**Honors IB Unit Project (6th period) and additional standards**

We will begin this on November 13th

**Research Project Part 1:** Student chooses a folktale to analyze purpose, audience, subject, and structure (via “How to Read Fiction”). Student must find an informational text about the same topic and conduct the same inquiry (via “How to Read Nonfiction” graphic organizer). Student must then write an expository essay that compares and contrasts the two texts.

Suggestions for comparison/contrast

* colloquialism vs.scientific text
* authors’ choices in text structure, plot structure, and/or time manipulation (how it creates effects such as mystery, tension, or surprise).
* Point-of-view
* Purpose (informative, argumentative, entertainment)
* Topic and theme

**Research Project Part 2:** Student must create a presentation that informs audience about chosen folktale and informational text similarities and differences. At the end of your presentation, student must also present an argument about how which form of communication (nonfiction, or fictional folktale) is more effective for creating social change. Student must use textual evidence to support claim.

Presentation Requirements:

Slide 1: Introduction

Slide 2: Folktale citation and central idea

Slide 3: Informational text citation and central idea

Slide 4: Similarities

Slide 5: Differences

Slide 6: Argument (claim and textual support)

Slide 7: Open ended question for classmates

This advanced activity utilizes additional standards that my other classes haven't started. They include; 9-10.RL.CS.4 (interpretation/comparison/contrast of colloquialism and formal writing), 9-10.RL.CS.5 (analyze how authors choices in text structure, plot structure, and/or time manipulation creates effects such as mystery, tension, or surprise), 9-10.CS.6 (analyze how point-of-view and purpose shapes the content and style of diverse texts), 9-10.RL.IKI.7 (Evaluate the topic, subject/and/or theme in two diverse formats or media, 8.RI.IKI.8 (delineate and evaluate the argument and specific claims in a text, assessing whether evidence is relevant and sufficient to support claims and reasoning is sound), 8.RL.IKI.9 (Analyze how contemporary texts are shaped by foundational texts or literary archetypes and how authors allude to traditional works, myths, or religious texts; describe how traditional elements are rendered anew).

**Paper 1: Rubrics for Comparative textual analysis (HL)**

**Criterion A: Understanding and comparison of the texts**

* To what extent does the analysis show the similarities and differences between the texts?
* To what extent does the analysis show an understanding of the texts, their type and purpose, and their possible contexts (for example, cultural, temporal, relation to audience)?
* Are the comments supported by well-chosen references to the texts?

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| **Marks**  | **Level descriptor**  |
| 0  | The work does not reach a standard described by the descriptors below.  |
| 1  | There is little understanding of the context and purpose of the texts and their similarities or differences; summary predominates and observations are rarely supported by references to the texts.  |
| 2  | There is some understanding of the context and purpose of the texts, and the similarities or differences between them; observations are generally supported by references to the texts.  |
| 3  | There is adequate understanding of the texts, their possible context and purpose, and the similarities and differences between them; comments are included, as well as observations that are generally supported by references to the texts.  |
| 4  | There is good understanding of the texts, their context and purpose, and the similarities and differences between them; comments are mostly supported by well-chosen references to the texts.  |
| 5  | There is excellent understanding of the texts, their context and purpose, and the similarities and differences between them; comments are fully supported by well-chosen references to the texts.  |

**Criterion B: Understanding of the use and effects of stylistic features**

To what extent does the comparative analysis show awareness of how stylistic features of the texts, such as language, structure, tone, technique and style, are used to construct meaning? To what extent does the comparative analysis show appreciation of the effects of stylistic features (including the features of visual texts) on the reader?

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| **Marks**  | **Level descriptor**  |
| 0  | The work does not reach a standard described by the descriptors below.  |
| 1  | There is little awareness of the use of stylistic features and little or no illustration of their effects on the reader.  |
| 2  | There is some awareness of the use of stylistic features, with a few references illustrating their effects on the reader.  |
| 3  | There is adequate awareness of the use of stylistic features and understanding of their effects on the reader.  |
| 4  | There is good awareness and illustration of the use of stylistic features and detailed understanding of their effects on the reader.  |
| 5  | There is excellent awareness of the use of stylistic features, with very good understanding of their effects on the reader.  |

**Criterion C: Organization and development**

* How well organized and coherent is the comparative analysis? How balanced is the comparative analysis? (“Balance” here means equal treatment of the two texts.)

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| **Marks**  | **Level descriptor**  |
| 0  | The work does not reach a standard described by the descriptors below.  |
| 1  | Little organization is apparent, with no sense of balance and very little development; considerable emphasis is placed on one text to the detriment of the other.  |
| 2  | Some organization is apparent. There is little sense of balance and some development; although both texts are addressed, the treatment of one is superficial.  |
| 3  | The comparative analysis is organized and structured in a generally coherent way. There is a sense of balance and adequate development.  |
| 4  | The comparative analysis is well organized and balanced. The structure is mostly coherent and there is a good sense of development.  |
| 5  | The comparative analysis is well balanced and effectively organized, with a coherent and effective structure and development.  |

**Criterion D: Language**

• How clear, varied and accurate is the language?

• How appropriate is the choice of register, style and terminology? (“Register” refers, in this context, to the student’s use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the task.) 

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| **Marks**  | **Level descriptor**  |
| 0  | The work does not reach a standard described by the descriptors below.  |
| 1  | Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction and little sense of register and style.  |
| 2  | Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence construction are fairly accurate, although errors and inconsistencies are apparent; the register and style are to some extent appropriate to the task.  |
| 3  | Language is clear and carefully chosen with an adequate degree of accuracy in grammar, vocabulary and sentence construction despite some lapses; register and style are mostly appropriate to the task.  |
| 4  | Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction; register and style are consistently appropriate to the task.  |
| 5  | Language is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence construction; register and style are effective and appropriate to the task.  |