> <p>1.7 Analysis of literary text/citing evidence (R-16)</p>		<p>Generates a personal response to what is read through a variety of means:</p> <p>1.7.1 Comparing stories to</p> <ul style="list-style-type: none"> • their texts • related personal experiences • prior knowledge • other books (R-12-16.1) <p>1.7.2 Providing relevant details to support the connections made or judgments (interpretive, analytical, evaluative, or reflective) (R-12-16.2)</p> <p>1.7.3 Formulate responses to Essential Questions using comprehension, analysis, synthesis, and evaluation of various texts, discussions, and life experience, e.g.</p> <ul style="list-style-type: none"> • World Literature and Advanced Placement are: <ul style="list-style-type: none"> ○ <i>What is MEANING?</i> ○ <i>What is REAL and how can you tell?</i> ○ <i>Is the TRUTH really out there,</i> 	<p>Teacher may model and/or facilitate use of:</p> <p>Journaling: freewrite or to a prompt</p> <p>Reflective writing</p> <p>Oral presentation</p> <p>Self-to-text responses</p> <p>Socratic seminar</p> <p>Student comprehension, analysis, synthesis, and evaluation by using Essential Questions</p>	<p>Teacher and students may make use of any/all of the following resources:</p> <p><i>Prentice Hall (World Literature) Penguin, R 47-49</i></p> <p><i>Prentice Hall (World Literature) Supplementary Materials</i></p> <p><i>Literature: An Introduction to Fiction, Poetry and Drama (AP)</i></p> <p>AMSCO</p> <p>All forms of media,</p>	<p>Students may be asked to demonstrate proficiency using any of the following assessments:</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam • Final exam • On demand and extended tasks (TBD) <p>PORTFOLIO</p> <ul style="list-style-type: none"> • <i>What are my strengths and weaknesses as a reader and thinker?</i> <p>Portfolio exhibits may include:</p> <ul style="list-style-type: none"> • Semester 1 <ul style="list-style-type: none"> ○ Mid-term ○ Analytical piece ○ Collaborative piece ○ Research piece ○ Speaking,

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STANDARDS GSEs	Learner Expect. Applied Learning	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLE/GSE)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
		<p style="text-align: center;"><i>and if so, where?</i></p> <ul style="list-style-type: none"> ○ <i>What is JUSTICE?</i> • Communications 2 <ul style="list-style-type: none"> ○ <i>What does it mean to be other in society?</i> ○ <i>Who am I as a student?</i> ○ <i>Who am I at work?</i> • World Literature: <ul style="list-style-type: none"> ○ <i>What are human rights?</i> ○ <i>How do human rights affect the self?</i> ○ <i>How do human rights affect history?</i> ○ <i>How do human rights affect literature?</i> ○ <i>Is suffering necessary for moral growth?</i> 		<p>e.g.</p> <ul style="list-style-type: none"> • newspaper • magazine • films • music • personal experience • television • art 	<ul style="list-style-type: none"> ○ listening and viewing piece ○ Reflective piece ○ Student selected piece • Semester 2 <ul style="list-style-type: none"> ○ Senior Project (see handbook) <p>SCHOOL-WIDE RUBRICS</p> <p>Journaling: freewrite or to a prompt</p> <p>Oral presentation</p> <p>Paragraph and essay writing</p> <p>Reflective writing</p> <p>Response to Essential Questions</p> <p>Self-to-text responses</p>
<u>READING</u>		<p>Students demonstrate initial understanding of informational texts (expository and practical texts) by:</p> <p>1.8.1 Obtaining information from text features, e.g.</p> <ul style="list-style-type: none"> • table of contents • glossary • index • transition words /phrases 	<p>Teacher may model and/or facilitate use of the following strategies for 1.8:</p> <p>Library/Internet research materials</p> <p>Preview, Analyze, Investigate, Review (PAIR method)</p>	<p>Teacher and students may make use of any/all of the following resources:</p> <p><i>Prentice Hall (World Literature) Penguin, R-51</i></p>	<p>Students may be asked to demonstrate proficiency using any of the following assessments:</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p>

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		<ul style="list-style-type: none"> transitional devices (including use of white space) bold or italicized text headings, subheadings graphic organizers, charts, graphs, or illustrations (R-12-7.1) <p>1.8.2 Recognizing and identifying text structure e.g.</p> <ul style="list-style-type: none"> sequence/chronology proposition/support compare/contrast problem/solution cause/effect investigation <p>1.8.3 Using information from the text to</p> <ul style="list-style-type: none"> answer questions <u>perform specific tasks</u> <u>solve problems</u> state the main/central ideas provide supporting details explain visual components supporting the interpret maps, charts, timelines, tables, or diagrams (R-12-7.2) <p>1.8.4 Organizing information to show understanding or relationships among facts, ideas, and events e.g.</p> <ul style="list-style-type: none"> representing main/central ideas details within text through charting (including flow charts), mapping, paraphrasing, summarizing, comparing/contrasting outlining 	<p>Graphic organizers</p> <p>Note cards</p> <p>KWL</p> <p>MIAGI</p> <p>Source information sheets</p> <p>Written paraphrasing and summarizing strategies</p> <ul style="list-style-type: none"> outline, journaling: freewrite or to a prompt, GIST, and one sentence summary <p>Visual paraphrasing and summarizing strategies</p> <ul style="list-style-type: none"> graphic organizers, e.g. 	<p><i>Prentice Hall (World Literature)</i> <i>Supplementary Materials</i></p> <p><i>Literature: An Introduction to Fiction, Poetry and Drama (AP)</i></p> <p>AMSCO</p> <p><i>AP Teacher Resource Binder</i></p> <p>Library</p> <p>Internet eText</p> <p>On-line research databases</p> <p>6-Traits Reading Rubrics</p> <p>Reports</p> <p>Magazines</p> <p>Newspapers</p> <p>Textbooks</p>	<ul style="list-style-type: none"> Mid-term exam Final exam On demand and extended tasks (TBD) <p>PORTFOLIO</p> <ul style="list-style-type: none"> <i>What are my strengths and weaknesses as a reader and thinker?</i> <p>Portfolio exhibits may include:</p> <ul style="list-style-type: none"> Semester 1 <ul style="list-style-type: none"> Mid-term Analytical piece Collaborative piece Research piece Speaking, listening and viewing piece Reflective piece Student selected piece Semester 2 <ul style="list-style-type: none"> Senior Project (see handbook) <p>SCHOOL-WIDE RUBRICS</p> <p>Anecdotal record</p> <p>Informal classroom conversation</p> <p>Response to Essential Questions</p>

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STANDARDS GSEs	Learner Expect. Applied Learning	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLE/GSE)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
		<ul style="list-style-type: none"> connecting information with related ideas (R-12-7.3) <p>1.8.5 Generating questions before, during, and after reading to enhance understanding and recall (R-12-7.4)</p> <p>1.8.6 Identifying the characteristics of a variety of types of text, e.g.</p> <ul style="list-style-type: none"> references: reports, magazines, newspapers, textbooks, biographies, websites, legal documents (e.g. Supreme Court case decision, lease agreements), public documents (driver's manuals) and discourse, essays (including literary criticisms), articles, technical manuals, editorials/commentaries, primary source documents, periodicals, job-related materials, speeches, on-line reading, documentaries practical/functional: procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules, memos, applications, catalogues (R-12-7.5) <p>1.8.7 Formulate responses to Essential Questions using comprehension, analysis, synthesis, and evaluation of various texts, discussions, and life experience, e.g.</p> <ul style="list-style-type: none"> World Literature and Advanced 	<p>Focus-Question-Response (FQR), KWL, 5-3-1, compare/ contrast (Venn Diagrams), evaluation organizers, relational organizers (fishbone)</p> <ul style="list-style-type: none"> visual imagery, e.g. visual vocabulary <p>Discussion strategies (talk format) e.g.</p> <ul style="list-style-type: none"> Socratic method/seminar shared inquiry discussion (Great Books™) Questioning the Author (Q+A) <p>Direct instruction, use of exemplar texts, and other supporting/contextual materials</p> <p>Graphic organizers</p> <p>KWL</p> <p>Source information sheets</p> <p>Focus-Question-Response (FQR)</p> <p>Student comprehension, analysis, synthesis, and evaluation by</p>	<p>Biographies</p> <p>Websites</p> <p>Legal documents (e.g. Supreme Court case decision, lease agreements)</p> <p>Public documents (driver's manuals)</p> <p>Discourse</p> <p>Essays (including Literary criticisms)</p> <p>Articles</p> <p>Technical manuals</p> <p>Editorials/commentaries</p> <p>Primary source</p> <p>Documents</p> <p>Periodicals</p> <p>Job-related materials</p> <p>Speeches</p>	<p>Source information sheets</p>

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		<p>Placement are:</p> <ul style="list-style-type: none"> ○ <i>What is MEANING?</i> ○ <i>What is REAL and how can you tell?</i> ○ <i>Is the TRUTH really out there, and if so, where?</i> ○ <i>What is JUSTICE?</i> <ul style="list-style-type: none"> • Communications 2 <ul style="list-style-type: none"> ○ <i>What does it mean to be other in society?</i> ○ <i>Who am I as a student?</i> ○ <i>Who am I at work?</i> • World Literature: <ul style="list-style-type: none"> ○ <i>What are human rights?</i> ○ <i>How do human rights affect the self?</i> ○ <i>How do human rights affect history?</i> ○ <i>How do human rights affect literature?</i> ○ <i>Is suffering necessary for moral growth?</i> 	using Essential Questions	<p>On-line reading</p> <p>Documentaries</p>	
<u>READING</u>		<p>Students analyze and interpret informational text (which may include technical writing), citing evidence as appropriate by:</p> <p>1.9.1 <u>Explaining connections among ideas across multiple texts</u> (R-12-8.1)</p> <p>1.9.2 Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate</p>	<p>Teacher may model and/or facilitate use of the following strategies for 1.9:</p> <p>Direct instruction</p> <p>Research notes, annotated bibliography, or source information sheets</p>	<p>Teacher and students may make use of any/all of the following resources:</p> <p><i>Prentice Hall (World Literature) Penguin, R-50-51</i></p> <p><i>Prentice Hall (World</i></p>	<p>Students may be asked to demonstrate proficiency using any of the following assessments:</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam • Final exam

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STANDARDS GSEs	Learner Expect. Applied Learning	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLE/GSE)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
evidence (R-8)		<p>titles; or formulating assertions or controlling ideas) (R-12-8.2)</p> <p>1.9.3 Drawing inferences about text, including:</p> <ul style="list-style-type: none"> • author's purpose (e.g., to inform, explain, entertain, persuade) or message • or explaining how purpose may affect the interpretation of the text • or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (R-12-8.3) <p>1.9.4 <u>Critiquing author's use of strategies to achieve intended purpose or message (e.g., to inform, explain, entertain, persuade), e.g.</u></p> <ul style="list-style-type: none"> • of critiquing public documents): May include analysis of using anecdotes, addressing counterclaims, appealing to audience, using emotionally-laden language • of critiquing functional documents): May include visual appeal, logical sequences, awareness of possible reader misunderstanding (R-12--8.4) <p>1.9.5 Making inferences about causes and effects (R-12-8.5)</p> <p>1.9.6 Evaluating the clarity and accuracy of information (e.g. consistency, effectiveness of organizational pattern, or logic of arguments (R-12-8.6)</p> <p>1.9.7 Formulate responses to Essential Questions</p>	<p>Graphic organizers</p> <p>Jigsaw activities</p> <p>Text based discussion, e.g. Socratic seminar</p> <p>Spacing</p> <p>Peer- editing</p> <p>Facilitates QAR (Question Answer Relationship)</p> <p>Student analysis, synthesis, and</p>	<p><i>Literature)</i> <i>Supplementary Materials</i> <i>Literature: An Introduction to Fiction, Poetry and Drama (AP)</i></p> <p>AMSCO</p> <p>AP Resource Binder</p> <p>Library</p> <p>Online research</p> <p>Source information sheets</p> <p>Reports</p> <p>Magazines</p> <p>Newspapers</p> <p>Textbooks</p> <p>Biographies</p> <p>Websites</p> <p>Legal documents (e.g. Supreme Court</p>	<ul style="list-style-type: none"> • On demand and extended tasks (TBD) <p>PORTFOLIO</p> <ul style="list-style-type: none"> • <i>What are my strengths and weaknesses as a reader and thinker?</i> <p>Portfolio exhibits may include:</p> <ul style="list-style-type: none"> • Semester 1 <ul style="list-style-type: none"> ○ Mid-term ○ Analytical piece ○ Collaborative piece ○ Research piece ○ Speaking, listening and viewing piece ○ Reflective piece ○ Student selected piece • Semester 2 <ul style="list-style-type: none"> ○ Senior Project (see handbook) <p>SCHOOL-WIDE RUBRICS</p> <p>Paragraph and essay writing</p> <p>Peer editing</p> <p>Research notes</p> <p>Research notes, annotated bibliography, or source information sheets</p>

