

CHARACTER PRESS CONFERENCE
English/Language Arts

Grades: 9-12

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Acceleration Approach

Standards for grade level 9-12 have been compressed for acceleration by varying the difficulty level of the primary and secondary sources.

1	2	3	4	5	6	7	8	9	CRLS/ CAM	CAM
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Organizing Overarching Concept (e.g. systems, patterns of change, models, scales)

Change

Organizing Higher Order Skills (e.g. Bloom’s, Paul’s Model of Reasoning)

Bloom’s Taxonomy

Differentiation Features – students:

- Use multiple higher-level skills
- Have additional variables to study
- Use multiple resources
- Study a concept in multiple applications
- Conduct original research
- Use advanced resources
- Use sophisticated content stimuli

COMMON CURRICULUM GOAL

Language Arts – Reading

Develop an interpretation when reading literary text.

Language Arts – Writing

Communicate knowledge of the topic, including relevant examples, facts, anecdotes, and details appropriate audience and purpose.

Language Arts – Communication

Communicate supported ideas using oral, visual, written, and multi-media forms in ways appropriate to topic, context, audience, and purpose.

Structure oral, visual, written, and multi-media presentations in clear sequence, making connections and transitions among ideas and elements.

Use the language, techniques, and conventions of a chosen communication form in ways appropriate to topic, context, audience, and purpose.

Demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other nonverbal techniques.

BENCHMARKS

Language Arts – Reading

10th Grade – Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.

10th Grade – Determine characters’ traits by what the character say in narration, dialogue, dramatic monologue, and soliloquy.

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Archetypal Model

- Students will role-play a character they have analyzed from a novel. They will respond in character and answer questions from the audience. To assist students' understanding in historical context, they will answer questions within the novel's time period as well as present day.

TASK DEMAND

Sample Task Activity

- Read the *Scarlet Letter*.
- Analyze Hester Prynne. Example of a question within time period: "Why have you done this and damned yourself?" Use Graphic Organizer *Character Analysis*.
- Write a paper about her character.
- Prepare for a press conference where you play the role of Hester and the class will ask questions.
- Participate in a Meeting of the Minds discussion with characters from other novels, responding in character to an impromptu topic/questions provided by teacher.

Questions

- What were the significant events in your character's life?
- What were the beliefs, values, and thoughts of your character?
- Describe your character's background.
- What was your character's age, gender, education, family life?
- Describe your character's facial expressions, mannerisms.

Implementation Time

- To be determined by teacher, possibly 1-3 weeks.

Resources

- IB Reading List
- AP Reading List
- College Approved Reading List
- Public Library
- College Libraries
- Allen, S. (1989) *Meeting of minds: The complete scripts, with illustrations, of the amazingly successful pbs-tv series*. Prometheus Books.

Language Arts – Writing

10th Grade – Persuasive: Establish a focused thesis that conveys a clear perspective on a subject.

Language Arts – Communication

10th Grade – Present and support a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that are credible, valid, and relevant.

10th Grade – Make a formal presentation to the class (e.g. include definitions for clarity; support main ideas using anecdotes, examples, statistics, analogies, and other evidence.)

10th Grade – Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotes, anecdotes, references to authoritative sources).

10th Grade - Choose logical patterns of organization (e.g. chronological, topical, cause and effect) to inform and to persuade, by seeking agreement on action, or to unite audiences behind a common belief).

10th Grade - Produce concise notes for extemporaneous speaking.

10th Grade - Use precise language, action verbs, sensory details, appropriate and colorful modifiers in ways that enliven oral presentations.

10th Grade – Analyze the occasion and the interests of the audience and choose effective verbal and non-verbal techniques for presentations.

