

Salesian International School 2024-2025 Module Rubric

Year	JHS 3	Course	AG English	Credits	10
Term	1	Exam	None; The primary assessment for this unit will be an essay.		
Module Title	Authority, Mob Mentality and Human "Nature" (Module 1A)			Required Materials	
Unit Summary	Students will explore how literature portrays the various ways humans organize themselves into groups, how mob mentality can stifle individualism and free thought, and contemplate common aspects of human behavior.			<ul style="list-style-type: none"> • <i>Lord of the Flies</i> by William Golding • Jacaranda English Grade 9 • Effective Academic Writing by Oxford University Press • Writing notebook 	
Assessment Basis				Unit Contents	
Creative Thinking	A3 I can investigate the interplay between different key ideas and themes within a single text. I can demonstrate understanding of the historical and cultural contexts that influence these key ideas and themes in literature. I can reflect on the importance of adhering to grammar rules for effective communication and polished writing.	B3 I can write analytical essays exploring the complexity of relationships in works of literature. I can evaluate the significance of character interactions in shaping the overall themes of the text.	C3 I can synthesize insights from research and personal reflection to generate new ideas or perspectives. I can engage in group discussions and debates about the ethical implications of key ideas in readings and videos.	Writing: <ul style="list-style-type: none"> • Journal Entries • Theme Analyses • Analytical essay • Character analyses Texts/Videos: <ul style="list-style-type: none"> • <i>Lord of the Flies</i> - Chapters 1-6 • "The Lottery" by Shirley Jackson • The Stanford prison experiment • Asch's Conformity Experiment on Groupthink • The Milgram Experiment - Short Clip with Explanation • The Milgram Experiment - Shock Study on Obedience Conclusions Communication: <ul style="list-style-type: none"> • Peer to peer discussions • Debate/Conflict resolution 	
	A2 I can identify how each key idea	B2 I can evaluate the impact of themes on	C2 I can analyze how different cultural perspectives influence interpretations		
Critical Thinking				Textbook exploration	

	<p>manifests in the selected texts and supporting materials.</p> <p>I can write character sketches or scenes that highlight the impact of specific key ideas.</p> <p>I can edit written work to ensure adherence to grammar rules, enhancing overall clarity and readability.</p>	<p>narrative structures and character motivations.</p> <p>I can identify and analyze character motivations in novels and short stories.</p>	<p>of texts.</p> <p>I can creatively interpret the themes through writing or artistic expression.</p>	
Logical Thinking	<p>A1</p> <p>I can demonstrate understanding of the literature's key ideas surrounding human nature, civilization, and rules and order.</p> <p>I can examine how key ideas and themes drive plot progression and conflict resolution.</p> <p>I can demonstrate correct usage of grammar rules.</p>	<p>B1</p> <p>I can analyze examples from literary texts and identify that text's themes.</p> <p>I can craft original interpretations of literary texts that challenge the conventional understandings of the themes.</p>	<p>C1</p> <p>I can reflect on personal experiences or observations related to conformity.</p> <p>I can evaluate the effectiveness of the author's plot choices in conveying thematic messages.</p>	<p>Means of Assessment</p> <ul style="list-style-type: none"> • Projects • Class discussions • Group work • Debates • Essays/Journal entries
	Basics Fundamentals	Communication Development	Judgment Creativity	

Salesian International School 2024-2025 Module Rubric

Year	JHS 3	Course	AG English	Credits	10
Term	1	Exam	Final		
Module Title	The Individual and Society (Module 1B)			Required Materials	
Unit Summary	Students will explore the relationship between individuals and the society they are a part of.			<ul style="list-style-type: none"> • <i>Lord of the Flies</i> by William Golding • Jacaranda English Grade 9 • Effective Academic Writing by Oxford University Press • Writing notebook 	
Assessment Basis				Unit Contents	
Creative Thinking	<p align="center">A3</p> <p>I can demonstrate understanding of the historical and cultural contexts that shape individualism and societal norms.</p> <p>I can evaluate the impact of societal norms on individual identity and expression.</p> <p>I can reflect on the importance of adhering to grammar rules for effective communication and polished writing.</p>	<p align="center">B3</p> <p>I can describe the ways in which individual characters navigate societal pressures in literary works.</p> <p>I can collaborate with peers to create skits, visual summaries, or posters that convey nuanced perspectives on the topic.</p>	<p align="center">C3</p> <p>I can synthesize insights from research and personal reflection to propose solutions for balancing individualism and societal cohesion.</p>	<p>Writing:</p> <ul style="list-style-type: none"> • Journal entries • Presentations (within this category, skits or visual summaries possible based on student choice) <p>Texts/Videos:</p> <ul style="list-style-type: none"> • <i>Lord of the Flies</i> – Chapters 7-12 • “The Pedestrian” by Ray Bradbury • Me or We? Cultural Difference Between East and West • Ask Professor Wolff: Individuals and Society • Nietzsche - Follow No One, Trust Yourself <p>Communication:</p> <ul style="list-style-type: none"> • Collaborative presentations • Individual presentations <p>Textbook exploration</p>	