English Language Arts Grade 12

Advanced Placement, World Literature, and Communications 2

Curriculum Writers: Priscilla Abrahamson, Ellen Bensusan, Deborah Gorman, Suzanne Pickford, Katherine Schoppel, and Stacey Siravo-Bazin

STANDARDS GSEs	Learner Expect. Applied Learning	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLE/GSE)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
		<p>using comprehension, analysis, synthesis, and evaluation of various texts, discussions, and life experience, e.g.</p> <ul style="list-style-type: none"> • World Literature and Advanced Placement are: <ul style="list-style-type: none"> ○ <i>What is MEANING?</i> ○ <i>What is REAL and how can you tell?</i> ○ <i>Is the TRUTH really out there, and if so, where?</i> ○ <i>What is JUSTICE?</i> • Communications 2 <ul style="list-style-type: none"> ○ <i>What does it mean to be other in society?</i> ○ <i>Who am I as a student?</i> ○ <i>Who am I at work?</i> • World Literature: <ul style="list-style-type: none"> ○ <i>What are human rights?</i> ○ <i>How do human rights affect the self?</i> ○ <i>How do human rights affect history?</i> ○ <i>How do human rights affect literature?</i> ○ <i>Is suffering necessary for moral growth?</i> 	<p>evaluation by using Essential Questions</p>	<p>case decision, lease agreements)</p> <p>Public documents (driver's manuals)</p> <p>Discourse</p> <p>Essays (including literary criticisms)</p> <p>Articles</p> <p>Technical manuals</p> <p>Editorials/commentaries</p> <p>Primary source</p> <p>Documents</p> <p>Periodicals</p> <p>Job-related materials</p> <p>Speeches</p> <p>On-line reading</p> <p>Documentaries</p>	<p>Research paper</p> <p>Response to Essential Questions</p>

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STANDARDS GSEs	Learner Expect. Applied Learning	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLE/GSE)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
READING		<p>Students demonstrate the ability to monitor comprehension for different types of text and purposes by:</p> <p>1.10.1 Using a range of self-monitoring and self-correction approaches, e.g.:</p> <ul style="list-style-type: none"> • predicting and confirming • rereading • adjusting rate • sub-vocalizing • consulting resources • questioning • skimming • scanning • using flexible note taking/mapping systems (R-12-12.1) <p>1.10.2 Formulate responses to Essential Questions using comprehension, analysis, synthesis, and evaluation of various texts, discussions, and life experience, e.g.</p> <ul style="list-style-type: none"> • World Literature and Advanced Placement are: <ul style="list-style-type: none"> ○ <i>What is MEANING?</i> ○ <i>What is REAL and how can you tell?</i> ○ <i>Is the TRUTH really out there, and if so, where?</i> ○ <i>What is JUSTICE?</i> • Communications 2 <ul style="list-style-type: none"> ○ <i>What does it mean to be other in society?</i> 	<p>Teacher may model and/or facilitate use of the following strategies for 1.10:</p> <p>"Fix-up strategies":</p> <ul style="list-style-type: none"> • using prior knowledge • sampling a page for readability • summarizing • predicting and making text based inferences • determining importance • generating literal, clarifying, and inferential questions • constructing sensory images (making pictures in one's mind) • making connections (text to self, text to text, and text to world) • taking notes • locating, using and analyzing text features and elements to support inferences and generalizations about information (e.g. vocabulary, text structure, evidence, formal use of language, arguments used) • using text structure clues (e.g. chronological, cause/effect, compare/contrast, proposition and support, logical/sequential) (R-10-13) <p>Group think tank</p> <p>Student analysis, synthesis, and</p>	<p>Teacher and students may make use of any/all of the following resources:</p> <p><i>Prentice Hall (World Literature) Penguin</i></p> <p><i>Prentice Hall (World Literature) Supplementary Materials</i></p> <p><i>Literature: An Introduction to Fiction, Poetry and Drama (AP)</i></p> <p>AMSCO</p> <p>AP Resource Binder</p>	<p>Students may be asked to demonstrate proficiency using any of the following assessments:</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam • Final exam • On demand and extended tasks (TBD) <p>PORTFOLIO</p> <ul style="list-style-type: none"> • <i>What are my strengths and weaknesses as a reader and thinker?</i> <p>Portfolio exhibits may include:</p> <ul style="list-style-type: none"> • Semester 1 <ul style="list-style-type: none"> ○ Mid-term ○ Analytical piece ○ Collaborative piece ○ Research piece ○ Speaking, listening and viewing piece ○ Reflective piece ○ Student selected piece • Semester 2 <ul style="list-style-type: none"> ○ Senior Project (see handbook)

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STANDARDS GSEs	Learner Expect. Applied Learning	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLE/GSE)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
		<ul style="list-style-type: none"> ○ <i>Who am I as a student?</i> ○ <i>Who am I at work?</i> • World Literature: <ul style="list-style-type: none"> ○ <i>What are human rights?</i> ○ <i>How do human rights affect the self?</i> ○ <i>How do human rights affect history?</i> ○ <i>How do human rights affect literature?</i> ○ <i>Is suffering necessary for moral growth?</i> 	evaluation by using Essential Questions		SCHOOL-WIDE RUBRICS
<p><u>READING</u></p> <p>1.11 Strategies for Reading Comprehension (R-13)</p>		<p>Students</p> <p>1.11.1 Apply comprehension strategies before, during, and after reading literary and information text by</p> <ul style="list-style-type: none"> • using prior knowledge • sampling a page for readability • summarizing • predicting and making text based inferences • determining importance • generating literal, clarifying, and inferential questions • constructing sensory images (making pictures in one's mind) • making connections (text to self, text to text, and text to world) • taking notes • locating and using text discourse features 	<p>Teacher may model and/or facilitate the following strategies:</p> <p>"Fix-up" strategies as needed</p> <p>Metacognition strategies for understanding text see addendum</p> <p>Self-selection of reading materials</p> <p>Lexile™ supported text</p> <p>SSR with guided reading</p> <p>MIAGI</p>	<p>Teacher and students may make use of any/all of the following resources:</p> <p><i>Prentice Hall (World Literature) Penguin, R47-49</i></p> <p><i>Prentice Hall (World Literature) Supplementary Materials</i></p> <p><i>Literature: An Introduction to Fiction, Poetry and Drama (AP)</i></p>	<p>Students may be asked to demonstrate proficiency using any of the following assessments:</p> <p style="text-align: center;">REQUIRED</p> <p style="text-align: center;">COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • MID-TERM EXAM • FINAL EXAM <p>Success Tracker™ (pre assessment)</p>

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STANDARDS GSEs	Learner Expect. Applied Learning	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLE/GSE)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
		<p>and elements to support inferences and generalizations about information (e.g. vocabulary, text structure, evidence, format, use of language, arguments used)</p> <ul style="list-style-type: none"> using cues for text structures (e.g., chronological, cause/effect, compare/contrast, proposition and support) (R-12-13) 	<p>Fix up strategies as needed (1.10)</p>	<p>AMSCO</p> <p>Protected text</p>	
<p><u>READING</u></p> <p>1.12 Breadth of Reading widely (R-14)</p>		<p>Students demonstrate the habit of reading widely and extensively and extensively by:</p> <p>1.12.1 Reading with frequency including</p> <ul style="list-style-type: none"> in school out of school summer reading (R-12-14.1) <p>1.12.2 Reading from a wide range of genres/kinds of text including primary and secondary sources, and a variety of authors (e.g. literary informational, and practical/functional texts) (R-12-14.2)</p> <p>1.12.3 Reading multiple texts for depth of understanding an author, a subject, a theme, or genre (R-12-14.3)</p> <p>1.12.4 Formulate responses to Essential Questions using comprehension, analysis, synthesis, and evaluation of various texts, discussions, and life experience, e.g.</p>	<p>Teacher may model and/or facilitate use of the following strategies for 1.12:</p> <p>Self-selection of reading materials</p> <p>Lexile™ supported text</p> <p>Literature Circles™</p> <p>Text-based seminars</p> <p>Student comprehension, analysis, synthesis, and evaluation by using Essential Questions</p>	<p>Teacher and students may make use of any/all of the following resources:</p> <p><i>Prentice Hall (World Literature) Penguin</i></p> <p><i>Prentice Hall (World Literature) Supplementary Materials</i></p> <p><i>Literature: An Introduction to Fiction, Poetry and Drama (AP)</i></p> <p>AMSCO</p> <p>AP Resource Binder</p>	<p>Students may be asked to demonstrate proficiency using any of the following assessments:</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> Mid-term exam Final exam On demand and extended tasks (TBD) <p>PORTFOLIO</p> <ul style="list-style-type: none"> <i>What are my strengths and weaknesses as a reader and thinker?</i> <p>Portfolio exhibits may include:</p> <ul style="list-style-type: none"> Semester 1 <ul style="list-style-type: none"> Mid-term Analytical piece Collaborative piece Research piece Speaking,

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STANDARDS GSEs	Learner Expect. Applied Learning	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLE/GSE)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
		<ul style="list-style-type: none"> • World Literature and Advanced Placement are: <ul style="list-style-type: none"> ○ <i>What is MEANING?</i> ○ <i>What is REAL and how can you tell?</i> ○ <i>Is the TRUTH really out there, and if so, where?</i> ○ <i>What is JUSTICE?</i> • Communications 2 <ul style="list-style-type: none"> ○ <i>What does it mean to be other in society?</i> ○ <i>Who am I as a student?</i> ○ <i>Who am I at work?</i> • World Literature: <ul style="list-style-type: none"> ○ <i>What are human rights?</i> ○ <i>How do human rights affect the self?</i> ○ <i>How do human rights affect history?</i> ○ <i>How do human rights affect literature?</i> ○ <i>Is suffering necessary for moral growth?</i> 		<p>Student selected summer reading (Communications II)</p> <p>Protected text</p>	<p>listening and viewing piece</p> <ul style="list-style-type: none"> ○ Reflective piece ○ Student selected piece <ul style="list-style-type: none"> • Semester 2 <ul style="list-style-type: none"> ○ Senior Project (see handbook) <p>SCHOOL-WIDE RUBRICS</p> <p>6 Traits Reading Rubrics</p> <p>Literature Circles</p> <p>Reading logs</p> <p>Response to Essential Questions</p> <p>Summer reading test</p> <p>Text-based seminars</p>
<p style="text-align: center;"><u>READING</u></p> <p>1.13 Breadth of reading: Reading for</p>		<p>Students read multiple sources of research (including print and non-print) to solve a problem, or to make a decision, or to formulate a judgment, or to support a thesis by:</p> <p>1.13.1 Identifying and understanding information (R-12-15.1)</p>	<p>Teacher may model and/or facilitate use of the following strategies for 1.13:</p> <p>Identification and selection of text appropriate to research topic/area of interest</p>	<p>Teacher and students may make use of any/all of the following resources:</p> <p><i>Prentice Hall (World Literature) Penguin,</i></p>	<p>Students may be asked to demonstrate proficiency using any of the following assessments:</p> <p>REQUIRED COMMON LOCAL ASSESSMENTS</p>

