

CFI Minutes 4-7-11



We used Acuity to determine the ways that students are weak.

We identified complex tasks for the students to complete that address their deficiencies.

- Poem
- Art
- Shakespearean sonnet
- Ovid

This project is aligned with the English and social studies curricula. It relates to the arts. The CFI project also builds on students' prior knowledge.

In order to familiarize the school community with CFI work, we revised the program description. The latest version follows:

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CFI Inquiry Project: Analysis and Investigation of Diverse Media

1. **Define what we want to improve (OBJECTIVE):** Students should understand the complex devices the author is using to develop a universal theme. They should be able to determine the impact of figurative language on defining the theme.

- Common Core Standards:
 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Grade 9, RL1)
 - 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. (Grade 9, RL2)

- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. Analyze the cumulative impact of specific word choices on meaning and tone; *e.g.*, how the language evokes a sense of time and place, and how it sets a formal or informal tone. (Grade 9, RL4)

2. **SMART Goal:** 100% of our target population will read varied texts and be able to articulate a thematic statement and identify two devices that support this statement. By June 2011, the students will produce a final Regents-style paragraph that will be assessed on a four-point rubric measuring mastery of this skill, which is indicated by a score of three or higher on the rubric.

3. **Stages of Inquiry:**

Pre-assessment: We used Acuity to establish deficient skills.

The Acuity ITA skills relating to questions on which fewer than 60% of students responded correctly follow:

- Identify an example of figurative language.
- Use context clues to determine the meaning of the use of symbolism.
- Determine the moral of a universal theme.

First Unit: Introduction to Poetry: Forms and Devices

First additional text:

“What Was Told, That” by Rumi: This is a poem presenting a spiritual view of Islam from the period of Islamic Expansion. It links English with social studies. The poem’s author uses a rich array of devices.

Assessment:

Formative: Penny Protocol

Summative: Students wrote a paragraph identifying a theme and how it is supported by figurative language.

Using the students’ writing, we developed a modified Regents-style **rubric**.

Second Unit: Myths

Introduce Levels of Questioning: factual, interpretation, beyond the text/universal theme

Use non-fiction texts to practice determining universal theme (jigsaw), and read excerpts from *The Epic of Gilgamesh*, *The Old Testament*, and Edith Hamilton’s *Mythology*. Students compare flood myths and develop levels of questions.

Second additional text: Mythology in Art

The students will study Bernini’s sculpture *Daphne and Apollo* and *The Rape of Persephone*, and compare the text of the myth and the sculpture. They will determine a universal theme based on the scene and compare the treatment of the scene.

Formative Assessment: Students summarize the myth, discuss how the story was told (dialogue, figurative language, narrative), and compare the text to the sculpture. The assessment includes the accountable talk rubric.

Third additional text: an excerpt from *Metamorphoses* by Ovid

Intermediate assessment:

Students will write a paragraph identifying the universal theme and explaining where they see the theme in the text, using specific textual references.

Third Unit: Shakespeare

Final Assessment:

Read a Shakespearean sonnet, and have students write a paragraph determining the universal theme and identifying figurative language to support it.