

English 3 (CP, Accelerated, and Honors Levels) LEARNING GOALS AND SCALES: Unit Four: Realism (2015- 2016)

ESSENTIAL QUESTIONS What characteristics of Realism appear in early American short stories? What distinctly American cultural, societal, and behavior elements are illustrated within the works? What is the primary philosophy of the movement and the techniques employed?

Learning Goal #1: Understand philosophical change and cultural impacts of the era’s historical elements and the nation’s expansion geographically and demographically.

<p>Level 4</p>	<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 Realism and the history and cultural development explicitly taught.</p> <p>Students make no major errors or omissions regarding the score 4 content</p>
<p>Level 3</p>	<p><i>TARGET LEARNING GOAL: The student will be able to explain how elements of Realism culture and history influence the literature of the period. The student will: ✓✓ Rationalize how significant people and events that affected societal development are reflected in</i></p> <p>The literature of Realism. ✓✓ Evaluate how works</p>

	<p>demonstrate techniques of the genre</p> <p>Specific literary devices. ✓✓ Rationalize why specific elements are indicative of the movement.</p>
Level 2	<p>The student understands how to identify and analyze elements of Realism, but is still working to master application of the concepts and skills.</p> <p>The student will:</p> <ul style="list-style-type: none"> ✓✓ Identify the important writers that belonged to the era. (such as Twain, Bierce, Harte). ✓✓ Explain the techniques that are illustrated in the works (such as humor, local color, cynical realism, and vernacular). ✓✓ Identify specific elements in the works that are representations of the genre (<i>The Notorious Jumping Frog, The Outcasts of Poker Flat, and An Occurrence at Owl Creek Bridge.</i>).
Level 1	<p>The student is able to identify elements of Realism with support from teacher</p>
Level 0	<p>Even with assistance from the teacher, the student is not able to identify elements of American Realism</p>

Learning Goal #2: Identify, analyze, and be able to contrast the characteristics of the short stories and/or poetry of the era vs. previous genres.

<p>Level 4</p>	<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 Realism and/or free verse within societal shifts explicitly taught.</p> <p>Students make no major errors or omissions regarding the score 4 content</p>
<p>Level 3</p>	<p><i>TARGET LEARNING GOAL: The student will be able to identify and analyze the characteristics of distinctly American character types that are typical of Realism and the historical era.</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 Realism and past character types. Identify the varied techniques employed in prose and poetry and why they became a harbinger of the popularity of future American literature.
<p>Level 2</p>	<p>The student understands how to identify and analyze the characteristics of Realism that appear in early American short stories, but is still working to master</p>

	<p>application of the concepts and skills.</p> <p>The student will:</p> <ul style="list-style-type: none"> ✓✓ Define the characteristics which are representative of the era (such as the ongoing fight for personal expression and freedoms, the continued inspiration of nature through the works of Whitman, conflict of nationalism and isolationism coupled with a newfound materialism that threatened to corrupt democratic values and the shift from potential to actualities). ✓✓ Identify character actions that have helped to convey the major themes of the time period. ✓✓ Compare and contrast Realism with past works, specifically characters and philosophies. ✓✓ Identify the relationships between characters and nature in works of the time period.
Level 1	The student is able to identify elements of Realism's techniques and philosophies with support from teacher
Level 0	Even with assistance from the teacher, the student is not able to identify elements of Realism's techniques and philosophies with support from teacher