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Research Across Content Areas (R-15)		1.13.2 Evaluating and selecting the information presented in terms of completeness validity (R-12-15.2) 1.13.3 Organizing, analyzing, and interpreting the information (R-12-15.3) 1.13.4 Drawing conclusions/judgments and supporting them with evidence (R-12-15.4) 1.13.5 Formulate responses to Essential Questions using comprehension, analysis, synthesis, and evaluation of various texts, discussions, and life experience, e.g. <ul style="list-style-type: none"> • World Literature and Advanced Placement are: <ul style="list-style-type: none"> ○ <i>What is MEANING?</i> ○ <i>What is REAL and how can you tell?</i> ○ <i>Is the TRUTH really out there, and if so, where?</i> ○ <i>What is JUSTICE?</i> • Communications 2 <ul style="list-style-type: none"> ○ <i>What does it mean to be other in society?</i> ○ <i>Who am I as a student?</i> ○ <i>Who am I at work?</i> • World Literature: <ul style="list-style-type: none"> ○ <i>What are human rights?</i> ○ <i>How do human rights affect the self?</i> 	Library, electronic media and/or databases Graphic organizers Research notes, annotated bibliography, or source information sheets Text-based discussions Student comprehension, analysis, synthesis, and evaluation by using Essential Questions	<i>R-52</i> <i>Prentice Hall (World Literature)</i> <i>Supplementary Materials</i> Library Electronic media Online research databases Informational Texts include, but are not limited to: Reports Magazines Newspapers Textbooks Biographies Autobiographies Internet websites <u>Legal documents (e.g., Supreme Court case decisions, lease agreements)</u> Public documents (<u>drivers' manuals</u>) <u>Discourse</u> <u>Essays (including literary criticisms)</u>	<ul style="list-style-type: none"> • Mid-term exam • Final exam • On demand and extended tasks (TBD) PORTFOLIO <ul style="list-style-type: none"> • <i>What are my strengths and weaknesses as a reader and thinker?</i> Portfolio exhibits may include: <ul style="list-style-type: none"> • Semester 1 <ul style="list-style-type: none"> ○ Mid-term ○ Analytical piece ○ Collaborative piece ○ Research piece ○ Speaking, listening and viewing piece ○ Reflective piece ○ Student selected piece • Semester 2 <ul style="list-style-type: none"> ○ Senior Project (see handbook) SCHOOL-WIDE RUBRICS Paragraph and essay writing Research notes, annotated bibliography, or source information sheets Research paper

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		<ul style="list-style-type: none"> o <i>How do human rights affect history?</i> o <i>How do human rights affect literature?</i> o <i>Is suffering necessary for moral growth?</i> 		<p>Articles Technical manuals Editorials/commentaries Primary source Documents Periodicals Job-related materials Speeches On-line reading Documentaries, etc.</p> <p>Practical/functional texts: Procedures/instructions Announcements Invitations Advertisements Pamphlets Schedules Memos Applications Catalogues, etc.</p>	<p>Response to Essential Questions</p> <p>Student conferencing</p> <p>Text-based discussions</p>

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<p><u>WRITING</u></p> <p>GSE WRITTEN COMMUNICATION CLUSTERS</p> <ul style="list-style-type: none"> • Habits of Writing • Structures of Language • Reading-Writing Connection • Expressive Writing (narratives, poetry, reflective) • Information Writing (reports, procedures, persuasive) • Writing 		<p style="text-align: center;"><u>ESSENTIAL QUESTIONS</u></p> <p>ELA curricular decisions at Barrington High School are predicated on the belief that Essential Questions belong at the center of curriculum development, guiding our selection of texts, tasks and talk formats. Such questions, carefully selected and sequenced, provide “coherence and consistency over ... time,” (Applebee) and improve our students’ ability to use their growing competence in the Language Arts to construct and express their understanding of important/universal ideas.</p> <p>Essential Questions for</p> <p style="text-align: center;">World Literature and Advanced Placement:</p> <p style="text-align: center;"><i>What is MEANING?</i></p> <p style="text-align: center;"><i>What is REAL and how can you tell?</i></p> <p style="text-align: center;"><i>Is the TRUTH really out there, and if so, where?</i></p> <p style="text-align: center;"><i>What is JUSTICE?</i></p> <p style="text-align: center;">Communications 2:</p> <p style="text-align: center;"><i>What does it mean to be other in society?</i></p> <p style="text-align: center;"><i>Who am I as a student?</i></p> <p style="text-align: center;"><i>Who am I at work?</i></p> <p style="text-align: center;">World Literature:</p> <p style="text-align: center;"><i>What are human rights?</i></p> <p style="text-align: center;"><i>How do human rights affect the self?</i></p> <p style="text-align: center;"><i>How do human rights affect history?</i></p> <p style="text-align: center;"><i>How do human rights affect literature?</i></p> <p style="text-align: center;"><i>Is suffering necessary for moral growth?</i></p> <p style="text-align: center;"><u>NECAP GRADE SPAN EXPECTATIONS</u></p> <p>All of the concepts and skills identified at a</p>	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>The teacher</p> <p>Employs strategies of “best practice” (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging)</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</p> <ul style="list-style-type: none"> • problem solving • communication tools • information tools • self-management tools • working with others <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> • organizing for effort • clear expectations • fair and credible evaluations • recognition of accomplishment • academic rigor • accountable talk • socializing intelligence • self-management of learning • learning as apprenticeship <p>Applies principles of Disciplinary Literacy</p> <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> • tiered assignments • jigsawing • pre/post assessments • anchoring • think/pair/share • cubing, etc. <p>Analyzes pre-assessment to direct instruction</p> <p>Provides exemplars and rubrics</p>	<p><u>Textbook</u></p> <ul style="list-style-type: none"> • <i>Prentice Hall (World Literature) Penguin</i> • <i>Literature: An Introduction to Fiction, Poetry and Drama (AP)</i> • <i>Prentice Hall (World Literature) Supplementary Materials</i> • <i>Ourselves Among Others Anthology</i> <p><u>Core Books</u> (protected)</p> <p><u>Communications II</u></p> <ul style="list-style-type: none"> • <i>A Hope in the Unseen</i> • <i>Interactions</i> • <i>Working</i> • <i>Portals</i> • <i>American Culture and the Media</i> • <i>Fried Green Tomatoes</i> • <i>At the Whistle Stop Cafe</i> • <i>Parrot in the Oven</i> • <i>The Color Purple</i> • <i>Ourselves Among Others</i> • <i>Snow Falling on Cedars</i> <p><u>Advanced Placement</u></p> <ul style="list-style-type: none"> • <i>Collection of Readings</i> • <i>Anthology</i> • <i>AMSCO’S AP Literature: Preparing for the AP Examination</i> • <i>One Hundred Years of Solitude</i> • <i>Tuesdays with Morrie</i> 	<p><u>REQUIRED COMMON LOCAL ASSESSMENTS</u></p> <ul style="list-style-type: none"> • Mid-term exam • Final exam • On demand and extended tasks (TBD) <p><u>PORTFOLIO</u></p> <ul style="list-style-type: none"> • <i>What are my strengths and weaknesses as a reader and thinker?</i> <p>Portfolio exhibits may include:</p> <ul style="list-style-type: none"> • Semester 1 <ul style="list-style-type: none"> ○ Mid-term ○ Analytical piece ○ Collaborative piece ○ Research piece ○ Speaking, listening and viewing piece ○ Reflective piece ○ Student selected piece • Semester 2 <ul style="list-style-type: none"> ○ Senior Project (see handbook) <p><u>STANDARDIZED TESTS</u></p> <ul style="list-style-type: none"> • Prentice Hall (World Literature) Assessments <p><u>SCHOOL-WIDE RUBRICS</u></p> <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Book response sheets</p> <p>Exhibits</p> <p>Interviews</p> <p>Free writes, quick writes</p> <p>Graphic organizers and/or visual imagery</p> <p>Journals</p> <p>Learning logs</p>

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STANDARDS GSEs	Learner Expect. Applied Learning	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLE/GSE)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
conventions		<p>given grade level are "fair game" for large scale assessment purposes if indicated by (state assessment, grade...).</p> <p>Each GSE includes three parts:</p> <ul style="list-style-type: none"> A statement in bold. called the "stem" is at the beginning of each GSE. Each "stem" is the same or similar across the grades for a given GSE, and is meant to communicate the main curriculum and instructional focus of the GSE across the grades. The unbolded text within a GSE indicates how the GSE is specified at a given grade level. There are often several indicators for each GSE stem. Each indicator is coded and indicated fair game for "state" or "local" assessment Differences between adjacent grades are underlined. Sometimes nothing is underlined within a GSE. In these situations, differences in adjacent grades "assumes increasing text complexity" and is noted for those GSE. Each GSE is coded for the content area, the grade level, the GSE "stem" number, and specific indicator for that GSE stem, (e.g. R - 5-6.2) means R (reading), 5 (grade 5), 6 (6th GSE stem), 2 (the second specific indicator for the 6th GSE stem). 	<p>Addresses multiple intelligences and brain dominance (spatial, bodily kinesthetic, musical, linguistic, intrapersonal, interpersonal, mathematical/logical, and naturalist)</p> <p>Organizes exhibition of student work with rubrics</p> <p>Collaborates with specialists to differentiate instruction for ALL students</p> <p><u>WRITING STRATEGIES</u></p> <p>Employs writing process</p> <ul style="list-style-type: none"> prewriting drafting revising editing publishing <p>Employs <i>6+1 Traits of Writing</i>[™]</p> <ul style="list-style-type: none"> organization idea voice sentence fluency convention word choice presentation <p>Facilitates <i>Literature Circles</i>[™] and <i>Socratic Seminar</i></p> <p>Models a variety of graphic organizing strategies e.g. KWL, paragraph charts, organizers for:</p> <ul style="list-style-type: none"> sequence/chronology, proposition/support compare/contrast, problem/solution, cause/effect investigation, et. 	<ul style="list-style-type: none"> <i>Metamorphosis</i> <i>The Bluest Eye</i> <i>Siddhartha</i> <i>Waiting for Godot</i> <i>A Prayer for Owen Meany</i> <i>Chronicle of a Death Foretold</i> World Literature <i>Prentice Hall (World Literature) Textbook</i> <i>Kite Runner</i> <i>Things Fall Apart</i> <i>Night</i> <i>The Joy Luck Club</i> <i>Siddhartha</i> <i>Crime and Punishment</i> <i>Candide</i> <i>Reading Lolita in Tehran</i> <p><u>Supplementary books/material</u></p> <ul style="list-style-type: none"> <i>Senior Project Handbook and Teacher's Manual</i> <i>Teacher Resource Binder</i> <i>Reader's Handbook</i> <i>Write Source 2000</i> <i>Writer's, Inc.</i> <i>Warriner's</i> PreK-12 RI Literacy Policy (RIDE) <i>Creating Writers, Spandell</i> <i>How to Differentiate Instruction in Mixed Ability Classrooms, Tomlinson</i> <i>Handbook of Literacy Strategies, Brown</i> <i>Infusing Critical Thinking Skills in the Content Area</i> 	<p>Literature Circles</p> <p>Multiple Intelligences assessments e.g.</p> <ul style="list-style-type: none"> role playing, short plays (bodily kinesthetic) graphic organizing, sketch journals/ cartooning (visual) collaboration/ conferencing interpersonal songs, lyrics (musical) <p>Oral presentations</p> <p>Performance/problem-based tasks</p> <p>R.A.F.T. Role, Audience, Format, Topic</p> <p>Rubrics</p> <ul style="list-style-type: none"> Response to literary or informational text Narrative Informational (report, procedural, persuasive) <p>Tests and quizzes</p> <p>Written Responses</p> <ul style="list-style-type: none"> Narrative Informational (report, persuasive, procedural) Poetry Reflective <p>"Yes Test"</p>

