

## LITERARY CHOICES

### Performance Standard 29C.I

After studying two or more literary works, students will write an article for the literary section of a Sunday newspaper accordingly:

- *Knowledge*: know the main points, structures and cultural context;
- *Comprehension*: respond with fluency to clues; and
- *Communication*: use appropriate skills to convey meaning.

### Procedures

1. *In order to understand literature and various media of target language societies (29C)*, students should experience sufficient learning opportunities to develop the following:
  - Compare and contrast the characters, setting, themes and plot of two or more literary works with a presentation.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Have students read two or more literary works (i.e., poem, short story, essay, fable).
4. Have students compare, contrast and analyze the characters, setting, themes and plot of the literary works, writing four paragraphs, one each comparing, contrasting and analyzing the characters, setting, themes and plot of the two selections.
5. Have students write one additional paragraph including similarities and differences in the four aforementioned elements.
6. Analyze relationships between setting, theme, characters and their relationships to each other, etc.
7. Evaluate the student's performance using the Foreign Language Rubric as follows and add the scores to determine the performance level:
  - *Knowledge*: knew setting, plot and main points of literary work.
  - *Comprehension*: understood similarities and differences of elements.
  - *Communication*: used vocabulary and structures appropriately.

### Examples of Student Work not available

### Resources

- Copies of the literary works
- Foreign Language Rubric

### Time Requirements

- One class period