**Senior Honors English- Leadership and Might vs. Right**

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| **Performance-Based Assessment(s) - 12th grade Honors**  Short Story - A Lesson for Wart  This assignment asks the student to write a narrative based on book I of *The Once and Future King*. This section of King Arthur’s story focuses on the leadership lessons young Wart experiences when Merlin magically transforms him into different animals. Students must create a leadership lesson by writing an extra chapter of the story.  Comparative Analysis of VT Governors  The student will research Vermont Governors and identify how they compare and contrast. They should conclude with an analysis of how these leaders have had an impact on Vermont and the lives of Vermonters.  Presentation - Our Next President  The student will identify and research current political leaders in order to argue who they think will be our next President.  Examples and Analysis of Might vs. Right in Current Events  Students will identify examples of Might vs. Right in the news, explain the tension between Might and Right, and analyze how they are the same and different.  Character Analysis of Lancelot: Might vs. Right  This assignment asks the student to examine the character of Lancelot in Book III of *The Once and Future King*. The student will develop a thesis about Lancelot’s character and use evidence from the text to support the thesis.  Character Analysis of King Arthur: Might vs. Right  This assignment asks the student to examine the character of King Arthur in Book IV of *The Once and Future King*. The student will develop a thesis about King Arthur’s character and use evidence from the text to support the thesis. |

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| **K**now  (particular facts/terms associated with the learning) | **U**nderstand  (limited # big ideas that recur across units) | Do  (transferable skills aligned with school-wide outcomes)  (referenced to Maine’s Graduation Standards) |
| Republican  Democrat  Socialist  Progressive  Right Wing  Left Wing  GOP  Ethos, Logos, and Pathos  The plot and characters in *The Once and Future King* | The qualities of an effective leader are universal.  People demonstrate leadership in many different ways.  People can learn to be leaders.  There is a complex relationship between Might and Right.  The struggle between Might and Right has evolved over time. (How and why?)  Everyone struggles with the opposition of Might and Right.  Leadership is influenced by the conflict between Might and Right. | - determine a theme and analyze its development throughout the course of a story VT1bc  - analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme VT1c  - cite textual evidence to support analysis of text and draw inferences VT1a  - Evaluate content and multiple sources of information presented in diverse media and formats to interpret literature, address a question or solve a problem VT1g  - writing an argument VT2a  - use narrative techniques to develop experiences, events, and/or characters VT2c  - strengthen writing through revision process VT2d  - demonstrate command of the conventions of standard English grammar and usage when writing VT6A  - writing to inform VT2b  - conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation VT3abc  -Present information, findings, and supporting evidence, conveying and clear and distinct perspective VT5abcde  - Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives, and expressing ideas clearly and persuasively VT4abcde  -demonstrate reliability and concern for quality and precision (HOM) |

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| **L**earning Scales |  |  |  |  |
|  | Getting Started | Making Progress | Got It | Transfer |
| Themes  VT1bc | With help I can summarize a text and identify themes within it. | I can summarize a text, and identify themes within it. | I can summarize a text, identify themes within it, and analyze how the themes develop throughout the text. | I can connect themes in the text to my life and/or the outside world and analyze how those theme develop and connect. |
| Characterization  VT1c | I can explain how complex characters interact with other characters and advance the plot of the text. | With support, I can explain how complex characters develop over the course of a text, interact with other characters, and advance the plot OR develop the theme. | I can independently explain how complex characters develop over the course of a text, interact with other characters, and advance the plot OR develop the theme. | I can independently explain how complex characters develop over the course of a variety of texts, interact with other characters, and advance the plots and develop the themes. |
| Texual Evidence  VT1a | I can cite general evidence from a text to support the point I am making when speaking or writing. | I can cite specific evidence from a text to support the point I am making when speaking or writing. | I can cite specific evidence from a text to support my analysis when speaking or writing, determining both explicit and implicit meanings and drawing inferences. | I can cite specific evidence from multiple sources to support my analysis of a text when speaking or writing, determining both explicit and implicit meanings and drawing inferences. |
| Multiple Sources  VT1g | I can find multiple sources of information about a topic in the literature I am studying, related to a question I have, or about a problem I am solving. | I can examine and consider multiple sources of information to help me interpret literature, address a question or solve a problem. | I can examine and consider multiple sources of information presented in different formats to help me interpret literature, address a question or solve a problem. | I can use multiple sources of information presented in different formats to help me develop sophisticated insights about literature, address a complex question or solve a complex problem. |
| Revision Process  VT2d | I can edit my work before the final draft is due. | I can consider feedback and revise my writing once. | I can consider feedback and revise my writing multiple times. | I have multiple editors review my work, and I consider all the feedback in order to revise my writing mutiple times. |
| Conventions  VT6a | I can recognize convention errors; including capitalization, punctuation, and grammar. | I can correctly use conventions; including capitalization, punctuation, and grammar; when writing simple sentences. | I can correctly use conventions; including capitalization, punctuation, and grammar; when writing a variety of types of sentences. | I can correctly use conventions; including capitalization, punctuation, and grammar; when writing a variety of types of sentences and I can help others edit their writing. |
| Narrative Techniques  VT2c | I understand how to define narrative techniques, such as dialogue, pacing, description, reflection, and a plot line. | I can use a narrative technique, such as dialogue, pacing, description, reflection, and a plot line to develop experiences, event, and/or characters. | I can use different narrative techniques, such as dialogue, pacing, description, reflection, and a plot line to develop experiences, event, and/or characters. | I can skillfully use a variety of narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, event, and/or characters. |
| Research Projects  VT3abc | I can collect information from multiple sources, include information that is connected to my ideas in my writing, and I may state my sources. | I can collect information from multiple sources, integrate the information that is connected to my ideas into my writing, and cite my sources. | I can collect information from multiple sources, integrate the information that supports my ideas into my writing, and accurately cite my sources. | I can collect insightful information from multiple sources, integrate the information that supports my ideas into my writing, and accurately cite my sources. |
| Discussions  VT4abcde | I can participate in discussions about different topics. | I can participate in discussions about different topics and express my ideas clearly and persuasively. | I can begin and participate effectively in discussions about different topics, responding thoughtfully to varying perspectives, and expressing my ideas clearly. | I can begin and participate effectively in discussions about different topics, responding thoughtfully to varying perspectives, and expressing my ideas clearly and persuasively. |
| Presentation  VT5abcde | I can develop a clear line of reasoning and speak in a way that is clearly understood. | I can develop a clear line of reasoning, use logical organization of ideas, and speak in a way that is clearly understood. | I can develop a clear line of reasoning, use logical organization of ideas, strategically use digital media, and speak in a way that is clearly understood, using vocabulary that is appropriate for my topic and audience. | I can develop a clear line of reasoning backed by evidence, use logical organization of ideas, strategically use digital media to increase appeal, and speak in a way that is clearly understood, using vocabulary that is specific to and appropriate for my topic and audience. |
| Reliability and Quality | I can submit work that is meets some of the criteria of the assignment. | I can complete my work is complete and it meets the criteria. I care about the quality and accuracy of my work. | I can meet deadlines and my work is complete and meets the criteria. I care about the quality and accuracy of my work. | I can set my own deadlines and meet them. My work goes further than the given criteria and is high quality, accurate, and polished. |