English Language Arts Grade 12

Advanced Placement, World Literature, and Communications 2

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STANDARDS GSEs	Learner Expect. Applied Learning	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLE/GSE)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
		<p>If an outcome does not have a GSE number, it indicates this is an additional expectation for Barrington Public Schools.</p> <p>Outcomes and Benchmarks are indicated for all WRITING GSEs/standards and are secured for this grade level unless indicated with a B for beginning or a D for developing.</p> <p>The instructional strategies, resources, and assessments to the right are a reference list of possible ways to teach and measure the outcomes/benchmarks. One, some, or all of these may be used for specific outcomes/benchmarks. The lists reflect research-based instructional strategies and assessments, and all of the district initiatives. Required district-wide assessments that includes common local assessments (mid-term/final exams), standardized tests, and portfolios are indicated and it is the expectation they will be used for all outcomes/benchmarks</p> <p>When an instructional strategy, resource, or assessment is specific to an outcome/benchmark, it may be listed next to the benchmark.</p>		<p>(graphic organizers)</p> <ul style="list-style-type: none"> • <i>Strategies that Work</i> Harvey, Goudais • <i>Strategies that Work, Non Fiction Matters.</i> Harvey • <i>Classroom Instruction That Works</i>, Marzano • <i>Content-Area Reading</i>, Daniels • <i>OWL MLA Handbook</i> • <i>The Making of a Poem</i> • <i>Eats, Shoots, and Leaves</i> <p><u>Technology</u></p> <ul style="list-style-type: none"> • SharePoint Services • iText • Arslit.org • Success Tracker • Inspiration™ • Lit-online source • Read-think-write • eNotes.com • Writing lab <p><u>Materials</u></p> <ul style="list-style-type: none"> • Clear expectations posters • 6 Traits™ charts • Fix-up strategies posters • Accountable Talk posters • 7 Deadly Sins of Writing posters <p><u>School library resources</u></p> <ul style="list-style-type: none"> • Infotrac • Proquest • OPAC • RILINK • Titlewave • Lexile™ • Literature Resource Center 	

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				<u>Community</u> Barrington Public Library	
<p><u>WRITING</u></p> <p>2.1. Habits of Writing: Writing Process (W-11)</p>		<p>Students</p> <p>2.1.1 Understand and demonstrate use of writing process:</p> <ul style="list-style-type: none"> • prewriting: <ul style="list-style-type: none"> ○ establish purpose ○ generate ideas ○ organize ideas ○ establish genre format • drafting: <ul style="list-style-type: none"> ○ produce a written draft for a specific audience • revising content (emphasis): <ul style="list-style-type: none"> ○ reflect, add, delete, define content by self, teacher and peer • editing conventions and mechanics: <ul style="list-style-type: none"> ○ check for correctness with self, teacher, and peer ○ read aloud with self, teacher, and peer • publishing <ul style="list-style-type: none"> ○ share final draft with intended audience (W-12-10) <p>2.1.2 Know and apply the <i>6+1 Traits of Writing™</i> at the appropriate points in the writing process</p> <ul style="list-style-type: none"> • idea/development • organization • sentence fluency • word choice and terminology 	<p>Teacher may model and/or facilitate use of the following strategies:</p> <p>Writing process</p> <p>Graphic organizers</p> <p>Outlining</p> <p>Thesis brainstorming and work shopping</p> <p>Exemplars from student work</p> <p>Exemplars from established text</p> <p>Peer editing</p> <p>Teacher student conferencing</p> <p>Publishing opportunities for authentic audiences and publication</p> <p>"Yes Test"</p> <p>School-wide Rubrics</p> <p>Revision Policy</p>	<p>Teacher and students may make use of any/all of the following resources:</p> <p><i>Prentice Hall (World Literature) Penguin</i></p> <p><i>Prentice Hall (World Literature) Supplementary Materials</i></p> <p>Senior Project Handbook and Manual</p> <p>Inspiration™</p> <p>OWL at Perdue</p> <p>"Yes Test"</p> <p>CitationMaker.com</p> <p>Turnitin.com</p> <p><i>Writers Inc,</i></p> <p><i>6+1 Traits of Writing™</i></p>	<p>Students may be asked to demonstrate proficiency using any of the following assessments:</p> <p>REQUIRED SENIOR PROJECT - presentation, practice, final and reflection</p> <p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam • Final exam • On demand and extended tasks (TBD) <p>PORTFOLIO</p> <ul style="list-style-type: none"> • <i>What are my strengths and weaknesses as a writer and thinker?</i> <p>Portfolio exhibits may include:</p> <ul style="list-style-type: none"> • Semester 1 <ul style="list-style-type: none"> ○ Mid-term ○ Analytical piece ○ Collaborative piece ○ Research piece ○ Speaking, listening and viewing piece ○ Reflective piece

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STANDARDS GSEs	Learner Expect. Applied Learning	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLE/GSE)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
		<ul style="list-style-type: none"> convention voice presentation (format) 		<i>Creating Writers</i> <i>"Yes Test"</i> Writing lab	<ul style="list-style-type: none"> Student selected piece <ul style="list-style-type: none"> Semester 2 <ul style="list-style-type: none"> Senior Project (see handbook) SCHOOL-WIDE RUBRICS Revision Policy Senior Project Writing Rubric "Yes Test"
WRITING 2.2. Structures of Language - Applying understanding of sentences, paragraphs, text structures (W-1)		Students demonstrate command of the structures of sentences, paragraphs, and text by: 2.2.1 Using the writing process (prewriting, drafting, revising, editing and publishing) and <i>6+1 Traits of Writing™</i> 2.2.2 Using varied sentence length and structure (sentence fluency) to enhance MEANING? (e.g., including phrases and clauses) (W-12-1.1) 2.2.3 Using paragraph structures appropriately, e.g. block or indented format (W-12-1.2) 2.2.4 Recognizing a variety of organizational structures within paragraphs or within texts across content areas e.g. of text <ul style="list-style-type: none"> description 	Teacher may model and/or facilitate use of the following strategies: Writing process Peer editing Teacher student conferencing Exemplars from student work Exemplars from established text Mini lessons Senior Project rubric	Teacher and students may make use of any/all of the following resources: <i>Prentice Hall (World Literature) Penguin, R51-52</i> <i>Prentice Hall (World Literature) Supplementary Materials</i> <i>Daily Language Workbook</i> <i>Writers Inc.</i>	Students may be asked to demonstrate proficiency using any of the following assessments: REQUIRED SENIOR PROJECT - presentation, practice, final and reflection COMMON LOCAL ASSESSMENTS <ul style="list-style-type: none"> Mid-term exam Final exam On demand and extended tasks (TBD) PORTFOLIO <ul style="list-style-type: none"> <i>What are my strengths and weaknesses as a writer and thinker?</i>

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		<ul style="list-style-type: none"> • sequential chronology • proposition/support • compare/contrast • problem/solution • cause/effect • investigation • deductive/inductive (W-12-1.3) <p>2.2.5 Applying a format and text structure appropriate to purpose, audience, and context e.g.</p> <ul style="list-style-type: none"> • academic essay • extended research essay • critical analysis (W-12-1.4) • reflective writing • creative writing 	Revision Policy	<p>Inspiration TM</p> <p>Prompts</p> <p>OWL Handbook</p> <p>Writing lab</p>	<p>Portfolio exhibits may include:</p> <ul style="list-style-type: none"> • Semester 1 <ul style="list-style-type: none"> ○ Mid-term ○ Analytical piece ○ Collaborative piece ○ Research piece ○ Speaking, listening and viewing piece ○ Reflective piece ○ Student selected piece • Semester 2 <ul style="list-style-type: none"> ○ Senior Project (see handbook) <p>SCHOOL-WIDE RUBRICS</p> <p>Graphic organizers (such as plot mountain, story map, character maps, Focus-Question-Response (FQR), 5-3-1, compare/contrast (Venn Diagrams) evaluation organizers relational organizers (fishbone)</p> <p>Outlines</p> <p>Paragraph and essay writing for a variety audiences and purposes</p> <p>Revision Policy</p>

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					<p>Response to Essential Questions</p> <p>Visual imagery (visual vocabulary, comic strips)</p> <p>Senior Project writing rubric</p> <p>"Yes Test"</p>
<p><u>WRITING</u></p> <p>2.3 Writing in Response to Literary or Informational Text - Showing Understanding of Ideas in Text (W-2)</p>		<p>Students show in literary and informational text an understanding of plot/ideas/concepts by: (W-12-2)</p> <p>2.3.1 Using the writing process (prewriting, drafting, revising, editing, and publishing) and <i>6+1 Traits of Writing™</i>.</p> <p>2.3.2 Selecting and summarizing key ideas to set context appropriate to audience <u>and purpose</u> (W-12-2.1)</p> <p>2.3.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas, <u>themes, motifs, or archetypes</u> (W-12-2.3)</p> <p>2.3.4 Referring to and explaining relevant ideas <u>or themes</u> (W-12-2.4)</p> <p>2.3.5 Writing a response or a summary of key</p>	<p>Teacher may model and/or facilitate use of the following strategies for 2.3:</p> <p>Writing process</p> <p>Outlines</p> <p>Graphic organizers (such as plot hill, story map, character maps, Focus-Question-Response (FQR), 5-3-1, compare/ contrast (Venn Diagrams) evaluation organizers, relational organizers (fishbone)</p> <p>Visual imagery (visual vocabulary, comic strips)</p> <p>Reflective writing</p>	<p>Teacher and students may make use of any/all of the following resources:</p> <p><i>Prentice Hall (World Literature) Penguin, R 51-52</i></p> <p><i>Prentice Hall (World Literature) Supplementary Materials</i></p> <p><i>Literature: An Introduction to Fiction, Poetry and Drama (AP)</i></p> <p>AMSCO</p>	<p>Students may be asked to demonstrate proficiency using any of the following assessments:</p> <p>REQUIRED SENIOR PROJECT - presentation, practice, final and reflection</p> <p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam • Final exam • On demand and extended tasks (TBD) <p>PORTFOLIO</p> <ul style="list-style-type: none"> • <i>What are my strengths and weaknesses as a writer and thinker?</i> <p>Portfolio exhibits may include:</p>

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		<p>concepts, personal reaction to the text and an analysis of the author's craft after reading a literary text</p> <p>2.3.6 Formulating responses to Essential Questions using comprehension, analysis, synthesis, and evaluation of various texts, discussions, and life experience, e.g.</p> <ul style="list-style-type: none"> • World Literature and Advanced Placement are: <ul style="list-style-type: none"> ○ <i>What is MEANING?</i> ○ <i>What is REAL and how can you tell?</i> ○ <i>Is the TRUTH really out there, and if so, where?</i> ○ <i>What is JUSTICE?</i> • Communications 2 <ul style="list-style-type: none"> ○ <i>What does it mean to be other in society?</i> ○ <i>Who am I as a student?</i> ○ <i>Who am I at work?</i> • World Literature: <ul style="list-style-type: none"> ○ <i>What are human rights?</i> ○ <i>How do human rights affect the self?</i> ○ <i>How do human rights affect history?</i> ○ <i>How do human rights affect literature?</i> ○ <i>Is suffering necessary for moral growth?</i> 	<p>Tag team journal</p> <p>Journaling: freewrite or to a prompt</p> <p>Guided reading</p> <p>Classroom discussion</p> <p>Socratic seminar</p> <p>Literature Circles</p> <p>Poetry</p> <p>Think alouds</p> <p>Self-to-text responses</p> <p>Student comprehension, analysis, synthesis, and evaluation by using Essential Questions</p> <p>Revision Policy</p>	<p>AP Resource Binder</p> <p>Senior Project Handbook and Manual</p> <p>Protected books</p> <p>Inspiration™</p> <p>OWL</p> <p>Writers, Inc.</p> <p>Reports</p> <p>Magazines</p> <p>Newspapers</p> <p>Textbooks</p> <p>Biographies</p> <p>Websites</p> <p>Legal documents (e.g. Supreme Court case decision, lease agreements)</p> <p>Public documents (driver's manuals)</p> <p>Discourse</p>	<ul style="list-style-type: none"> • Semester 1 <ul style="list-style-type: none"> ○ <i>Mid-term</i> ○ <i>Analytical piece</i> ○ <i>Collaborative piece</i> ○ <i>Research piece</i> ○ <i>Speaking, listening and viewing piece</i> ○ <i>Reflective piece</i> ○ <i>Student selected piece</i> • Semester 2 <ul style="list-style-type: none"> ○ <i>Senior Project (see handbook)</i> <p>SCHOOL-WIDE RUBRICS</p> <p>Self-to-text</p>

