

***The Power of Persuasion***  
**Quarter 2: Goals and Expectations for the Student**

**Overview:** This document outlines what is to be expected of the student, grading percentages, mandatory assignments and basic levels of understanding. Students are expected to attend class every day, complete both written and computer-based homework assignments, as well as reading outside of class.

**Grading:** The second quarter grade will be determined by performance in the following areas. Quarter 2 is broken-down into categories on the left and alpha-numeric criteria are on the right.

Edline Assignment Categories	Edline Grade reports will look like this...
<b>Formative Assessment - 40%</b>	(A) <u>Exceeds</u> Proficiency- maximum grade of <u>100%</u>
<b>*Summative Assessment- 50%</b>	(B) <u>Meets</u> Proficiency- maximum grade of <u>89%</u>
<b>**Independent Reading- 10%</b>	(C) <u>Partial</u> Proficiency- maximum grade of <u>79%</u>
<b>*Video Production Activity and Persuasive Speech</b>	(D) <u>Approaches</u> Proficiency- maximum grade of <u>69%</u>
<b>**See your packet or the blog for choices</b>	(F) <u>Below</u> Proficiency- maximum grade of <u>59%</u>

**Students will be expected to:**

- Maintain and complete all assignments in the **SPRINGBOARD WORKBOOK** as they are assigned.
- **Read one book independently from the list provided and complete one of the four written assignments outside of class** (Titles you have already read or will read at Kekaulike are excluded) See your librarian or this list: <https://www.goodreads.com/shelf/show/american-drama>
- **Read and complete** the classwork and homework each week at: [kkhsjrenglish.blogspot.com](http://kkhsjrenglish.blogspot.com)
- Read all literature assigned inside and outside of class, both print and electronic/web.
- **Work collaboratively with a group to write a script for and produce a scene that addresses a social conflict in contemporary society.**
- **Write and deliver a speech that persuades an audience about a social conflict in contemporary society.**
- **Positively participate** in and complete all homework and classwork activities.
- Maintain a **journal** of daily 'Do Now' activities, classwork, homework, and reading notes.

**Goals:**

EA 1: Script	Engage the reader/viewer by setting out a problem, situation, or observation regarding a current social issue or conflict. Establish one or multiple points of view with a smooth progression of events.	Use the writing process to produce a script including narrative techniques such as dialogue, pacing, description, reflection to develop events/character. Provide a conclusion that resolves the story.	Use precise words and phrases that tell details, as well as sensory language that conveys a vivid picture of the experience, event, setting, and/or character. Sequence events to build upon one-another in a way the reader can follow.
EA 2: Speech	Introduce precise, knowledgeable, and significant claims. Distinguish them from alternate or opposing claims. Present a logical sequence that organizes claim, counterclaim, reasons, and evidence	Used targeted words, phrases, and varied syntax to link major sections of the speech together, create cohesion, and clarify the relationships between claim(s) and reason(s), reasons and evidence, claim(s) and counterclaim(s).	Establish and maintain a formal: style, tone, inflection, gestures. Speech delivery shows evidence of advance preparation.

**Junior American Literature**  
**Quarter 2 Plan**

Week	Theme/Focus	Activities
1 Oct. 13-17	Prereading Arthur Miller's <i>The Crucible</i> Activity (2.2) <u>eEvaluate Test</u> <b>*Contemporary Conflict (2.18- this activity will be revisited throughout the unit)</b>	Review G&E sheet, SB p.144 (planning and prewriting), <i>Sinners in the Hands of an Angry God</i> , The New England Primer, <i>The Lessons of Salem</i> , Begin <i>The Crucible</i> <b>Big HW: Group Prewrite of Script (see pp.142-45)</b>
2 Oct. 20-23	Meeting the Characters and Viewing <i>The Crucible</i> (2.3, 4) +Workbook Check #4 <b>No School for Students on Friday (Institute Day)</b>	<u>Marine Corps Crucible Video</u> , Character Delivery Activity SB p. 101-2, Continue <i>The Crucible</i> , <b>Timed Writing (20) SB p.105</b> , SB p.144 (planning and prewriting), <b>Big HW: Script Storyboard</b>
3 Oct. 27-31	Modeling the Script, Courtroom Drama, The Role of Irony in Climax, and Hysteria (2.6-8) +Journal Check #4	Script-writing Checklist p. 109, Hysteria class-discussion p. 110, <i>The Very Proper Gander</i> and script-writing prompt p. 112, SB p.144 (drafting), Continue <i>The Crucible</i> <b>Big HW: Script Draft</b>
4 Nov. 3, 5-7	Rising Action (2.10) Revising the Script (2.15) <b>No School for Students on Tuesday (Election Day)</b>	Freytag's Pyramid to revise script p. 117-8, Continue <i>The Crucible</i> , Creating Dialogue p.136-7, SB p. 144 (revising and rehearsing) <b>Big HW: Script Final</b>
5 Nov. 10, 12-14	Interpretations and Conclusions ((2.15-17) <u>eEvaluate Test</u> +Workbook Check #5 <b>No School for Students on Tuesday (Veteran's Day)</b>	Finish <i>The Crucible</i> , <u>Witchcraft and the Salem Hysteria Interactive Story</u> , Characterization/Change graphic organizer p.140, SB p. 144 (editing for publication-DVD), <b>Timed Writing (25) SB p. 141</b> <b>Big HW: Independent Reading Due</b>
6 Nov. 17-21	Revisit Contemporary Conflicts (2.18) Unpacking Embedded Assessment 2: Persuasive Speech (2.19-20, 22) Vocal Delivery (2.25) +Journal Check #5	SB p.167 (planning and drafting), Speaker and Audience p.147, Abraham Lincoln's Second Inaugural, <u>9/11 Speech</u> and graphic organizer discussion groups p.165, Pathos-Ethos-Logos p.155 <b>Big HW: Video Production Due/Script Final revised (optional)</b>
7 Nov. 24-26	The Power of Rhetoric (2.21) Planning the Delivery (2.23) <b>No School for Students on Thursday/Friday (Thanksgiving)</b>	Small Group Discussion of Patrick Henry's Va. Nat.'1 Conv. Speech pp.151-3, The Gettysburg Address p.157, Group Advertisement Activity, Brainstorm/outline speech, SB p. 167 (revising and rehearsing) <b>Big HW: Speech Draft</b>
8 Dec. 1-5	One Last Stand with Syntax and Vocal Delivery 2.24-5	Rhetorical Context Check p. 159, <u>JFK Inaugural Address</u> pp. 161-63, Revising Syntax p. 165, SB p. 167 (publishing and performance) <b>Big HW: Speech Final</b>
9 Dec. 8-12	Presenting the Persuasive Speech <u>eEvaluate Test</u> +Workbook Check #6	Begin Delivery of Persuasive Speeches <b>Big HW: Persuasive Speech Due</b>
10 Dec. 15-19	Presenting the Persuasive Speech +Journal Check #6	Conclude Delivery of Persuasive Speeches <b>Big HW: SB Activity 4.1 p. 256 (Read, Highlight, and complete Essential Questions 1 &amp; 2)</b>

Students will be expected to maintain a **website portfolio** of work completed electronically. The following activities will be expected in that portfolio **by the end of the year**, along with pictures, links, etc.:

**two essays, script, video production, research paper, lesson plan, video of lesson, biography page**  
*Instructions will be provided on the class website at: [kkhsirenglish.blogspot.com](http://kkhsirenglish.blogspot.com)*

**Important note:** Like all schedules, this one is subject to change. It is a guideline for success, not a narrow path. Please pay attention to your teachers' instruction for daily and weekly progress.