**Survival Unit Project**

**English I**

**Objective:** Students will take the concepts and devices used by an author in both fiction and non-fiction selections and demonstrate them in a multitude of productions.

**Assignments:** Students will use their readings of “The Most Dangerous Game” and chosen Worst Case Scenarios to create representations that demonstrate their understanding of concepts and devices existing in each.

 **Part I-** Written Expression

 Students will compose a Worst Case Scenario that involves occurrences present within the school district and that might affect them, their family or friends, or people they know. The written composition will imitate, but not copy, their researched Worst Case Scenario.

 **Part II-** Visual Expression

 Students will work within a collaborative group to design, compose, and create a board game that demonstrates their understanding of the short story “The Most Dangerous Game.” There will be three parts to the board game construction: design of the board, composition of the introduction and the rules of the game, and the composition of the game pieces and instructional cards.

**Rubric:**

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| **Objective** | **Score 4** | **Score 3** | **Score 2** | **Score 1** |
| **Written Composition** | Student has demonstrated an above level understanding of the non-fiction concepts in Worst Case Scenarios. | Student has demonstrated an acceptable level of understanding of the non-fiction concepts in Worst Case Scenarios. | Student has demonstrated an emerging level of understanding of the non-fiction concepts in Worst Case Scenarios. | Student has demonstrated a struggling level of understanding of the non-fiction concepts in Worst Case Scenario. |
| **Visual Representation** | Student has demonstrated an above level understanding of fiction devices and concepts through visual representation. | Student has demonstrated an acceptable level understanding of fiction devices and concepts through visual representation. | Student has demonstrated an emerging level understanding of fiction devices and concepts through visual representation. | Student has demonstrated a struggling level understanding of fiction devices and concepts through visual representation. |
| **Aesthetics** | Student project is aesthetically pleasing and was obviously constructed in a timely fashion. | Student project is aesthetically pleasing, but shows some rushed concepts. | Student project shows some aesthetic preparation. | Student project demonstrates rushed designs. |
| **Grammar** | **0-5 errors** | **6-11 errors** | **12-20 errors** | **21+ errors** |
| **Group Contribution** | Based on peer rating. | Based on peer rating. | Based on peer rating. | Based on peer rating. |