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				<p>Essays (including literary criticisms)</p> <p>Articles</p> <p>Technical manuals</p> <p>Editorials/commentaries</p> <p>Primary source</p> <p>Documents</p> <p>Periodicals</p> <p>Writing lab</p>	
<p><u>WRITING</u></p> <p>2.4 Writing in Response to Literary or Informational Text - Making analytical judgments about text (W-12-3)</p>		<p>In response to literary or informational text, students make and support analytical judgements about text by:</p> <p>2.4.1 Using the writing process (prewriting, drafting, revising, editing and publishing) and <i>6+1 Traits of Writing™</i>.</p> <p>2.4.2 Establishing an interpretive claim in the form of a thesis (W-12- 3.1b), e.g. Senior Project</p> <p>2.4.3 Making inferences about the relationship(s) among content, events, characters, setting, point of view, theme, or author's craft (W-12-3.2) e.g.</p> <ul style="list-style-type: none"> • making links to author's choice of words, 	<p>Teacher may model and/or facilitate the following strategies:</p> <p>Prewriting</p> <p>Drafting</p> <p>Modeling</p> <p>Questioning</p>	<p>Teacher and students may make use of any/all of the following resources:</p> <p><i>Prentice Hall (World Literature) Penguin, R-50-52</i></p> <p><i>Prentice Hall (World Literature) Supplementary Materials</i></p>	<p>Students may be asked to demonstrate proficiency using any of the following assessments:</p> <p>REQUIRED</p> <p>SENIOR PROJECT - presentation, practice, final and reflection</p> <p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam • Final exam • On demand and

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		<p>style, bias, literary techniques, or point of view; making links to characteristics of literary forms or genres</p> <p>2.4.4 Using specific details and references to text or relevant citations to support thesis, conclusions, or interpretations (W-12 -3.3)</p> <p>2.4.5 Organizing ideas, using transition words/phrases and drawing a conclusion by synthesizing information, e.g. demonstrate a connection to the broader world of ideas (W-12-3.4)</p> <p>2.4.6 Formulating responses to Essential Questions using analysis, synthesis, and evaluation of various texts, discussions, and life experience, e.g.</p> <ul style="list-style-type: none"> • World Literature and Advanced Placement are: <ul style="list-style-type: none"> ○ <i>What is MEANING?</i> ○ <i>What is REAL and how can you tell?</i> ○ <i>Is the TRUTH really out there, and if so, where?</i> ○ <i>What is JUSTICE?</i> • Communications 2 <ul style="list-style-type: none"> ○ <i>What does it mean to be other in society?</i> ○ <i>Who am I as a student?</i> ○ <i>Who am I at work?</i> • World Literature: <ul style="list-style-type: none"> ○ <i>What are human rights?</i> ○ <i>How do human rights affect the</i> 	<p>Peer conferencing/review</p> <p>Chalk talk</p> <p>Journaling: freewrite or to a prompt</p> <p>Think, pair, and share</p> <p>Reflecting</p> <p>Graphic organizers</p> <p>Integrating sources/evidence</p> <p>Research notes, annotated bibliography or source information sheets</p> <p>Exemplars from student work</p> <p>Exemplars from established text</p> <p>Revision Policy</p> <p>Facilitates student comprehension, analysis, synthesis, and evaluation by using Essential Questions</p>	<p><i>Literature: An Introduction to Fiction, Poetry and Drama (AP)</i></p> <p>AMSCO</p> <p>AP Resource Binder</p> <p>Senior Project Handbook and Manual</p> <p>Protected books</p> <p>Inspiration™</p> <p><i>Writers Inc,</i></p> <p>Reports</p> <p>Magazines</p> <p>Exemplars</p> <p>Newspapers</p> <p>Textbooks</p> <p>Biographies</p> <p>Websites</p> <p>Legal documents</p>	<p style="text-align: right;">extended tasks (TBD)</p> <p>PORTFOLIO</p> <ul style="list-style-type: none"> • <i>What are my strengths and weaknesses as a writer and thinker?</i> <p>Portfolio exhibits may include:</p> <ul style="list-style-type: none"> • Semester 1 <ul style="list-style-type: none"> ○ Mid-term ○ Analytical piece ○ Collaborative piece ○ Research piece ○ Speaking, listening and viewing piece ○ Reflective piece ○ Student selected piece • Semester 2 <ul style="list-style-type: none"> ○ Senior Project (see handbook) <p>SCHOOL-WIDE RUBRICS</p> <p>Literary Criticism Essay</p> <p>Response to Essential Questions</p> <p>Revision Policy</p> <p>Rubrics</p> <p>Senior Project writing rubric</p>

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		<p style="text-align: center;"><i>self?</i></p> <ul style="list-style-type: none"> ○ <i>How do human rights affect history?</i> ○ <i>How do human rights affect literature?</i> ○ <i>Is suffering necessary for moral growth?</i> 		<p>(e.g. Supreme Court case decision, lease agreements)</p> <p>Public documents (driver's manuals) Discourse</p> <p>Essays (including Literary criticisms) Articles</p> <p>Technical manuals</p> <p>Editorials/commentaries</p> <p>Primary source Documents</p> <p>Periodicals</p> <p>Senior writing rubric</p> <p>Writing lab</p>	"Yes Test"
<p><u>WRITING</u></p> <p>2.5 Narrative Writing - Creating a Story Line (W-12-4)</p>		<p>In written narratives, students organize and relate a story line/plot/series of events by:</p> <p>2.5.1 Using the writing process (prewriting, drafting, revising, editing and publishing) and <i>6+1 Traits of Writing™</i></p>	<p>Teacher may model and/or facilitate the following strategies for 2.5:</p> <p>Publishing opportunities for authentic audiences and publication</p>	<p>Teacher and students may make use of any/all of the following resources:</p> <p><i>Prentice Hall (World</i></p>	<p>Students may be asked to demonstrate proficiency using any of the following assessments:</p> <p>REQUIRED SENIOR PROJECT - presentation, practice, final and</p>

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STANDARDS GSEs	Learner Expect. Applied Learning	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLE/GSE)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
		<p>2.5.2 <u>Creating a clear and coherent logically consistent structure</u> (W-12-4.1) e.g.</p> <ul style="list-style-type: none"> • biographical or historical accounts • fiction or non-fiction stories • personal narratives • narrative poems or songs • parodies of particular narrative styles (fable, soap opera) <p>2.5.3 Establishing context, character motivation, problem/conflict/challenge, and resolution, significance of setting (e.g. exposition, conflict/inciting incident) and maintaining point of view (W-12-4.2)</p> <p>2.5.4 Using a variety of effective transitional devices, (e.g. ellipses; time transitions, flashback or foreshadowing; white space; words/phrases) to enhance MEANING? (W-12-4.3)</p> <p>2.5.5. Using a variety of effective literary devices (i.e., flashback or foreshadowing, figurative language imagery) to enhance MEANING? (W-12-4.3)</p> <p>2.5.6 Establishing and maintaining theme (e.g. conflict and resolution and denouement (W-12-4.5)</p> <p>2.5.7 Providing a sense of closure (W- 12-4.6)</p> <p>2.5.8 Formulating responses to Essential Questions using comprehension, analysis, synthesis, and</p>	<p>Exemplars from student work Exemplars from established text</p> <p>Graphic organizers</p> <p>Journaling: freewrite or to a prompt</p> <p>Original, adapted, or personal narrative development:</p> <ul style="list-style-type: none"> • prewriting • story mapping • character development • drafting • peer review • editing • revision • publishing <p>Disciplinary Literacy:</p> <ul style="list-style-type: none"> • Write like ... <p>Revision Policy</p> <p>Student comprehension, analysis, synthesis, and evaluation by using Essential Questions</p>	<p><i>Literature) Penguin, p. 156</i></p> <p><i>Prentice Hall (World Literature) Supplementary Materials</i></p> <p><i>Literature: An Introduction to Fiction, Poetry and Drama (AP)</i></p> <p>AMSCO</p> <p><i>Protected Books</i></p> <p><i>Inspiration™</i></p> <p><i>Writing Fiction, Janet Burroway</i></p> <p><i>Writers, Inc.</i></p> <p><i>The Revue</i></p> <p>Exemplar texts</p> <p>Writing lab</p>	<p>reflection</p> <p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam • Final exam • On demand and extended tasks (TBD) <p>PORTFOLIO</p> <ul style="list-style-type: none"> • <i>What are my strengths and weaknesses as a writer and thinker?</i> <p>Portfolio exhibits may include:</p> <ul style="list-style-type: none"> • Semester 1 <ul style="list-style-type: none"> ○ Mid-term ○ Analytical piece ○ Collaborative piece ○ Research piece ○ Speaking, listening and viewing piece ○ Reflective piece ○ Student selected piece • Semester 2 <ul style="list-style-type: none"> ○ Senior Project (see handbook) <p>SCHOOL-WIDE RUBRICS</p> <p>Journaling: freewrite or to a prompt</p>

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Advanced Placement, World Literature, and Communications 2

Curriculum Writers: Priscilla Abrahamson, Ellen Bensusan, Deborah Gorman, Suzanne Pickford, Katherine Schoppel, and Stacey Siravo-Bazin

STANDARDS GSEs	Learner Expect. Applied Learning	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLE/GSE)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
		<p>evaluation of various texts, discussions, and life experience, e.g.</p> <ul style="list-style-type: none"> • World Literature and Advanced Placement are: <ul style="list-style-type: none"> ○ <i>What is MEANING?</i> ○ <i>What is REAL and how can you tell?</i> ○ <i>Is the TRUTH really out there, and if so, where?</i> ○ <i>What is JUSTICE?</i> • Communications 2 <ul style="list-style-type: none"> ○ <i>What does it mean to be other in society?</i> ○ <i>Who am I as a student?</i> ○ <i>Who am I at work?</i> • World Literature: <ul style="list-style-type: none"> ○ <i>What are human rights?</i> ○ <i>How do human rights affect the self?</i> ○ <i>How do human rights affect history?</i> ○ <i>How do human rights affect literature?</i> ○ <i>Is suffering necessary for moral growth?</i> 			<p>Narrative writing rubrics</p> <p>Narrative writing (creative and/or personal), process and product</p> <p>Reading circle/exhibition</p> <p>Response to Essential Questions</p> <p>Revision Policy</p>
<p><u>WRITING</u></p> <p>2.6 Narrative Writing - Applying</p>		<p>Students demonstrate use of narrative strategies to engage the reader by:</p> <p>2.6.1 Creating images, using relevant and descriptive and sensory language to advance the plot/story line (W-12-5.1)</p>	<p>Teacher may model and/or facilitate the following strategies:</p> <p>Exemplars from student work</p>	<p>Teacher and students may make use of any/all of the following resources:</p>	<p>Students may be asked to demonstrate proficiency using any of the following assessments:</p>

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Narrative Strategies (W-5)		2.6.2 Using dialogue to advance plot/story line (W-12-5.2) 2.6.3 Developing characters through description, dialogue, actions (<u>including gestures, expressions</u>), and relationships with other characters, when appropriate (W-12-5.3) 2.6.4 Using voice appropriate to purpose (W-12-5.4) 2.6.5 Maintaining a focus (W-12-5.5) 2.6.6 Controlling the pace of the story (W-12-5.6) 2.6.7 Formulating responses to Essential Questions using comprehension, analysis, synthesis, and evaluation of various texts, discussions, and life experience, e.g. <ul style="list-style-type: none"> • World Literature and Advanced Placement are: <ul style="list-style-type: none"> ○ <i>What is MEANING?</i> ○ <i>What is REAL and how can you tell?</i> ○ <i>Is the TRUTH really out there, and if so, where?</i> ○ <i>What is JUSTICE?</i> • Communications 2 <ul style="list-style-type: none"> ○ <i>What does it mean to be other in society?</i> ○ <i>Who am I as a student?</i> ○ <i>Who am I at work?</i> • World Literature: <ul style="list-style-type: none"> ○ <i>What are human rights?</i> ○ <i>How do human rights affect the self?</i> 	Exemplars from established text Graphic organizers Original or adapted narrative development: <ul style="list-style-type: none"> • prewriting • story mapping • character development • drafting, peer review • editing • revision • publishing Journaling: freewrite or to a prompt Disciplinary Literacy <ul style="list-style-type: none"> • write like.... Revision Policy Student comprehension, analysis, synthesis, and evaluation by using Essential Questions	Prentice Hall (<i>World Literature</i>) Penguin, P. 150, 238 <i>Prentice Hall (World Literature) Supplementary Materials</i> <i>Literature: An Introduction to Fiction, Poetry and Drama (AP)</i> AMSCO Protected Text Inspiration™ <i>Writer's, Inc.</i> <i>Writing Fiction</i> Exemplar texts Writing lab <i>Creating Writers</i>	REQUIRED SENIOR PROJECT - presentation, practice, final and reflection COMMON LOCAL ASSESSMENTS <ul style="list-style-type: none"> • Mid-term exam • Final exam • On demand and extended tasks (TBD) PORTFOLIO <ul style="list-style-type: none"> • <i>What are my strengths and weaknesses as a writer and thinker?</i> Portfolio exhibits may include: <ul style="list-style-type: none"> • Semester 1 <ul style="list-style-type: none"> ○ Mid-term ○ Analytical piece ○ Collaborative piece ○ Research piece ○ Speaking, listening and viewing piece ○ Reflective piece ○ Student selected piece • Semester 2 <ul style="list-style-type: none"> ○ Senior Project (see handbook) SCHOOL-WIDE RUBRICS

