Quarter 3: English 3P

Quarter Objectives:

1. Evaluate how REALIST artists and author’s effectively use ethos, pathos, and/or logos to communicate and support and their ideas about (in)justice.
2. Describe cultural and aesthetic values of the Harlem Renaissance and analyze its impact on American culture of the 20th Century.
3. Read *The Great Gatsby* by F. Scott Fitzgerald to explore Modernist aesthetics and philosophical stances.

Reading Assignments:

“Am I not a Wo/Man”? Abolitionist Propaganda

Douglass, Frederick. “Narrative of Frederick Douglass” pp. 396-404

Bierce, Ambroce. “Occurrence at Owl Creek Bridge.” pp. 422-431

Twain. Mark. “The Lowest Animal.” pp. 468-478

Artifacts of the Harlem Renaissance

Fitzgerald, F. Scott. *The Great Gatsby*

Summative Assignments:

Response to Realism’s calls to action: Socratic Seminar

Harlem Renaissance Response Essay Timed Write

Literary Analysis of F. Scott Fitzgerald’s *The Great Gatsby (MLA Style Essay)*

Assessment: a.k.a. How you will keep track of your learning and be graded.

Interactive Notebook 30%

Progress Checks 10%

Essays 30%

Summative Tests 30%

Academic Vocabulary:

Realism, satire, irony, point of view, Modernism, American Dream, symbolism, imagism, imagery, images, simile, metaphor, protagonist, archetype, antagonist, antihero, theme, motivation, theme, setting, internal and external conflict, ambiguity, stream of consciousness

Important Dates for Quarter 3 2015

Quarter 3 Benchmark March 30-April 3

Note: All these assignments are tentative and this quarter guide is merely meant to give students a rough overview of what will be studied this semester. These plans will change according to students’ needs.

Ms. Alba’s Learning Scales

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Score** | **Level of Mastery** | **Teacher Language** | **Simpler Language** | **Student Language** |
| 5 | Advanced | In addition to exhibiting proficient performance, in-depth inferences and applications that go BEYOND what was taught. | Advanced learning goal | I know it even better than my teacher taught it, or I can use what I learned in a new way. |
| 4 | Proficient | No major errors or omissions regarding any of the information and/or processes (SIMPLE OR COMPLEX) that were explicitly taught. | Target learning goal | I know it just the way my teacher taught it. |
| 3 | Basic | No major errors or omissions regarding the SIMPLER details and processes, BUT major errors or omissions regarding the more complex ideas and processes. | Simpler learning goal | I know some of the simpler stuff, but can’t do the harder parts. |
| 2 | Below Basic | With HELP, a partial knowledge of some of the simpler and complex details and processes. | Some understanding with help, or misunderstanding of simpler learning goal | With some help, I can do it. |
| 1 | Far Below Basic | Even with help, no understanding or skill demonstrated. | Even with help, no understanding | Even with help, I can’t do it. |
| 0 |  | Nothing to assess. | No work turned in | I didn’t turn anything in or I showed little to no effort. |

Goals for Quarter 3:

Notebook: \_\_\_\_

Progress Checks: \_\_\_

Writing: \_\_\_\_

Tests: \_\_\_\_

What you will do achieve goals: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What you will need from your teacher to achieve goals:

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What you will need from classmates and the overall environment to achieve goals:

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