

**English 3 (CP, Accelerated, and Honors Levels) LEARNING GOALS AND SCALES:**

**Unit Six: American Voices from the 1940s and 1950s (2015- 2016)**

ESSENTIAL QUESTIONS:

What are the distinguishing features of drama as opposed to other literary forms? How does the playwright use symbolism to develop the themes in the play?

How do we construct our own gender roles, relations, and identities? How do our society and culture reinforce particular forms of masculinity and femininity?

How does social class impact our identities and our relationships with others? What does the class conflict in the play reveal about American society in the 1940s?

Has The American Dream changed over the years? What is The American Dream for the 21st Century?

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

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Level 4	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.  The student will make inferences beyond the elements of 21 <sup>st</sup> Century writers and the history and cultural
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	<p>development 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 explain how elements of the 21<sup>st</sup> Century writers, and history influence the literature of the period.</i></p> <p>The student will:</p> <ul style="list-style-type: none"> <li>✓✓ Rationalize how significant people and events that affected societal development are reflected in the literature.</li> <li>✓✓ Evaluate how works demonstrate techniques of the genre.</li> <li>✓✓ Rationalize why specific elements are indicative of the movement.</li> </ul>
Level 2	<p>The student understands how to identify and analyze elements of 21<sup>st</sup> Century writers, but is still working to master application of the concepts and skills.</p> <p>The student will:</p> <ul style="list-style-type: none"> <li>✓✓ Identify the important writers that belonged to the era. (T. Williams, L. Hansberry, etc).</li> <li>✓✓ Explain the techniques that are illustrated in the works (such as symbolism and the use of color, cynical realism and vernacular, and the pursuit of the American Dream).</li> <li>✓✓ Identify specific elements in the works that are</li> </ul>

	representations of the genre ( <i>A Streetcar Named Desire, The Glass Menagerie, A Raisin in the Sun, etc</i> ).
Level 1	The student is able to identify elements of the 21 <sup>st</sup> Century writers with support from teacher.
Level 0	Even with assistance from the teacher, the student is not able to identify elements of the 21 <sup>st</sup> Century writers.

Learning Goal #2: Identify, analyze, and be able to contrast the characteristics of the dramas of the era vs. previous genres.

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 21<sup>st</sup> Century writer within societal shifts 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 the characteristics of distinctly American character types that are typical of the 1940s and 1950s.</i></p> <p>The student will:</p> <p>✓✓ Analyze how specific characters are</p>

	<p>representative of the genre.</p> <ul style="list-style-type: none"><li>✓✓ Rationalize how character actions have helped to convey the major themes of the time period.</li><li>✓✓ Evaluate the differences between the Lost Generation 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.</li></ul>
Level 2	<p>The student understands how to identify and analyze the characteristics of the 21<sup>st</sup> Century American Voice that appear in the various American dramas, but is still working to master application of the concepts and skills.</p> <p>The student will:</p> <ul style="list-style-type: none"><li>✓✓ Define the characteristics which are representative of the era (such as the ongoing fight for personal expression and freedoms, the continued inspiration of the American Dream, the continued conflict of nationalism coupled with a newfound materialism that threatened to corrupt democratic values and the shift from potential to actualities).</li><li>✓✓ Identify character actions that have helped to convey the major themes of the time period.</li><li>✓✓ Compare and contrast the 21<sup>st</sup> Century American Voice with past works, specifically characters and philosophies.</li><li>✓✓ Identify the relationships between characters and</li></ul>

	nature in works of the time period.
Level 1	The student is able to identify elements of the 21 <sup>st</sup> Century writers' techniques and philosophies with support from teacher.
Level 0	Even with assistance from the teacher, the student is not able to identify elements of the 21 <sup>st</sup> Century writers' techniques and philosophies with support from teacher.