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STANDARDS GSEs	Learner Expect. Applied Learning	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLE/GSE)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
		<ul style="list-style-type: none"> o <i>How do human rights affect history?</i> o <i>How do human rights affect literature?</i> o <i>Is suffering necessary for moral growth?</i> 			Character charts Character sketch Journaling: freewrite or to a prompt Narrative writing Narrative writing rubric Response to Essential Questions Revision Policy
<u>WRITING</u> 2.7 Expressive Writing: Poetry (W-12) (W-13)		<p>In writing poetry, students demonstrate awareness of purpose by:</p> <p>2.7.1 Writing poems in a variety of voices for a variety of audiences (purpose) (W-12-12.1)</p> <p>2.7.2 Writing poems that express speaker's moods, thought or feelings (W-12-12.2)</p> <p>2.7.3 Choosing conventional or alternative text structures to achieve impact (W-12-12.3)</p> <p>In writing poetry, students use language effectively by</p> <p>2.7.4 Selecting vocabulary according to purpose and for effect on audience (W-12-13.1)</p>	<p>Teacher may model and/or facilitate the following strategies for 2.7:</p> <p>Variety of exemplar poems illustrating voice, mood, type/structure, diction, rhyme, meter, sonnet, etc.</p> <p>Graphic organizers</p> <p>Original or adapted poetry development:</p> <ul style="list-style-type: none"> • prewriting • drafting • peer review • editing 	<p>Teacher and students may make use of any/all of the following resources:</p> <p>Prentice Hall (World Literature) Penguin, R-51, p. 276</p> <p>Prentice Hall (World Literature) Supplementary Materials</p> <p>Literature: An Introduction to Fiction, Poetry and</p>	<p>Students may be asked to demonstrate proficiency using any of the following assessments:</p> <p>REQUIRED SENIOR PROJECT - presentation, practice, final and reflection</p> <p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam • Final exam • On demand and extended tasks (TBD) <p>PORTFOLIO</p> <ul style="list-style-type: none"> • <i>What are my strengths and weaknesses as a writer</i>

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STANDARDS GSEs	Learner Expect. Applied Learning	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLE/GSE)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
		<p>2.7.5 Using rhyme, meter, literary elements (e.g. setting, plot, characters) or figurative language (e.g. of figurative language: simile, personification, alliteration, onomatopoeia, metaphor) (W-12-13.2)</p> <p>2.7.6 Selecting and manipulating words, phrases or clauses, for connotation/shades of MEANING? and impact (W-12-13.3)</p> <p>2.7.7 Using a variety of poetic forms (W-12-13.4)</p> <p>2.7.8 Formulating responses to Essential Questions using comprehension, analysis, synthesis, and evaluation of various texts, discussions, and life experience, e.g.</p> <ul style="list-style-type: none"> • World Literature and Advanced Placement are: <ul style="list-style-type: none"> ○ <i>What is MEANING?</i> ○ <i>What is REAL and how can you tell?</i> ○ <i>Is the TRUTH really out there, and if so, where?</i> ○ <i>What is JUSTICE?</i> • Communications 2 <ul style="list-style-type: none"> ○ <i>What does it mean to be other in society?</i> ○ <i>Who am I as a student?</i> ○ <i>Who am I at work?</i> • World Literature: <ul style="list-style-type: none"> ○ <i>What are human rights?</i> ○ <i>How do human rights affect the self?</i> ○ <i>How do human rights affect history?</i> 	<ul style="list-style-type: none"> • revision • publishing <p>Group poetry construction</p> <p>ArtsLit and other bodily kinesthetic activities, e.g.</p> <ul style="list-style-type: none"> • choral reading • performing text • sculpture garden <p>Tableaux</p> <p>Scansion</p> <p>Found poetry</p> <p>Revision Policy</p> <p>comprehension, analysis, synthesis, and evaluation by using Essential Questions</p>	<p><i>Drama (AP)</i></p> <p>AMSCO</p> <p>Protected Text</p> <p><i>The Making of a Poem , Strand and Boland</i></p> <p><i>The Revue</i></p> <p>Exemplars</p> <p>ArtsLit.org</p> <p>Rhyme.com</p> <p>Dictionaries</p> <p>Thesauruses</p> <p>Writing lab</p>	<p><i>and thinker?</i></p> <p>Portfolio exhibits may include:</p> <ul style="list-style-type: none"> • Semester 1 <ul style="list-style-type: none"> ○ Mid-term ○ Analytical piece ○ Collaborative piece ○ Research piece ○ Speaking, listening and viewing piece ○ Reflective piece ○ Student selected piece • Semester 2 <ul style="list-style-type: none"> ○ Senior Project (see handbook) ○ Assessments <p>SCHOOL-WIDE RUBRICS</p> <p>Poetry rubric</p> <p>Poetry writing e.g. sonnet, ode, free verse</p> <p>Response to Essential Questions</p> <p>Revision Policy</p>

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		<ul style="list-style-type: none"> ○ <i>How do human rights affect literature?</i> ○ <i>Is suffering necessary for moral growth?</i> 			
<p><u>WRITING</u></p> <p>2.8 Expressive Writing: Reflective Essay (W-14)</p>		<p>In reflective writing, students explore and share thoughts, observations, and impressions by:</p> <p>2.8.1 Using the writing process (prewriting, drafting, revising, editing and publishing) and <i>6+1 Traits of Writing™</i></p> <p>2.8.2 Engaging the reader by establishing context (purpose) (W-12-14.1)</p> <p>2.8.3 Analyzing a condition or situation of significance or developing a commonplace, concrete occasion as the basis for the reflection (W-12-14.2)</p> <p>2.8.4 Using an organizational structure that allows for a progression of ideas to develop (W-12-14.3)</p> <p>2.8.5 Using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus (W-12.14.4)</p> <p>2.8.6 Providing a closure - leaving the reader with something to think about (W-12-14.5)</p> <p>2.8.7 Making connections between personal ideas and experiences and more abstract aspect of life,</p>	<p>Teacher may model and/or facilitate the following strategies 2.8:</p> <p>Writing process</p> <p>Journaling: freewrite or to a prompt</p> <p>Self-to-text</p> <p>Exemplars from student work</p> <p>Exemplars from established text</p> <p>Graphic organizers <i>6+1 Traits of Writing™</i> Idea Development and other elaboration strategies (e.g. TS/CD/CM/CS)</p> <p>Peer response</p> <p>Outlining</p> <p>Revision Policy</p>	<p>Teacher and students may make use of any/all of the following resources:</p> <p>Prentice Hall (World Literature) Penguin</p> <p><i>Prentice Hall (World Literature) Supplementary Materials Protected Text</i></p> <p><i>The Making of a Poem</i></p> <p>Exemplars</p> <p>Inspiration™</p> <p><i>Writers Inc.</i></p> <p>Writing lab</p>	<p>Students may be asked to demonstrate proficiency using any of the following assessments:</p> <p>REQUIRED SENIOR PROJECT - presentation, practice, final and reflection</p> <p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam • Final exam • On demand and extended tasks (TBD) <p>PORTFOLIO</p> <ul style="list-style-type: none"> • <i>What are my strengths and weaknesses as a writer and thinker?</i> <p>Portfolio exhibits may include:</p> <ul style="list-style-type: none"> • Semester 1 <ul style="list-style-type: none"> ○ Mid-term ○ Analytical piece ○ Collaborative piece ○ Research piece ○ Speaking, listening and

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STANDARDS GSEs	Learner Expect. Applied Learning	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLE/GSE)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
		<p>leading to new perspectives or insights (W-12-14.6) (e.g. in a reflection upon a friendship, a student identifies a new insight about the relationship)</p> <p>2.8.8 Formulating responses to Essential Questions using comprehension, analysis, synthesis, and evaluation of various texts, discussions, and life experience, e.g.</p> <ul style="list-style-type: none"> • World Literature and Advanced Placement are: <ul style="list-style-type: none"> ○ <i>What is MEANING?</i> ○ <i>What is REAL and how can you tell?</i> ○ <i>Is the TRUTH really out there, and if so, where?</i> ○ <i>What is JUSTICE?</i> • Communications 2 <ul style="list-style-type: none"> ○ <i>What does it mean to be other in society?</i> ○ <i>Who am I as a student?</i> ○ <i>Who am I at work?</i> • World Literature: <ul style="list-style-type: none"> ○ <i>What are human rights?</i> ○ <i>How do human rights affect the self?</i> ○ <i>How do human rights affect history?</i> ○ <i>How do human rights affect literature?</i> ○ <i>Is suffering necessary for moral growth?</i> 	<p>Student comprehension, analysis, synthesis, and evaluation by using Essential Questions</p>		<ul style="list-style-type: none"> ○ viewing piece ○ Reflective piece ○ Student selected piece • Semester 2 <ul style="list-style-type: none"> ○ Senior Project (see handbook) <p>SCHOOL-WIDE RUBRICS</p> <p>Journaling: freewrite or to a prompt</p> <p>Journals</p> <p>Outline</p> <p>Reflective essay <ul style="list-style-type: none"> ○ My life as a student (Communications II) </p> <p>Reflective writing rubrics</p> <p>Response to Essential Questions</p> <p>Revision Policy</p> <p>Self to text response</p>
<u>WRITING</u>		In informational writing students organize ideas/concepts by:	Teacher may model and/or facilitate the following	Teacher and students may make	Students may be asked to demonstrate proficiency using

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2.9 Informational Writing (Reports, Procedures, or Persuasive Writing) - Organizing and Conveying Information (W-12-6)		<p>2.9.1 Use the writing process (prewriting, drafting, revising, editing and publishing) and <i>6+1 Traits of Writing™</i>.</p> <p>2.9.2 Using a text structure appropriate to focus/controlling idea or thesis e.g. chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation, deductive/inductive reasoning (W-12-6.1)</p> <p>2.9.3 Selecting appropriate and relevant information (excluding extraneous details) to set context W- 12-6.2)</p> <p>2.9.4 Using transition words or phrases appropriate to organizational text structure <u>to enhance ideas</u> (W-12-6.3)</p> <p>2.9.5 Synthesizing information from multiple research studies, including primary sources to <u>draw conclusions beyond those found in any single source</u> (W-12- 6.5)</p> <ul style="list-style-type: none"> • explains topic/sub-topic • supports topic/sub-topic with accurate information • establishes an authoritative voice • makes an assertion about the topic • develops a text structure appropriate to topic and purpose <p>2.9.6 Listing and citing sources using standard format</p>	<p>strategies 2.9: Writing process</p> <p>Exemplar texts and that establishes a range of student work (benchmarks)</p> <p>Outlining</p> <p>Graphic organizers for thesis development, e.g. Venn diagrams, compare/contrast, KWL</p> <p><i>6+1 Traits of Writing™</i> Idea Development and Organization, as well as other organizational and elaboration strategies</p> <p>Writing conferences</p> <p>Student teacher conferences</p> <p>Revision Policy</p> <p>Source Information Sheets</p>	<p>use of any/all of the following resources: Prentice Hall (World Literature) Penguin, R-51, 28</p> <p>Prentice Hall (World Literature) Supplementary Materials</p> <p>Protected Text</p> <p>Senior Project Handbook and Manual</p> <p>6+1 Traits of Writing™ Idea Development and Organization</p> <p>Writer's, Inc.</p> <p>Rubrics</p> <p>OWL Handbook and website</p> <p>Writing lab</p> <p>Citationmaker.com</p>	<p>any of the following assessments: REQUIRED SENIOR PROJECT - presentation, practice, final and reflection COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam • Final exam • On demand and extended tasks (TBD) <p>PORTFOLIO</p> <ul style="list-style-type: none"> • <i>What are my strengths and weaknesses as a writer and thinker?</i> <p>Portfolio exhibits may include:</p> <ul style="list-style-type: none"> • Semester 1 <ul style="list-style-type: none"> ○ Mid-term ○ Analytical piece ○ Collaborative piece ○ Research piece ○ Speaking, listening and viewing piece ○ Reflective piece ○ Student selected piece • Semester 2 <ul style="list-style-type: none"> ○ Senior Project (see handbook) <p>SCHOOL-WIDE RUBRICS</p>

