

## ***The Great Gatsby* by F. Scott Fitzgerald Learning Scale**

<b>Course:</b>	English 3P : American Literature	<b>Quarter:</b>	3
<b>Unit of Study:</b>	CCCS R.11.1-3 Provide an objective summary of events; Determine theme(s) and analyze development through accurate textual evidence. W. 1 a-f Write arguments to support claims in an analysis of substantive topics.		
<b>EMS:</b>	After reading and analyzing F. Scott Fitzgerald's <i>The Great Gatsby</i> , students will write an essay that analyzes Modernist theme(s) and aesthetic features.		
<b>Topic:</b>	Modernism and <i>The Great Gatsby</i> by F. Scott Fitzgerald		
Score	Description	Learning Goal	
<b>5</b>	In addition to exhibiting level-4 performance, in-depth inferences and applications that go BEYOND what was taught in class.	Students can compare ARCHETYPES through depictions of gender and analyze the extent to which they offer a critique of American systems of patriarchy.	
<b>4</b> Target Goal	<b>No major errors or omissions regarding any of the information and/or processes (SIMPLE OR COMPLEX) that were explicitly taught.</b>	Student provides evidence of reading comprehension and writing skills through a properly formatted essay that analyzes the effect of stylistic devices (archetype, symbolism, figurative language) to communicate MODERNIST theme/main idea and purpose and tone of selected text. Evidence of MASTERY is demonstrated through the following: <ul style="list-style-type: none"> <li>• Thorough <b>summary</b> of selected text.</li> <li>• Accurate identification of MODERNIST <b>theme</b> in selected text.</li> <li>• Clearly identifying and citing <b>stylistic devices</b> used to develop theme.</li> <li>• Analysis of the <b>effect of stylistic devices</b> on theme.</li> <li>• Insightful commentary and response.</li> </ul>	
<b>3</b>	No major errors or omissions regarding the SIMPLER details and processes BUT major errors or omissions regarding the more COMPLEX ideas and processes.	Student provides evidence of reading comprehension and writing skills through a properly formatted essay that analyzes the effect of stylistic devices (archetype, symbolism, figurative language) to communicate MODERNIST theme/main idea and purpose and tone of selected text, but <b>the work sample is missing at least <u>two</u> of the following:</b> <ul style="list-style-type: none"> <li>• Thorough <b>summary</b> of selected text.</li> <li>• Accurate identification of MODERNIST <b>theme</b> in selected text.</li> <li>• Clearly identifying and citing <b>stylistic devices</b> used to develop theme.</li> <li>• Analysis of the <b>effect of stylistic devices</b> on theme.</li> <li>• Insightful commentary and response.</li> </ul>	
<b>2</b>	With HELP, a partial knowledge of some of the simpler and complex details and processes (score 3 & 4).	Student provides evidence of knowledge and skills through a literary analysis essay using MLA format summarizes selected text, but the essay <b>reveals misunderstanding of the texts and cultural movement studied in the unit, and/or the work sample is missing accurate supportive evidence.</b>	
<b>1</b>	Even with help, no understanding or skill demonstrated.	<b>Student does not understand what they read or prompt provided.</b>	