



COMMON PERFORMANCE ASSESSMENT CURRICULUM PLANNING TEMPLATE

Subject area/course: ELA

Grade level: 9th Grade

Task source: NH Task Bank

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Reviewed and Revised by: NH PA Network Review Team (CCE, NCIEA,
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ALIGN	
Thematic unit or topic: Using philosophical ideas as a lens for understanding <i>Lord of the Flies</i> , by William Golding. This is a 4-part weekly seminar that culminates with students writing a "personal" letter in the voice of one of the philosophers studied.	Course/subject: ELA/Social Studies Grade Level: 9 Teachers implement common assessment: Jeanne Sturges
NH Competencies (please write out the entire competency) 1. Reading Literature Competency: Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print literary texts. 2. Reading Informational Texts Competency: Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts – including texts for science, social studies, and technical subjects. 3. Writing Arguments Competency: Students will demonstrate the ability to analyze and critique texts or topics and support claims and reasoning with sufficient evidence for intended purpose and audience.	
NH Work Study Practices (please write out the entire work study practice) Analysis of Information	

Other goals (standards, 21st century skills, and school-specific goals)

CCSS.ELA-LITERACY.RL.9-10.1

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

CCSS.ELA-LITERACY.RL.9-10.2

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

CCSS.ELA-LITERACY.RL.9-10.3

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

CCSS.ELA-LITERACY.RL.9-10.6

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

CCSS.ELA-LITERACY.RL.9-10.10

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-LITERACY.W.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.9-10.1.B

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-LITERACY.W.9-10.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.9-10.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

Essential questions to guide learning & inquiry

What is our nature?

Sub-EQs:

What would Freud, Nietzsche, and the Social Darwinists have to say about LotF? About us?

How and why do we read a novel through the lens of philosophy?

Students will know (content)

- Understand basic ideas of Freud, Nietzsche and Social Darwinism.
- Understand the connections between the ideas of the different philosophers.
- Understand the novel on a symbolic and metaphorical level.

Students will be able to (skills). . .

- Craft a clear perspective of the philosopher's ideas.
- Explain the events in the novel from the perspective of the philosopher.
- Write an effective introduction and conclusion.
- Use the events, characters, setting and dialogue in the novel to support claims about the philosophical ideas.
- Use the voice of the philosopher.
- Use proper conventions and formatting.

DESIGN

Common performance task summary

Final Exhibition: Persona Letter
What would your chosen philosopher say about humanity/human nature after experiencing life on the island?

- o Show the connections between one primary philosopher and the novel.
- o Explain the events on the island and the characters using the philosopher's theories.
- o Write a letter from the point of view of a philosopher. (Use first person POV.)
- o Use specific examples (textual evidence) from the book and the philosophy texts.
- o Discuss a fellow philosopher's ideas as well (compare and contrast ideas).
- o 2-3 pages, double spaced, typed, 1" margins, 12 pt font

Resources/texts/Scaffolding Materials

- Novel
- Philosophical readings of Social Darwinism, Nietzsche, Freud
- Note-taking template
- Quotes worksheet
- Rubric

<p>Key criteria for performance assessment</p> <p>See attached rubric for details</p> <p>Complex Thinker</p> <p>Knowledgeable Person</p> <p>Effective Communicator</p>	<p>Possible accommodations</p> <ul style="list-style-type: none"> • individual and small group support • Reading level of supplemental texts differentiated • use of additional note-taking and writing plan templates
<p>Pre-requisites and Placement in the Curriculum</p> <p>This summative assessment took place after a four week time period during which students read the novel and supplemental readings of the philosophers, took notes, and completed various formative assessments.</p> <p>Students met once a week over the course of a month, for ninety minutes. Each of the first three sessions was devoted to studying one of the three philosophers/ies.</p> <p>Students had one week (the final week) to plan, write and revise their persona letter.</p>	<p>Possible formative assessments</p> <p>- Each homework assignment was assessed formatively to determine level of understanding of the philosophy and ability to make connections to the novel.</p> <p>- A wide variety of assessments on the novel occurred throughout the novel study, including chapter quizzes and an analytical essay.</p>

Learning Plan: To be completed by individual teacher, as learning plan may vary by teacher

Below is a proposal for a 4-day time frame for this project.

Lesson 1

Pre-reading Comprehension Activities:

Activating prior knowledge and making connections

1. Go 'round:

-Most vivid image of the island

-Most interesting character so far and why

-Clarifying Questions?

2. Making connections & activating prior knowledge: LotF and the Philosophers

-View the four images posted (Superman, 4 apes/humans, brain diagram, Hitler)

-Browse images and jot down reactions:

i. What do you see?

ii. What do you already know about these images? What is familiar to you?

iii. What connections do you make to LotF, etc.?

3. Philosophers' names on board. Using a 2-column note organizer:

-What do you already know about these men?

-What connections can you make with the images?

-What connections can you make with LotF?