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		<p>(W-12-6.6)</p> <p>2.9.7 Formulating responses to Essential Questions using comprehension, analysis, synthesis, and evaluation of various texts, discussions, and life experience, e.g.</p> <ul style="list-style-type: none"> • World Literature and Advanced Placement are: <ul style="list-style-type: none"> ○ <i>What is MEANING?</i> ○ <i>What is REAL and how can you tell?</i> ○ <i>Is the TRUTH really out there, and if so, where?</i> ○ <i>What is JUSTICE?</i> • Communications 2 <ul style="list-style-type: none"> ○ <i>What does it mean to be other in society?</i> ○ <i>Who am I as a student?</i> ○ <i>Who am I at work?</i> • World Literature: <ul style="list-style-type: none"> ○ <i>What are human rights?</i> ○ <i>How do human rights affect the self?</i> ○ <i>How do human rights affect history?</i> ○ <i>How do human rights affect literature?</i> ○ <i>Is suffering necessary for moral growth?</i> 	<p>Student comprehension, analysis, synthesis, and evaluation by using Essential Questions</p>		<p>Graphic organizers</p> <p>Outline</p> <p>Persuasive essay</p> <p>Research/report paper</p> <p>Response to Essential Questions</p> <p>Revision Policy</p> <p>Senior project research paper: process and product</p> <p>Source information sheets</p> <p>Student teacher writing conference</p> <p>Writing process</p>
<u>WRITING</u>		<p>In informational writing, students effectively convey purpose by:</p>	<p>Teacher may model and/or facilitate the following strategies 2.10:</p>	<p>Teacher and students may make use of any/all of</p>	<p>Students may be asked to demonstrate proficiency using any of the following</p>
2.10 Informational					

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Writing (Reports, Procedures, or Persuasive Writing) - Organizing and Conveying Information (W-12-7)		2.10.1 Stating and maintaining a focus/controlling idea/thesis (W-12-7.2)	ACT (argumentative, concise, tenable)	the following resources: Prentice Hall (<i>World Literature</i>) Penguin, R-24 <i>Prentice Hall (World Literature) Supplementary Materials</i> Senior Project Handbook and Teacher's Manual Protected Text <i>Writer's, Inc.</i> <i>Creating Writers</i> Senior Project rubric Dictionary and thesaurus Dictionary.com Dead word wall Writing lab	assessments: REQUIRED SENIOR PROJECT - presentation, practice, final and reflection COMMON LOCAL ASSESSMENTS <ul style="list-style-type: none"> • Mid-term exam • Final exam • On demand and extended tasks (TBD) PORTFOLIO <ul style="list-style-type: none"> • <i>What are my strengths and weaknesses as a writer and thinker?</i> Portfolio exhibits may include: <ul style="list-style-type: none"> • Semester 1 <ul style="list-style-type: none"> ○ Mid-term ○ Analytical piece ○ Collaborative piece ○ Research piece ○ Speaking, listening and viewing piece ○ Reflective piece ○ Student selected piece • Semester 2 <ul style="list-style-type: none"> ○ Senior Project (see handbook)
		2.10.2 <u>Selecting and using formal, informal, literary, or technical language appropriate to audience and context</u> (W-12-7.3) e.g. senior project includes <ul style="list-style-type: none"> • letter of intent • letter of introduction to judges • project journal • research paper 	Annotating for word choice Dead word wall Thesis workshop Senior Project rubric		
		2.10.3 Establishing an authoritative voice (W-12-7.4)	Exemplars from student work		
		2.10.4 Using precise and descriptive language that clarifies and supports intent <u>and enhances MEANING?</u> (W-12-7.5)	Exemplars from established text Revision Policy		
		2.10.5 Formulating responses to Essential Questions using comprehension, analysis, synthesis, and evaluation of various texts, discussions, and life experience, e.g. <ul style="list-style-type: none"> • World Literature and Advanced Placement are: <ul style="list-style-type: none"> ○ <i>What is MEANING?</i> ○ <i>What is REAL and how can you tell?</i> ○ <i>Is the TRUTH really out there, and if so, where?</i> ○ <i>What is JUSTICE?</i> • Communications 2 <ul style="list-style-type: none"> ○ <i>What does it mean to be other in society?</i> ○ <i>Who am I as a student?</i> 	Student comprehension, analysis, synthesis, and evaluation by using Essential Questions		

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STANDARDS GSEs	Learner Expect. Applied Learning	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLE/GSE)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
		<ul style="list-style-type: none"> ○ <i>Who am I at work?</i> ● World Literature: <ul style="list-style-type: none"> ○ <i>What are human rights?</i> ○ <i>How do human rights affect the self?</i> ○ <i>How do human rights affect history?</i> ○ <i>How do human rights affect literature?</i> ○ <i>Is suffering necessary for moral growth?</i> 			<p style="color: red;">SCHOOL-WIDE RUBRICS</p> <p>Literary Criticism Essay</p> <p>Response to Essential Questions</p> <p>Revision Policy</p> <p>Senior Project rubric</p> <p>Senior Project research paper: process and product</p> <p>Writing process</p>
<p><u>WRITING</u></p> <p>2.11 Informational Writing (Reports, Procedures, or Persuasive Writing) - Using Elaboration Strategies (W-12-8)</p>		<p>In informational writing, students demonstrate use of a range of elaboration strategies by:</p> <p>2.11.1 Using the writing process (prewriting, drafting, revising, editing and publishing) and <i>6+1 Traits of Writing™</i></p> <p>2.11.2 Including facts and details relevant to focus/controlling idea or thesis and excluding extraneous information (W-12-8.2)</p> <p>2.11.3 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support</p>	<p>Teacher may model and/or facilitate the following strategies for 2.11:</p> <p>Writing process</p> <p>Student/teacher conferences</p> <p>Exemplar texts and a range of student work</p> <p>Graphic organizers , e.g.</p> <ul style="list-style-type: none"> • fishbone • color coding • research notes per outline 	<p>Teacher and students may make use of any/all of the following resources:</p> <p>Writing lab</p> <p>Senior Project Handbook and Teacher's Manual</p> <p>Inspiration™</p> <p>Opposing viewpoints</p> <p>Writer's Inc.</p>	<p>Students may be asked to demonstrate proficiency using any of the following assessments:</p> <p style="color: red;">REQUIRED SENIOR PROJECT - presentation, practice, final and reflection</p> <p style="color: red;">COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam • Final exam • On demand and extended tasks (TBD) <p style="color: red;">PORTFOLIO</p> <ul style="list-style-type: none"> • <i>What are my strengths and weaknesses as a writer</i>

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		<p>intended purpose (W-12-8.3)</p> <p>2.11.4 Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (W-12-8.4)</p> <p>2.11.5 Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate) (W-12-8.5)</p> <p>2.11.6 Formulating responses to Essential Questions using analysis, synthesis, and evaluation of various texts, discussions, and life experience, e.g.</p> <ul style="list-style-type: none"> • World Literature and Advanced Placement are: <ul style="list-style-type: none"> ○ <i>What is MEANING?</i> ○ <i>What is REAL and how can you tell?</i> ○ <i>Is the TRUTH really out there, and if so, where?</i> ○ <i>What is JUSTICE?</i> • Communications 2 <ul style="list-style-type: none"> ○ <i>What does it mean to be other in society?</i> ○ <i>Who am I as a student?</i> ○ <i>Who am I at work?</i> • World Literature: <ul style="list-style-type: none"> ○ <i>What are human rights?</i> ○ <i>How do human rights affect the self?</i> ○ <i>How do human rights affect</i> 	<p><i>6+1 Traits of Writing™</i> Idea Development and organization as well as other organizational and elaboration strategies</p> <p>Journaling: freewrite or to a prompt</p> <p>Time Period Presentation (BL)</p> <p>Conferencing</p> <p>Peer response</p> <p>Revision Policy</p> <p>Big 6 Research Strategies</p> <p>Senior Project rubric</p> <p>Facilitates student analysis, synthesis, and evaluation by using Essential Questions</p>	<p>Big 6 Research Strategies</p> <p>Writers Handbook</p> <p>Library databases</p> <p>Senior Project rubric</p>	<p><i>and thinker?</i></p> <p>Portfolio exhibits may include:</p> <ul style="list-style-type: none"> • Semester 1 <ul style="list-style-type: none"> ○ Mid-term ○ Analytical piece ○ Collaborative piece ○ Research piece ○ Speaking, listening and viewing piece ○ Reflective piece ○ Student selected piece • Semester 2 <ul style="list-style-type: none"> ○ Senior Project (see handbook) <p>SCHOOL-WIDE RUBRICS</p> <p>Conferencing</p> <p>Journaling: freewrite or to a prompt</p> <p>Literary Criticism Essay (BL)</p> <p>Response to Essential Questions</p> <p>Research paper</p> <p>Revision Policy</p>

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		<p><i>history?</i></p> <ul style="list-style-type: none"> ○ <i>How do human rights affect literature?</i> ○ <i>Is suffering necessary for moral growth?</i> 			<p>Senior Project research paper: process and product</p> <p>Senior Project rubric</p> <p>Time Period Presentation (BL)</p> <p>Writing process</p>
<p><u>WRITING</u></p> <p>2.12 Applying rules of Grammar and Usage, and Mechanics (W-12-9)</p>		<p>In independent writing, students demonstrate command of appropriate English conventions by:</p> <p>2.12.1 Applying rules of standard English usage to correct grammatical errors (W-12-9-1), e.g.</p> <ul style="list-style-type: none"> • fragment/run-on sentences • subject/verb agreement • pronoun-antecedent agreement • consistency of verb tense • use of pronouns (who, whom, that, which) • use of prepositions <p>2.12.2 Applying capitalization rules (W-12-9.2)</p> <p>2.12.3 Applying appropriate punctuation to various sentence patterns to enhance MEANING?</p> <ul style="list-style-type: none"> • quotation marks • apostrophes - contractions vs. possessives • commas - appositives, interrupting words, conjunctions, word phrases • colon, semi-colon • hyphens • dashes • parentheses 	<p>Teacher may model and/or facilitate the following strategies for 2.12:</p> <p>Mini lesson (e.g. warm-ups)</p> <p>Exemplars from existing student work</p> <p>Self-identification of error patterns</p> <p>Revision Policy</p> <p>Peer editing</p>	<p>Teacher and students may make use of any/all of the following resources:</p> <p><i>Warriner's</i></p> <p><i>Writer's, Inc.</i></p> <p><i>6+1 Traits of Writing™</i></p> <p>Writing lab</p> <p>On line writing lab</p> <p><i>Eats, Shoots, and Leaves</i></p> <p><i>Grammar Alive (NCTE)</i></p> <p>OWL</p>	<p>Students may be asked to demonstrate proficiency using any of the following assessments:</p> <p>REQUIRED SENIOR PROJECT - presentation, practice, final and reflection</p> <p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Mid-term exam • Final exam • On demand and extended tasks (TBD) <p>PORTFOLIO</p> <ul style="list-style-type: none"> • <i>What are my strengths and weaknesses as a writer and thinker?</i> <p>Portfolio exhibits may include:</p> <ul style="list-style-type: none"> • Semester 1 <ul style="list-style-type: none"> ○ Mid-term ○ Analytical piece ○ Collaborative piece