<p>Critical Thinking</p>	<p>A2</p> <p>I can compare and contrast different perspectives on individualism and society presented in various text types and media.</p> <p>I can imagine different societal structures or cultural norms that would encourage greater individual freedom and expression.</p> <p>I can edit written work to ensure adherence to grammar rules, enhancing overall clarity and readability.</p>	<p>B2</p> <p>I can explain how specific literary elements contribute to the exploration of individual expression in texts.</p> <p>I can construct a persuasive presentation that articulates a personal viewpoint related to individual expression.</p>	<p>C2</p> <p>I can explore themes of individualism and societal expectations.</p> <p>I can inform and express opinions on the role of individuals and their obligation to society.</p>	
<p>Logical Thinking</p>	<p>A1</p> <p>I can demonstrate understanding of the concepts of individual, society, and individual expression.</p> <p>I can analyze literary texts, essays, and articles that explore the conflict between individualism and societal expectations.</p> <p>I can demonstrate correct usage of grammar rules.</p>	<p>B1</p> <p>I can summarize the main ideas and arguments presented in the readings related to individualism vs. societal expectations.</p> <p>I can craft original interpretations of literary texts that challenge the conventional understandings of individualism and society.</p>	<p>C1</p> <p>I can generate personal reflections and make connections to the topic based on life experiences and personal observations.</p>	<p>Means of Assessment</p> <ul style="list-style-type: none"> • Exam • Projects • Class discussions • Group work • Journal entries

	Basics Fundamentals	Communication Development	Judgment Creativity	
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Salesian International School 2024-2025 Module Rubric

Year	JHS 3	Course	AG English	Credits	10
Term	2		Exam	None; the primary assessments for this unit will be a presentation or project and an essay.	
Module Title	The Power of the Narrative (Module 2)			Required Materials	
Unit Summary	Students will explore the power of personal narratives, both fiction and non-fiction. They will learn to write personal narratives using descriptive imagery and emotive language.			<ul style="list-style-type: none"> • Jacaranda English Grade 9 • Effective Academic Writing by Oxford University Press • Writing notebook 	
Assessment Basis				Unit Contents	
Creative Thinking	A3	B3	C3	<p>Writing:</p> <ul style="list-style-type: none"> • Reaction Essays • Personal Narratives <p>Readings/Videos:</p> <ul style="list-style-type: none"> • <i>Fahrenheit 451</i> by Ray Bradbury • CBS Sunday Morning - The price of free speech – and censorship • What is China censoring online? - CNBC Explains • CBS Sunday Morning - The fight over banning books <p>Communication:</p> <ul style="list-style-type: none"> • Express opinions and conclusions through writing and presentation <p>Textbook exploration</p>	
	<p>I can explain the historical and modern reasons for the differences between the mass media Ray Bradbury imagined and that which exists today.</p> <p>I can identify how the concept of happiness is portrayed in a text and how censorship controls what people know.</p> <p>I can summarize the narrative.</p> <p>I can reflect on the importance of adhering to grammar rules for effective communication and polished writing.</p>	<p>I can create art, a short story, or a digital project or presentation that explores how mass media shapes happiness, contributing to it or detracting from it.</p>	<p>I can develop a reaction essay and multimedia presentation that develops a supported opinion on the role of violence in media, censorship, or the correlation of social media addiction and teenage depression.</p> <p>I can write a personal narrative about an experience related to social media or censorship and its impact on my life and the social groups around me.</p>		