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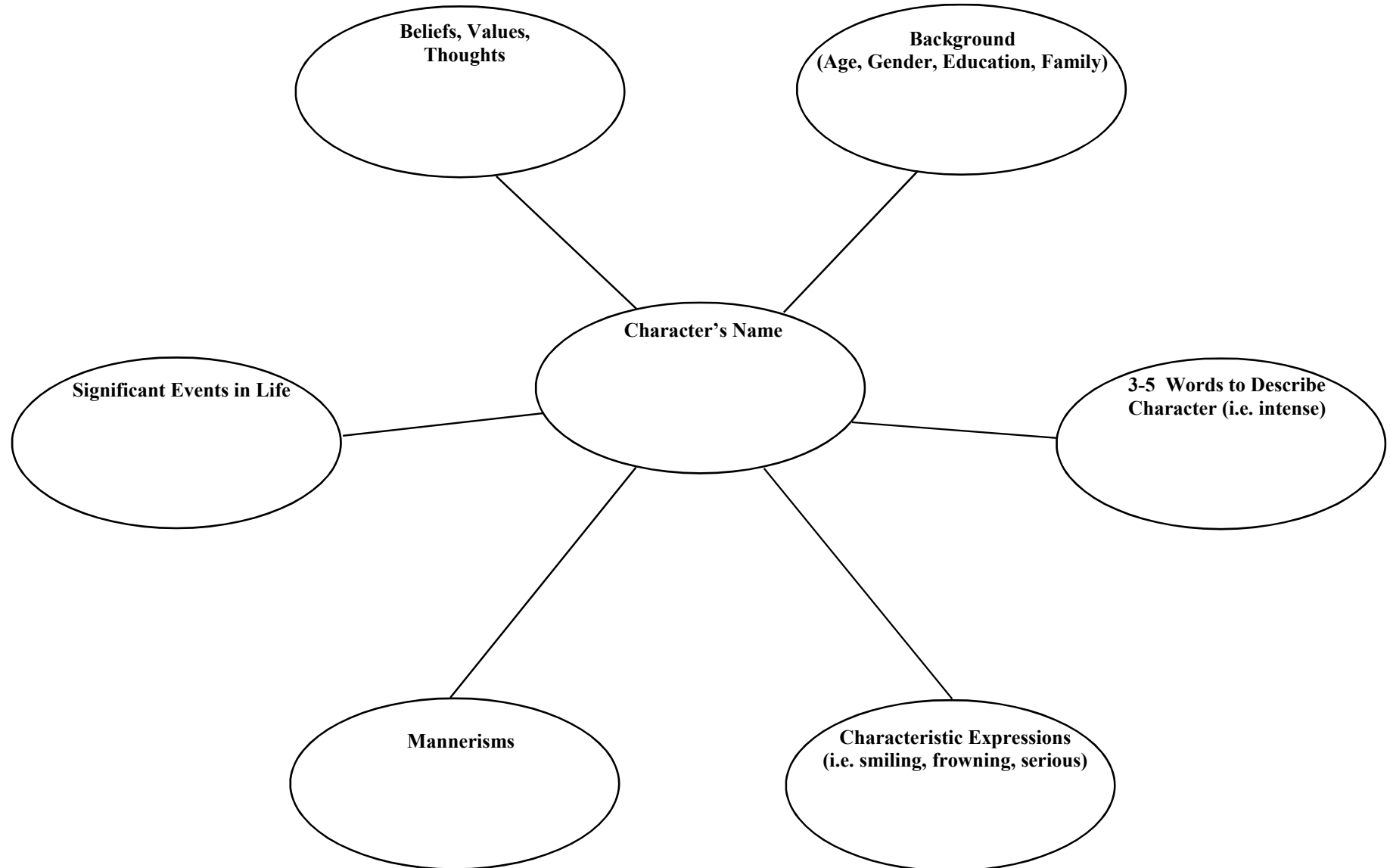
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Scoring Guide Reading Students will be able to:	6 Exemplary	5 Proficient	4 Strong	3 Developing	2 Emerging	1 Beginning
Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.						
Determine characters' traits by what the character say in narration, dialogue, dramatic monologue, and soliloquy.						
Move in character.						
Speak clearly in character.						
Articulate research findings through a visual presentation.						
Scoring Guide Writing Students will be able to:						
Persuasive: Establish a focused thesis that conveys a clear perspective on a subject.						
Use descriptive language that clarifies and enhances ideas (e.g., establish a tone and mood, uses figurative languages, uses sensory images and comparisons).						
Develop a variety of sentence structures by expanding and embedding ideas to enhance clarity and meaning (e.g., complex sentences, sentences with parallel structure).						
Use correct and varied sentence types and sentence openings to resent a lively and effective personal style.						
Use the writing process (e.g., prewriting, drafting, revising, editing successive versions).						
Use precise and descriptive language, action verbs, sensory details, and appropriate modifiers.						
Use a variety of sentence beginnings, (e.g., introductory words, phrases, or clauses that begin with prepositions, adverbs, participles) and a variety of sentence lengths.						
Identify and use parallelism, including similar grammatical forms to represent items in a series and items grouped together for emphasis.						
Scoring Guide Presentation of Scene Students will be able to:	6 Exemplary	5 Proficient	4 Strong	3 Developing	2 Emerging	1 Beginning
Display character involvement.						
Demonstrate character credibility.						
Respond effectively to audience questions						

Graphic Organizer
CHARACTER ANALYSIS

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Name _____ Title _____



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TAG NEEDS ADDRESSED

INTELLECTUALLY GIFTED	ACADEMICALLY TALENTED ENG/LA	CAREER RELATED LEARNING STANDARDS FOR CAM - Certificate of Advanced Mastery	TEACHER CHECKS THE BENCHMARK LEVEL STUDENT IS PURSUING
<input checked="" type="checkbox"/> Advanced Critical Reasoning <input checked="" type="checkbox"/> Scholarly Interaction <input checked="" type="checkbox"/> Continuous Progress for Level and Rate* <input type="checkbox"/> Challenging Resources <input type="checkbox"/> Effecting Change <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Regular Interaction with Intellectual Peers <input type="checkbox"/> Social-Emotional Issues; Support; Coping Strategies <input type="checkbox"/> Advanced Academic Planning <input type="checkbox"/> Opportunity for Competition/ Failures/Successes <input type="checkbox"/> Creative Problem Solving with Real Problems/Audiences <input type="checkbox"/> Pursuit of Advanced Level Research <input checked="" type="checkbox"/> Advanced Vocabulary Development	<input checked="" type="checkbox"/> Advanced Critical Thinking in LA <input checked="" type="checkbox"/> Continuous Progress/Level and Rate* in LA <input type="checkbox"/> Challenging LA Resources <input type="checkbox"/> Creative Problem Solving Strategies in LA <input checked="" type="checkbox"/> Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented LA Peer <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input type="checkbox"/> Advanced Academic Planning in LA	<input checked="" type="checkbox"/> Personal Management <input type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Teamwork <input type="checkbox"/> Employment Foundations <input type="checkbox"/> Career Development <div style="border: 1px solid black; padding: 5px; width: fit-content;"> * Rate requires monitoring to ensure that the student was allowed to move ahead upon acquiring concepts. </div>	<p style="text-align: center;">English/LA:</p> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> CIM <input type="checkbox"/> CAM
<p>Student _____ Grade _____</p> <p>Teacher _____ School _____</p> <p>Date Initiated _____ Date Completed _____</p> <p style="text-align: center;">Check TAG Identification category: <input type="checkbox"/> Intellectual <input type="checkbox"/> Academic Math <input type="checkbox"/> Academic LA</p>			