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		<ul style="list-style-type: none"> • <u>brackets</u> (W-12-9.4) • <u>ellipses</u> <p>2.12.4 Applying conventional and word-derivative spelling patterns/rules, e.g.</p> <ul style="list-style-type: none"> • identifying relationships • among roots and common pre/suffixes, including • foreign derivation (W- 12-9.5) 		<p>Senior Projects rubric</p> <p>7 Deadly Sins of Writing <i>Deluxe Transitive Vampire</i></p> <p><i>The Anguished English</i></p>	<ul style="list-style-type: none"> ○ Research piece ○ Speaking, listening and viewing piece ○ Reflective piece ○ Student selected piece • Semester 2 <ul style="list-style-type: none"> ○ Senior Project (see handbook) <p>SCHOOL-WIDE RUBRICS</p> <p>Literary Criticism Essay (BL) Quizzes, tests</p> <p>Response to Essential Questions</p> <p>Revision Policy</p> <p>Rubric (conventions writing rubric of <i>the 6+1 Traits of Writing™</i>)</p>

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<p style="text-align: center;"><u>ORAL</u> <u>COMMUNICATION</u></p> <p style="text-align: center;">GSE CLUSTERS</p> <ul style="list-style-type: none"> • Listening • Speaking 		<p style="text-align: center;"><u>NECAP GRADE SPAN EXPECTATIONS</u></p> <p>All of the concepts and skills identified at a given grade level are "fair game" for large scale assessment purposes if indicated by (state assessment, grade...).</p> <p>Each GSE includes three parts:</p> <ul style="list-style-type: none"> • A statement in bold, called the "stem" is at the beginning of each GSE. Each "stem" is the same or similar across the grades for a given GSE, and is meant to communicate the main curriculum and instructional focus of the GSE across the grades. • The unbolded text within a GSE indicates how the GSE is specified at a given grade level. There are often several indicators for each GSE stem. Each indicator is coded and indicated fair game for "state" or "local" assessment • Differences between adjacent grades are underlined. Sometimes nothing is underlined within a GSE. In these situations, differences in adjacent grades "assumes increasing text complexity" and is noted for those GSE₂. • Each GSE is coded for the content area, the grade level, the GSE "stem" number, and specific indicator for that GSE stem, 	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>The teacher Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging)</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</p> <ul style="list-style-type: none"> • problem solving • communication tools • information tools • self-management tools • working with others <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> • organizing for effort • clear expectations • fair and credible evaluations • recognition of accomplishment • academic rigor • accountable talk • socializing intelligence • self-management of learning • learning as apprenticeship <p>Applies principles of Disciplinary Literacy</p> <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> • tiered assignments • jigsawing • pre/post assessments • anchoring • think/pair/share • cubing, etc. <p>Analyzes pre-assessment to direct instruction</p> <p>Provides exemplars and rubrics</p>	<p><u>Textbook</u></p> <ul style="list-style-type: none"> • <i>Prentice Hall (World Literature) Penguin</i> <p><u>Core Books</u> (protected)</p> <p><u>Communications II</u></p> <ul style="list-style-type: none"> • <i>A Hope in the Unseen</i> • <i>Interactions</i> • <i>Working</i> • <i>Portals</i> • <i>American Culture in the Media</i> • <i>Fried Green Tomatoes</i> • <i>At the Whistle Stop Cafe</i> • <i>Parrot in the Oven</i> • <i>The Color Purple</i> • <i>Ourselves Among Others</i> • <i>Snow Falling on Cedars</i> <p><u>Advanced Placement</u></p> <ul style="list-style-type: none"> • <i>Collection of Readings</i> • <i>Anthology</i> • <i>AMSCO'S AP Literature: Preparing for the AP Examination</i> • <i>One Hundred Years of Solitude</i> • <i>Tuesdays with Morrie</i> • <i>Metamorphosis</i> • <i>The Bluest Eye</i> • <i>Siddhartha</i> • <i>Waiting for Godot</i> • <i>A Prayer for Owen Meany</i> • <i>Chronicle of a Death Foretold</i> <p><u>World Literature</u></p> <ul style="list-style-type: none"> • <i>Prentice Hall (World</i> 	<p>REQUIRED SENIOR PROJECT - presentation, practice, final and reflection</p> <p>Anecdotal records</p> <p>Interviews</p> <p>Multiple Intelligences assessments e.g.</p> <ul style="list-style-type: none"> • role playing, short plays (bodily kinesthetic) • graphic organizing, sketch journals/ cartooning (visual) • collaboration/ conferencing interpersonal • songs, lyrics (musical) <p>Oral presentations</p> <p>Rubrics</p> <ul style="list-style-type: none"> ○ Accountable Talk ○ Oral presentation

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STANDARDS GSEs	Learner Expect. Applied Learning	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLE/GSE)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
		<p>(e.g. R - 5-6.2) means R (reading), 5 (grade 5), 6 (6th GSE stem), 2 (the second specific indicator for the 6th GSE stem).</p> <p>If an outcome does not have a GSE number, it indicates this is an additional expectation for Barrington Public Schools.</p> <p>Outcomes and Benchmarks are indicated for all ORAL COMMUNICATION GSEs/standards and are secured for this grade level unless indicated with a B for beginning or a D for developing.</p> <p>The instructional strategies, resources, and assessments to the right are a reference list of possible ways to teach and measure the outcomes/benchmarks. One, some, or all of these may be used for specific outcomes/benchmarks. The lists reflect research-based instructional strategies and assessments, and all of the district initiatives. Required district-wide assessments that includes common local assessments (mid-term/final exams), standardized tests, and portfolios are indicated and it is the expectation they will be used for all outcomes/benchmarks</p> <p>When an instructional strategy, resource, or assessment is specific to an outcome/benchmark, it may be listed next to the benchmark.</p>	<p>Addresses multiple intelligences and brain dominance (spatial, bodily kinesthetic, musical, linguistic, intrapersonal, interpersonal, mathematical/logical, and naturalist)</p> <p>Organizes exhibition of student work with rubrics</p> <p>Collaborates with specialist to differentiate instruction for ALL students</p> <p>Facilitates Literature Circles and Socratic Seminar</p> <p>Facilitates the development of word walls</p> <p>Models a variety of graphic organizing strategies (e.g. sequence organizers, concept development, compare/contrast organizers, relational organizers, concept word maps, etc. fair</p>	<p><i>Literature) Textbook</i></p> <ul style="list-style-type: none"> • <i>Kite Runner</i> • <i>Things Fall Apart</i> • <i>Night</i> • <i>The Joy Luck Club</i> • <i>Siddhartha</i> • <i>Crime and Punishment</i> • <i>Candide</i> • <i>Reading Lolain Tehran</i> <p><u>Supplementary books/material</u></p> <ul style="list-style-type: none"> • <i>Reader's Handbook</i> • <i>Write Source 2000</i> • <i>Writer's, Inc.</i> • <i>Warriner's</i> • <i>Reader's Notebook</i> • PreK-12 RI Literacy Policy (RIDE) • <i>How to Differentiate Instruction in Mixed Ability Classrooms</i>, Tomlinson • <i>Handbook of Literacy Strategies</i>, Brown • <i>Infusing Critical Thinking Skills in the Content Area</i> (graphic organizers) • <i>Strategies that Work</i> Harvey and Goudais • <i>Strategies that Work, Non Fiction Matters</i>. Harvey • <i>Classroom Instruction That Works</i>, Marzano • <i>Content-Area Reading</i>, Daniels <p><u>Technology</u></p> <ul style="list-style-type: none"> • ACE Reader • SharePoint 	

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				<ul style="list-style-type: none"> • iText • Arslit.org <p>Materials</p> <ul style="list-style-type: none"> • clear expectations posters • 6 Traits™ charts <p>School library resources</p> <ul style="list-style-type: none"> • Infotrac • Proquest • OPAC • RILINK • Titlewave • Lexile™ <p>Community</p> <ul style="list-style-type: none"> • Barrington Public Library 	
<p><u>ORAL COMMUNICATION</u></p> <p>3.1 Listening (OC-12-1)</p>		<p>In oral communication, students demonstrate interactive listening skills by:</p> <p>3.1.1 Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (OC-12.1.1)</p> <p>3.1.2 Summarizing, paraphrasing, questioning, or contributing to information presented to <u>advance understanding</u> (OC-12. 1.2)</p> <p>3.1.3 Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message (OC-12-1.3)</p> <p>3.1.4 Participating in large and small group discussions showing respect for a range of individual ideas (OC-12-1.4)</p>	<p>Teacher may model and/or facilitate the following strategies 3.1:</p> <p>Debate</p> <p>Small and large group discussions</p> <p>Cooperative learning</p> <p>Think, Pair, Share</p> <p>Shakespeare Festival</p> <p>Audience response to presentations</p> <p>Text-based seminar</p> <p>QtA</p>	<p>Teacher and students may make use of any/all of the following resources:</p> <p>Prentice Hall (World Literature) support materials</p> <p>Audio books</p> <p>Films</p> <p>Music</p> <p>Accountable Talk rubric</p> <p>Videotaping</p>	<p>Students may be asked to demonstrate proficiency using any of the following assessments:</p> <p>REQUIRED SENIOR PROJECT - presentation, practice, final and reflection PORTFOLIO</p> <ul style="list-style-type: none"> • Reflective cover letter: <i>What are my strengths and weaknesses as a reader, writer, thinker, and speaker?</i> <p>SCHOOL WIDE RUBRIC SNEIOR PROJECT PRESENTATION RUBRIC</p>

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		3.1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (OC-12-1.5)	Conferencing Fish-bowl 5-3-1 Debate Save the Last Word Videotaping Note-taking Film viewing guides Jigsawing Senior Project Presentation and rubric	Senior Project Presentation and rubric	Audience response assessment Observation Debate Rubrics - Accountable Talk Small and large group instruction Text-based seminars
<u>ORAL COMMUNICATION</u>		In oral communication, students make oral presentations by:	Teacher may model and/or facilitate the following strategies 3.2:	Teacher and students may make use of any/all of the following resources:	Students may be asked to demonstrate proficiency using any of the following assessments:
3.2 Speaking (OC-12-2)		3.2.1 Exhibiting logical organization and language use, appropriate to audience, context, and purpose (OC -12-2.1)	Small and large group discussions Cooperative learning	Prentice Hall Penguin, R-52	REQUIRED SENIOR PROJECT - presentation, practice, final and reflection
		3.2.2 Maintaining a consistent focus (OC-12-2.2)	Think, Pair, Share Text-based seminar	Oral presentation rubrics	PORTFOLIO • Reflective cover letter:

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		<p>3.2.3 Including smooth transitions, supporting thesis with well chosen details, and providing a coherent conclusion (OC-12-2.3). Examples of support and elaboration by using</p> <ul style="list-style-type: none"> • anecdotes • analogies • illustrations • visuals • detailed descriptions • restatements • paraphrases • examples • comparisons • artifacts <p>3.2.4 Effectively responding to audience questions and feedback, e.g. fielding questions from class after research presentation (OC-12-3.4)</p> <p>3.2.5 Using a variety of strategies of address e.g.</p> <ul style="list-style-type: none"> • eye contact • speaking rate • volume • articulation • enunciation pronunciation • inflection • voice modulation • intonation • rhythm • gesture (OC-12-3.5) <p>3.2.6 Using tools of technology to enhance message (OC-12-2.6), e.g. PowerPoint™</p>	<p>Jigsawing</p> <p>QtA</p> <p>Conferencing</p> <p>Exemplars</p> <p>Videotaping</p> <p>Senior Project Presentation and rubric</p>	<p>Videotaping</p> <p>Senior Project Presentation and rubric</p>	<p><i>What are my strengths and weaknesses as a reader, writer, thinker, and speaker?</i></p> <p>SCHOOL WIDE ORAL PRESENTATION RUBRIC</p> <p>SNEIOR PROJECT PRESENTATION RUBRIC PORTFOLIO</p> <ul style="list-style-type: none"> • Reflective Cover letter: <i>What are my strengths and weaknesses as a reader, writer, thinker, and speaker?</i> <p>Fish-bowl</p> <p>Observation</p> <p>Oral presentations (individual and cooperative)</p> <p>Small and large group instruction</p> <p>Rubrics</p> <ul style="list-style-type: none"> • Accountable Talk • Oral presentation <p>Text-based discussions</p>

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