<p>Critical Thinking</p>	<p>A2</p> <p>I can analyze how mass media (television, YouTube, TikTok, advertisements) affect our collective and individual happiness and how censorship creates conflicts between individuals and society.</p> <p>I can compare and contrast how today's mass media differs from that which was imagined and depicted by Ray Bradbury.</p> <p>I can edit written work to ensure adherence to grammar rules, enhancing overall clarity and readability.</p>	<p>B2</p> <p>I can explain how censorship and mass media in <i>Fahrenheit 451</i> suppresses individual happiness and harms society.</p>	<p>C2</p> <p>I can explain how governments use violence or the threat of violence to suppress freedom of speech and expression.</p> <p>I can evaluate the reasons people or governments may justify or oppose censorship (pros and cons). I can relate the reasons to a discussion of individual rights versus the collective good. (Debate/Group Discussion)</p>	
<p>Logical Thinking</p>	<p>A1</p> <p>I can identify how the themes are represented in <i>Fahrenheit 451</i>, demonstrating an understanding of cause and effect and the impact of societal structures.</p> <p>I can demonstrate correct usage of grammar rules.</p>	<p>B1</p> <p>I can describe how the suppression of a book leads to a loss of critical thinking, thus diminishing personal happiness and affecting the larger community's ability to create meaningful connections.</p>	<p>C1</p> <p>I can express and interpret the tension between the individual and the community, exploring how Montag's journey reflects the struggle to reclaim personal identity in a society that prioritizes conformity and the collective over individual thought.</p>	<p>Means of Assessment</p> <ul style="list-style-type: none"> • Projects • Class discussions • Group work/Debates • Essays/Journal Entries
	<p>Basics Fundamentals</p>	<p>Communication Development</p>	<p>Judgment Creativity</p>	

Salesian International School 2024-2025 Module Rubric

Year	JHS 3	Course	AG English	Credits	10
Term	2		Exam	Final	
Module Title	Writing for Purpose and Speech (Module 3)			Required Materials	
Unit Summary	Students will explore the ethical implications of societal cohesion and collectivism versus individualism.			<ul style="list-style-type: none"> • <i>The Giver</i> by Lois Lowry • Jacaranda English Grade 9 • Effective Academic Writing by Oxford University Press • Writing notebook 	
Assessment Basis				Unit Contents	
Creative Thinking	A3	B3	C3	Writing:	
	<p>I can research the cultural context of <i>The Giver</i> and its key ideas of societal cohesion, individualism versus collectivism, and the responsibility for keeping peace versus the potential of risking violence.</p> <p>I can reflect on the importance of adhering to grammar rules for effective communication and polished writing.</p>	<p>I can engage in discussions or debates about the ethical, cultural, and historical implications of the societal dynamics in <i>The Giver</i>. Consider questions such as: How does the novel reflect struggles faced in modern life? How do the Giver (character) and the Elders represent different societal values? What is the ethical impact of Jonas’s decision to become self-aware?</p>	<p>I can combine insights from research and personal reflection to generate new perspectives on the significance of <i>The Giver</i> in relation to its key ideas and themes. How does the society depicted in the book resonate with modern society? How does the society depicted in <i>The Giver</i> differ from modern culture in positive or negative ways? How might relationships in the novel inform our understanding of group loyalty and individuality?</p>	<ul style="list-style-type: none"> • <p>Texts/Videos:</p> <ul style="list-style-type: none"> • <i>The Giver</i> by Lois Lowry • Inside North Korea – life in the world’s most secretive state • How to Recognize a Dystopia - Alex Gendler <p>Communication:</p> <ul style="list-style-type: none"> • Class discussion/Debates • Presentations (written and oral) <p>Textbook exploration</p>	

<p>Critical Thinking</p>	<p>A2</p> <p>I can demonstrate understanding of the elements of effective literary writing in <i>The Giver</i>, including the portrayal of characters, audience awareness, and the organization of key ideas like violence, friendship, social cohesion, knowledge versus ignorance, violence, and friendship.</p> <p>I can edit written work to ensure adherence to grammar rules, enhancing overall clarity and readability.</p>	<p>B2</p> <p>I can develop multimedia presentations or creative projects that communicate the key ideas of societal cohesion (extreme collectivism) versus individualism, the individual's responsibility toward the collective, and keeping peace versus risking violence in <i>The Giver</i>.</p>	<p>C2</p> <p>I can experiment with unconventional approaches to studying and interpreting <i>The Giver</i>. (Consider performing scenes from the novel through theater or creating an interactive project that shows the internal struggles of a character like Jonas as he navigates between individuality and cultural compliance and cohesion.</p>	
<p>Logical Thinking</p>	<p>A1</p> <p>I can find and identify the rhetorical strategies and techniques used by Lowry in <i>The Giver</i> to develop key ideas like societal cohesion versus individuality, the individual's responsibility toward the collective, and keeping peace versus risking violence.</p> <p>I can demonstrate correct usage of grammar rules.</p>	<p>B1</p> <p>I can craft original pieces of writing and oral presentations that apply rhetorical strategies learned from <i>The Giver</i> to address key ideas like group dynamics, collective/individual responsibility, and knowledge versus ignorance.</p>	<p>C1</p> <p>I can formulate questions to deepen understanding of <i>The Giver</i>, focusing on the novel's purposes and the impact of its themes.</p>	<p style="text-align: center;">Notes, Means of Assessment</p> <ul style="list-style-type: none"> ● Exams/Projects ● Class discussions/Debates ● Group work ● Essays/Journal Entries
	<p style="text-align: center;">Basics Fundamentals</p>	<p style="text-align: center;">Communication Development</p>	<p style="text-align: center;">Judgment Creativity</p>	

