

English 3 (CP, Accelerated, and Honors Levels)

LEARNING GOALS AND SCALES: Unit One: The Development of American Literature (2015-2016)

ESSENTIAL QUESTIONS

How do the beliefs, values, goals, and motivations of the early colonists still resonate today in America?

What are the features of audience, voice, and emotional (pathos), ethical (ethos), and rational (logos) appeals in cogent arguments?

Learning Goal #1: Understand the essential elements to writing effective narrative essays, as well as analyzing narrative essays, both modern and historical.

Level 4	<p>In addition to satisfying the elements of a 3.0 benchmark, the student is able to demonstrate in-depth inferences and applications that go beyond what was taught.</p> <p>The student will effectively and persuasively apply knowledge of narrative techniques in a composition</p> <p>Students make no major errors or omissions regarding the score 4 content</p>
Level 3	<p><i>TARGET LEARNING GOAL: The student will be able to explain narrative techniques in modern narratives as well as historical narratives.</i></p> <p>The student will:</p> <ul style="list-style-type: none">✓ Apply knowledge of narrative techniques to a composition✓ Be apply to identify narrative techniques✓ Evaluate the effectiveness of the techniques.
Level 2	<p>The student understands how to identify and analyze elements of American Puritan history and cultural development, but is still working to master application of the concepts and skills.</p> <p>The student will:</p> <ul style="list-style-type: none">✓ Understand the difference between narrative and other forms of writing, like exposition.✓ Identify basic elements of point of view✓ Identify basic elements of setting✓ Be able to summarize the narrative✓ Be able to identify a thesis or point to the narrative.
Level 1	<p>The student is able to read a narrative to identify the main idea.</p>
Level 0	<p>Even with assistance from the teacher, the student is not able to read and understand theme, independently, of a narrative at the 11th grade level.</p>

Learning Goal #2: Understand historical context and cultural influences of the American colonial period.

Level 4	<p>In addition to satisfying the elements of a 3.0 benchmark, the student is able to demonstrate in-depth inferences and applications that go beyond what was taught.</p> <p>The student will make inferences beyond the elements of the American Colonial Period that was explicitly taught.</p> <p>Students make no major errors or omissions regarding the score 4 content</p>
Level 3	<p><i>TARGET LEARNING GOAL: The student will be able to identify and analyze themes, traits, and characteristics of American colonialism that appear in our literature.</i></p> <p>The student will:</p> <ul style="list-style-type: none">✓ Analyze how specific characters are representative of the genre.✓ Rationalize how character actions have helped to convey the major themes of the time period.✓ Evaluate the differences between early colonial and Revolutionary-era writers.✓ Evaluate why a Colonial writer might have chosen to allude to God for direction.
Level 2	<p>The student understands how to identify and analyze the characteristics of colonial writers and the cultural background, but is still working to master application of the concepts and skills.</p> <p>The student will:</p> <ul style="list-style-type: none">✓ Define the characteristics of early colonials (Puritans).✓ Identify character actions that have helped to convey the major themes of the time period.✓ Compare and contrast Colonial and Revolutionary-era writers.✓ Identify the relationships between characters and God/ society.
Level 1	<p>The student is able to identify very basic elements of American colonial period with support from teacher</p>
Level 0	<p>Even with assistance from the teacher, the student is not able to identify elements of American colonial writing.</p>