

Staten Island Technical HS
Mr. Erlenwein, Principal

Ms. Fusaro, Instructor
Power Standards

POWER STANDARDS* FOR "REBELLION LITERATURE"

STANDARDS - Adapted from New York State Next Generation Standards
ORAL EXPRESSION & LISTENING I can participate in a range of collaborative discussions to ensure all voices, including my own, are heard.
READING FOR ALL PURPOSES I can read, analyze, interpret, and evaluate a range of complex texts.
WRITING & COMPOSITION I can write analytically and/or creatively using standard English to effectively communicate to targeted, various audiences and for a variety of purposes.
RESEARCH & REASONING I can evaluate and synthesize information to craft and defend logical conclusions.
CULTURAL COMPETENCE I can appreciate and celebrate my culture while gaining knowledge of and fluency in at least one other culture.
SOCIOPOLITICAL CONSCIOUSNESS I can take learning beyond the confines of the classroom using school knowledge and skills to identify, analyze, and solve real-world problems.

POWER STANDARDS* AND LEARNING TARGETS FOR "GODS, MONSTERS, AND THE APOCALYPSE"

Standard 1: Reading Nonfiction and Informational Texts

- **Learning Target 1.A.** I can read and understand a variety of informational texts and narrative nonfiction, keep track of my reading, and reflect on my reading.
- **Learning Target 1.B.** I can analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal.
- **Learning Target 1.C.** I can analyze how an author's choice to use one element of nonfiction (facts, opinions, subjectivity, objectivity, essential information, and nonessential information) determines the author's purpose, trustworthiness, and impact.

- **Learning Target 1.D.** I can analyze how an author establishes relationships between two or more elements of nonfiction (facts, opinions, subjectivity, objectivity, and essential & nonessential information) to create an impact on the reader.
- **Learning Target 1.E.** I can read nonfiction texts to integrate and evaluate sources on the same topic or argument to address a question or solve a problem.
- **Learning Target 1.F.** I can make connections to other texts, ideas, cultural perspectives, eras, philosophies, critical theory, and personal experiences.

Standard 2: Composing Nonfiction

- **Learning Target 2.A.** I can plan, draft, revise, edit, and/or rewrite a piece of narrative, persuasive, or analytical writing.
- **Learning Target 2.B.** I can compose a strong guiding thesis using *evidence and impact* for a multi-paragraph composition and maintain a clear focus throughout my writing, guided by topic and conclusion sentences.
- **Learning Target 2.C.** I can select and analyze a word-for-word sentence or phrase from a text that supports my claim, introduce the direct quotation, and properly punctuate (with quotation marks and parentheses in MLA style) to give the author credit.
- **Learning Target 2.D.** I can use precise language, content-specific vocabulary, and literary techniques to express the appropriate complexity of a topic.
- **Learning Target 2.E.** I can craft a conclusion that extends my claim, makes a prediction based on the evidence throughout the paragraph, or provides a call to action (and does not begin with "This is why..." or "These are...").
- **Learning Target 2.F.** I can accurately identify and apply a critical theory as a lens to illustrate socio-political consciousness in my writing.
- **Learning Target 2.G.** I can add depth and breadth to my writing by analyzing the significance, consequence, and/or reason.

Standard 3: Reading Fiction and Literature

- **Learning Target 3.A.** I can read and understand a variety of fictional texts, keep track of my reading, and reflect on my reading.
- **Learning Target 3.B.** I can analyze how an author's choice to develop one element of fiction (characterization, setting, plot, conflict, theme, and literary devices) influences the impact of the text on the reader.
- **Learning Target 3.C.** I can analyze how an author establishes relationships between two or more elements of fiction (characterization, setting, plot, conflict, theme, and literary devices) to create an effect.

- **Learning Target 3.D.** I can identify, describe, and analyze how archetypes and the evolution of morality shape a story and the reader's experience.
- **Learning Target 3.E.** I can differentiate between the specific cultural significance and the potential universal significance of a piece of literature.
- **Learning Target 3.F.** I can analyze how works of literature have influenced and created impact on history, society, and culture.
- **Learning Target 3.G.** I can read through the lens of a variety of critical theories to understand the author's influence on socio-political consciousness.
- **Learning Target 3.H.** I can demonstrate the ability to analyze how authors use literary elements (structure, tone, diction, mood, irony, and figurative language) of various works of literature to create meaning.
- **Learning Target 3.I.** I can compare and contrast the influence and/or significance between two (or more) texts and explain the importance of this comparison.
- **Learning Target 3.J.** I can honor and respect the meaning, significance, importance, and/or impact of a work/topic/text on culture, time, and/or history through my professional reading.