Salesian International School 2024-2025 Module Rubric

Year	JHS 3	Course	AG English	Credits	10
Term	3		Exam	Final	
Module Title	Greek Literature and Philosophy and Their Impact on Western Civilization			Required Materials	
Unit Summary	Students will explore the timeless themes and insights offered by Greek myth and drama, especially the tragedies, examining their enduring relevance to the human condition. They will also discover the impact of Greek philosophy on Western literature and thought.			<ul style="list-style-type: none"> • Jacaranda English Grade 9, • Effective Academic Writing by Oxford University Press • Writing notebook 	
Assessment Basis				Unit Contents	
Creative Thinking	A3	B3	C3	Writing: <ul style="list-style-type: none"> • Analyses of characters and elements of Greek drama and mythology • Preparing and editing script excerpts for scenes • Annotating progress and contributions for scene preparation Texts/Videos: <ul style="list-style-type: none"> • Selections from The Odyssey by Homer • Antigone by Sophocles • The Myths of Prometheus and Pandora • Excerpt from The Frogs by Aristophanes • Medea by Euripides Communication: <ul style="list-style-type: none"> • Collaboration with classmates to prepare a scene from a Greek tragedy Textbook exploration	
	<p>I can explore the historical and cultural context of Greek drama and mythology through research, investigating how they were performed and received in ancient Greece.</p> <p>I can reflect on the importance of adhering to grammar rules for effective communication and polished writing.</p>	<p>I can collaborate with classmates to stage a scene from a Greek tragedy, incorporating elements of performance, costume design, and set design to enhance its dramatic impact.</p>	<p>I can analyze the concepts of fate, free will, and hubris in Greek tragedies, generating unique, supported insights about one of these concepts or a specific character.</p>		
Critical Thinking	A2	B2	C2		
	<p>I can compare and contrast the portrayal of gods and mortals in Greek myth and drama, examining how</p>	<p>I can participate in a Socratic seminar discussing the ethical implications of the actions taken by characters in</p>	<p>I can analyze the impact of gender, social, and relationship expectations in Greek tragedies, considering how they reflect and challenge the prevailing attitudes</p>		

	<p>divine intervention shapes human lives and destinies.</p> <p>I can edit written work to ensure adherence to grammar rules, enhancing overall clarity and readability.</p>	<p>Greek drama and myth, debating whether their choices are justifiable or deserving of their tragic outcomes.</p>	<p>toward men and women in ancient and modern society.</p>	
<p>Logical Thinking</p>	<p>A1</p> <p>I can identify the basic elements of Greek dramas, especially tragedies, such as the chorus, the tragic hero, and themes focusing on fate and hubris.</p> <p>I can define key terms such as catharsis, hamartia, peripeteia, and katabasis.</p> <p>I can demonstrate correct usage of grammar rules.</p>	<p>B1</p> <p>I can prepare a character profile for a tragic hero from a Greek tragedy, describing their strengths, weaknesses, and fatal flaw(s).</p>	<p>C1</p> <p>I can investigate the influence of Greek philosophy, mythology, and drama on the development of themes and archetypal characters in Western literature and thought, tracing their origins and evolution over time.</p>	<p>Notes, Means of Assessment</p> <ul style="list-style-type: none"> • Exams/Projects • Class discussions • Group work • Socratic seminar • Journal Entries
	<p>Basics Fundamentals</p>	<p>Communication Development</p>	<p>Judgment Creativity</p>	