**Art: Write to Source- Self-portraiture**

* Explain the choices you made as you developed ideas for your portrait. Consider the master artist examples viewed, the pose, the props, the lighting, and your choice of composition, color, and placement.

**Career Technology Education: Write to Source-Technical Specifications Manual**

* Diagram the sequence of steps required to diagnose and troubleshoot malfunctioning equipment.

**Career Technology Education: Write to Source- Journal Article**

* Explain the conflicts that arose regarding the acceptance and use of HeLa cells in research.
* Compare and contrast health benefits and risks of Paleolithic vs. vegan diets.

**English/Language Arts: Write to Source- Short Story**

* Explain how Sandra Cisneros’s choice of words develops the point of view of the young speaker in her story “Eleven.” [RL.6.6]\*

**English/Language Arts: Write to Source- Diverse Media and Formats**

* Analyze how the Japanese filmmaker Akira Kurosawa in his film *Throne of Blood* draws on and transforms Shakespeare’s play Macbeth in order to develop a similar plot set in feudal Japan. [RL.9–10.9]\*

**Gifted and Talented: Write to Source-Primary Research Data**

* Evaluate the usefulness of your original primary research data for supporting your hypothesis.

**Health Education: Write to Source-Diverse Media and Formats**

* After viewing the video, *The Cat Who Drank Too Much*, trace and explain the stages of alcoholism as they relate to the cat’s behavior.
* Compare and contrast two of the Decision Making Models that have been used in class.
* Explain one of the Decision Making Models and its strengths in facilitating a healthy decision.
* Explain how to determine the validity of a source of health information, products, or services.

**Mathematics: Write to Source- Multiple Representations**

* Examine and explain the connections among the verbal model, graph, and equation of a quadratic function.

**Music: Write to Source- Marine Band Performance and School Band Performance**

* After listening to recordings of two performances, identify strengths of

each performance and give suggestions for improvement in our performance, considering tone, intonation, balance, and articulation.

**Science: Write to Source- Diverse Media and Formats (video clip, laboratory data, selected readings)**

* Trace the transformation of a rock through the rock cycle from sedimentary to metamorphic to igneous back to sedimentary. Be sure to explain the processes that affect each transformation.
* Using the data that you collected from the Photosynthesis by Chloroplast lab, explain the process of photosynthesis and how photosynthetic activity varies in different lighting conditions.

**Social Studies: Write to Source-Diverse Media and Formats (maps, articles, first-person accounts)**

* Explain how human actions contributed to the desertification of the Sahel region.

**Social Studies: Write to Source- Primary Sources**

* After reading primary source perspectives about slavery, compare Northern and Southern rationales for the ending or continuation of slavery. Use details from the documents to support your answer.
* Analyze the role of African American soldiers in the Civil War by comparing and contrasting primary sourcematerials against *secondary* syntheses such as Jim Haskins’s *Black, Blue and Gray: African Americans in the Civil War*. [RH.9–10.9]\*

**Write to Source- Primary Sources**

* Spanish II: Interview two adults about their childhood experiences and, in Spanish, compare them to experiences of children today.

**World Languages: Write to Source- Diverse Media and Formats (newspaper clippings, movie posters, video clips)**

* Italian IV: In Italian, define *omertà* by comparing the actions of Salvatore Giuliano, Jesse James, and Robin Hood and examining how each provides justice for the people.

\*From *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects Appendix B: Text Exemplars and Sample Performance Tasks*

**Common Core Glossary**

1. **Analysis** is examination, close study, and evaluation of a text by breaking down and examining its elements and components.
2. **Cohesion** is the arrangement of ideas in such a way that the reader can easily follow one point to the next. Devices for creating cohesion include appropriate transition words and phrases, repetition of words as needed, and the use of appropriate pronouns.

3**. Conventions** are commonly accepted rules of language such as spelling, punctuation,

complete sentences, subject-verb agreement, verb tense, and usage.

4**. Discipline-specific content** is text associated with individual subjects or areas of

instruction.

5**. Evaluation** is making a judgment based on criteria.

6. **Evidence/Concrete Details** are examples that validate or support a thesis statement. It may be found in a text or research.

7. **Formal style** is free of slang, trite expressions, abbreviations, symbols, email shortcut language, contractions, and the use of the personal pronoun “I” (first person pronouns may be appropriate as it relates to the nature of the assignment). The writer does not speak directly to the reader by using the word *you.* Formal style ensures that readers are able to read and understand what is written.

8. **Inference** is a logical guess based on text evidence.

9. **Summary** is an objective recounting of the important ideas of a text.

10. **Support/Controls** are the key points that the writer intends to discuss in the body paragraphs and will support the thesis statement.

11. **Syntax** is the way in which the words and phrases of a sentence are ordered to show how the words relate to each other.

12. **Tertiary source** is a term used for information that has been compiled from both primary and secondary sources.

13**. Thesis Statement** is the main focus that addresses the writer’s intent; is based on the

writer’s purpose; often appears as the last sentence in the essay’s opening  
 paragraph.

1. **Tone** is an author's attitude toward a subject.
2. **Topic Sentence** is the sentence of a paragraph that organizes and introduces the main

idea of that paragraph. It indicates to the reader what the paragraph will be about.