Standard 4: Composing Fiction

- **Learning Target 4.A.** I can plan, draft, revise, edit, and/or rewrite a piece of fiction writing.
- **Learning Target 4.B.** I can utilize literary elements (i.e. structure, tone, diction, mood, irony, and figurative language) to craft an original narrative, script, and/or original poetry.
- **Learning Target 4.C.** I can apply the structural features of drama (stage directions, character attributions/tags, dialogue, monologues, and/or soliloquies) to craft a script.
- **Learning Target 4.D.** I can honor the complexities of multidimensional characters to develop themes and create socio-political metaphors.
- **Learning Target 4.E.** I can draw on my knowledge of allusion to seamlessly integrate symbols, motifs, and imagery into my fictional writing.

Standard 5: Developing Speaking and Listening Skills

- **Learning Target 5.A.** I can present on my own by using appropriate physical choices (body position, poise, gestures, eye contact, and facial expressions).
- **Learning Target 5.B.** I can present on my own by using appropriate verbal techniques (volume, rate, emphasis, articulation, and word choice).
- **Learning Target 5.C.** I can engage in discussion with my peers on a range of topics by using active listening skills and by engaging to further the conversation (rather than only talking to be heard).
- **Learning Target 5.D.** I can speak loudly and clearly so that all members of the class are able to hear and understand me. I can ensure my speaking volume is appropriate for varying

environments and circumstances (such as presentations, group discussions, whole class conversations, conferences, etc.).

- **Learning Target 5.E.** I can articulate and enunciate my words, speaking fluidly and comprehensively.
- **Learning Target 5.F.** I can present with a group of people using verbal and nonverbal transitions, equity of voice, and cues.
- **Learning Target 5.G.** I can honor and respect the meaning, significance, importance, and/or impact of a topic on culture, time, and/or history through my professional pronunciation and discussion.
- **Learning Target 5.H.** I can offer meaningful feedback which consists of specifically articulating areas of strength and areas in need of growth to my peers by actively listening and responding to their questions, discussions, and presentations both orally and in writing.

Standard 6: Employing Grammar, Style, Mechanics, and Vocabulary

- **Learning Target 6.A.** I can use transition words, phrases, and sentences to guide my reader throughout my writing and begin new paragraphs when necessary to help the flow of my ideas.
- **Learning Target 6.B.** I can use a variety of sentence types (simple, compound, and complex sentences) to develop my own writer's style and voice.
- **Learning Target 6.C.** I can show my editing process is effective because I use correct spelling and punctuation (periods, question marks, exclamation points, commas, semi-colons, colons, dashes, etc.).
- **Learning Target 6.D.** I can demonstrate the range of my vocabulary by avoiding a reliance on repetition and simplistic words, including acquiring knowledge of content-specific terminology.
- **Learning Target 6.E.** I can effectively attribute research and reference through the use of in-text citations and a 'Works Cited' page following the most current MLA (Modern Language Association) formatting guidelines.

Standard 7: Revision and Reflection

- **Learning Target 7.A.** I can review my own work and a peer's work to assess if the work has exceeded all expectations and make suggestions for improvement.
- **Learning Target 7.B.** I am aware of my own learning style, learning needs, and learning process.
- **Learning Target 7.C.** I can write about my learning process using standardized English to illustrate all the steps I have taken to increase my learning.

- **Learning Target 7.D.** I can clearly identify which standards I have addressed by citing specific examples, linking to evidence, and explaining the learning.
- **Learning Target 7.E.** I can make connections to other texts, ideas, cultural perspectives, eras, and personal experiences to illustrate my learning.
- **Learning Target 7.F.** I can use a variety of strategies to identify my assets as a learner.
- **Learning Target 7.G.** I can use a variety of strategies to help me grow as a learner.
- **Learning Target 7.H.** I am able to explain how my classroom learning connects to the world around me and elaborate on the impact and importance of my learning.