Philosophy Connections (images, L of Flies)

Social Darwinism

Nietzsche

Freud

4. Hand out Project Sheet and explain goals, philosophers' key ideas, final project.

Active Reading Comprehension Activities:

1. Create a two-column note organizer: Main idea and Details. Write the 3 main ideas from project sheet on the left side.

2. Hand out Critical essay.

3. Read first section and jot down at least two main ideas and supporting details.

4. Continue reading.

a. Identify key ideas and supporting details.

b. Mark confusing parts or unfamiliar words.

5. HW: Respond to one of the passages from LotF (see hand-out) as if you are a Social Darwinist.

a. How are "your" ideas evident or not evident?

b. Which characters connect to "your" ideas? How?

c. Find one description of the island or something on it that connects to "your" ideas.

Lesson 2

Pre-reading Comprehension Activities:

Asking Questions, Determining Importance and Making Connections

1. Go 'round:

-What questions do you have about the reading? What is confusing or unclear?

-What do you think is the most significant development at this point? Why?

2. Determining Importance: Darwin's ideas and the Social Darwinists

Using your two-column note organizers, review Darwin's main ideas

- i. What are the main ideas of Darwin and the Social Darwinists?
- ii. What are the important details?

3. Making connections: LoF and the Philosophers

What connections do you find between Darwin and LoF?

- i. How are Darwin's ideas evident or not evident?
- ii. Which characters connect to Darwin's ideas? How?
- iii. What description of the island connects to Darwin's ideas?

4. Review HW 1: Connections bt. LoF and Darwin

Active Reading Comprehension Activities

Making Connections

1. Hand out text: Friedrich Nietzsche: Key Points

- i. Create a two-column note organizer for Nietzsche text: Main idea and Detail
- ii. Read through the text looking for Nietzsche ideas that connect to LoF.
- iii. Find one example of this to share with group.

2. As you encounter examples of Nietzsche in LoF, write the Key Point on left and the example on the right. It's a good practice to include page numbers.

HW:

1. Find at least 3 connections with Nietzsche in the reading. Use the Nietzsche handout and your 2-column notes.
2. Write a brief (1-3 paragraphs) analysis of Nietzsche's ideas in LoF. Use your notes.
 - a. How are Nietzsche's ideas evident or not evident?
 - b. Which characters connect to Nietzsche's ideas? How?
 - c. Find one description of the island or something on it that connects to Nietzsche's ideas.

Lesson 3

Post-reading Comprehension Activities:

Determining Importance and Making Connections

1. Go 'round:

Which elements of Nietzsche's ideas seem most significant to LoF? Why?

2. Determining Importance and Making Connections: Nietzsche's ideas and LoF

Referring to your HW, what connections did you find between Nietzsche and LoF?

i. Master-Slave Morality

ii. Superman

iii. Nihilism

-Jack and Ralph comparison of Superman qualities – who portrays it and in what ways?

i. Piggy? Simon?

-The choir boys/hunters and slave morality

i. "herd-morality

-Jack/Ralph comparison of Master morality – who portrays it and how?

-Nihilism

i. What is it?

ii. What does it look like on the island?

3. Examining Textual Evidence for Connections - see attached

In groups, examine the text (using the quotes as a guide) for evidence of Nietzsche's ideas.

HW: Write a reflection on Nietzsche's ideas in LoF. Use your notes.

a. Which of Nietzsche's ideas are evident in LoF?

- b. Which characters and/or events represent Nietzsche's ideas? How?
c. Which descriptions of the island, metaphors, or symbols connect to Nietzsche's ideas. What are they and how do they connect?

Lesson 4

Post-reading Comprehension Activities:

Determining Importance and Making Connections

1. Go 'round:

Which philosopher's ideas connect most with the novel? Why?

2. Determining Importance and Making Connections: Freud's ideas and LoF

Referring to your HW, which character(s) connect most with which aspects of Freud Theory of the unconscious?

3. Brainstorming Textual Evidence for Connections

In 3 groups (Ego, Id, Superego), brainstorm examples of each of these elements of Freud's theory.

HW: Continue drafting your personal letter

Choose a philosopher whose ideas connect to the novel.

Write in the 1st person from the point of view of that philosopher.

Explain the events on the island using the philosopher's theories.

Be sure to use specific examples from the book.

Be sure to make concrete references to the philosopher's ideas.

Be sure to discuss "your fellow philosopher's" ideas as well.

1-2 pages

Double spaced

Typed

ANALYZE

<p>Schedule for collaborative scoring of performance assessment1.</p> <p>After collecting final essays, meet with grade level teaching partners to calibrate scoring of analytical essays.</p> <p>2. Conduct Student Work Analysis protocol with members of English Department.</p>	<p>Plan for collaboration around revisions to task or rubric</p> <p>1. Make necessary revisions to task and rubric based on feedback in calibration session.</p>
<p>Next steps for teaching and learning</p>	<p>Plan for analyzing student scores and data disaggregation</p>