



## **AMERICAN LITERATURE**

### **COURSE DESCRIPTION**

This course is designed and devoted to an in-depth study of the American experience as captured in the seminal works of masters of American literature in the last 250 years. Beginning with poetry and stories, students are exposed to the various periods of American literature and the ideas and forces that shaped the writing of those times. Students are challenged to study how various genres of writing and speaking transformed over time as Americans spread across the continent and built cities. The course focuses on historical as well as literary themes through reading, writing, listening/viewing, and speaking. The analysis, interpretation and appreciation of the many aspects of American literature is emphasized throughout the course. By the end of this course students will have developed an intimate familiarity with the American literary scene while also acquiring a firm grasp on the ways in which ideas can be communicated.

### **K-12 Broad Goals for English-Language Arts (from the K-12 NH English/Language Arts Curriculum Framework, June 2006)**

These goal statements establish general expectations of what New Hampshire students should know and be able to do in English language arts.

1. Students will read fluently with understanding and appreciation.
2. Students will write effectively for a variety of purposes and audiences.
3. Students will speak purposefully and articulately.
4. Students will listen and view attentively and critically.
5. Students will understand, appreciate, interpret, and critically analyze classical and contemporary literature as well as works of nonfiction and informational texts.
6. Students will use reading, writing, speaking, listening, and viewing to:
  - a. gather and organize information;
  - b. communicate effectively; and
  - c. succeed in educational, occupational, civic, and social settings.

### **ENGLISH/LANGUAGE ARTS COMPETENCIES**

1. Students will understand that reading fluently with understanding and appreciation is essential for them to succeed as learners, both in school and throughout their lives, and to become contributing members of society.
2. Students will understand that through writing for a variety of purposes and audiences they can transmit information and construct and communicate ideas for academic, personal, occupational, and public uses.
3. Students will understand that speaking purposefully and articulately, and listening and viewing attentively and critically, are essential to becoming confident, responsible, adaptive, and fluent communicators.
4. Students will understand that interpreting and critically analyzing classic and contemporary literature will lead to an appreciation for the universality of the human experience and a better understanding of themselves and others.
5. Students will understand that reading nonfiction and informational texts is an essential means of acquiring, constructing, and expressing knowledge in all school subjects and in succeeding in educational, occupational, civic, social, and everyday settings.
6. Students will understand that current and future learning skills and tools are needed to become active and productive citizens in our global community.
7. Students will understand that the skills of effectively gathering, organizing, and evaluating are essential in order to critically process and effectively use information.
8. Students will understand that it is necessary to practice the critical thinking skills of analyzing, comparing, categorizing, and classifying, identifying cause and effect, problem solving, persuading, empathizing, synthesizing, interpreting, evaluating, communicating, and applying.

### **AMERICAN LITERATURE COMPETENCIES**

1. Students will understand that reading American Literature fluently with understanding and appreciation of our country's literary heritage is essential for them to succeed as learners, both in school and throughout their lives, and to become contributing members of society.
2. Students will demonstrate understanding of American Literature by writing for a variety of purposes and audiences to transmit information, construct and communicate ideas for academic, personal, occupational, and public uses.
3. Students will understand that speaking purposefully and articulately, and listening and viewing attentively and critically, are essential to becoming confident, responsible, adaptive, and fluent communicators.
4. Students will understand that interpreting and critically analyzing classic and contemporary American literature leads to knowledge of the genre. The study of American Literature develops an appreciation of the human experience.
5. Students will understand that reading nonfiction and informational texts is an essential means of acquiring, constructing, and expressing knowledge in all school

subjects and in succeeding in educational, occupational, civic, social, and everyday settings.

6. Students will understand that current and future learning skills and tools are needed to become active and productive citizens in our global community.
7. Students will understand that the skills of effectively gathering, organizing, and evaluating are essential in order to critically process and effectively use information.
8. Students will understand that in the study of American Literature it is necessary to use critical thinking skills of analyzing, comparing, categorizing, and classifying, identifying cause and effect, problem solving, persuading, empathizing, synthesizing, interpreting, evaluating, communicating, and applying.

### **AMERICAN LITERATURE COURSE**

#### **Broad Goal #1:**

Students will read accurately and fluently with understanding and appreciation

Topics:

Making and supporting analytical judgments about texts,

Structure of language

Initial understanding

Analysis and interpretation

#### **Broad Goal #2**

Students will write effectively for a variety of purposes and audiences.

Topics:

Making and supporting analytical judgments about texts

Structure of language

Writing: expressive, reflective, and persuasive

#### **Broad Goal #3 & #4**

Students will become fluent communicators.

Topics:

Speaking purposefully and articulately; Listening and Viewing

#### **Broad Goal #5**

Students will evaluate classical and contemporary literature, as well as works of non-fiction and informational text.

Topics:

Classic and contemporary literature

Non-fiction and informational texts

#### **Broad Goal #6**

Students will use reading, writing, speaking, listening, and viewing for a variety of purposes.

Topics:

Research Effective Communication (listening, viewing, speaking)

Application of skills in "real-world" settings



### AMERICAN LITERATURE

<b>Broad Goal #1</b>	
<b>Students will read accurately and fluently with understanding and appreciation.</b>	
<b>Topics</b>	Accurate reading, Fluent reading, Understanding and appreciation of the content
<b>Competencies</b>	<ol style="list-style-type: none"><li>1. Students will understand that reading American Literature fluently with understanding and appreciation of our country's literary heritage is essential for them to succeed as learners, both in school and throughout their lives, and to become contributing members of society.</li><li>4. Students will understand that interpreting and critically analyzing classical and contemporary American literature leads to knowledge of the genre. The study of American Literature develops an appreciation of the human experience.</li></ol>
<b>Knowledge/Content</b>	<p>Reading</p> <ol style="list-style-type: none"><li>1. Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands, and purpose for reading (R:F&amp;A:12:1.2)</li><li>2. Fluency: reading familiar text with phrasing and expression, with attention to text features such as punctuation, italics, and dialogue (R:F&amp;A:12:1.3)</li><li>3. Reading from a wide range of genres/kinds of texts, including primary and secondary sources, and a variety of authors (e.g., literary, informational, and practical/functional texts (R:B:12:1.2)</li><li>4. Participating in in-depth discussions about texts, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others (R:B:12:2.2)</li></ol>
<b>Skills</b>	Reading accurately, reading fluently,



<p><b>Sample Performance Assessment (SPA) #1</b></p>	<p>President Lincoln has just been killed and you have been asked to plan his funeral. Frederick Douglas wrote a speech and Walt Whitman submitted a poem to be read at the funeral but you can only select one. Read Frederick Douglas' and Walt Whitman's poem "Oh Captain, My Captain" and complete a graphic organizer where you compare the two works. Then decide which work the speech or the poem, will be the best tribute to President Lincoln and write a paragraph where you explain your decision. (Washington D.C. Standards)</p>		
<p><b>Topics in SPA #1</b></p>	<p>Accurate reading, Fluent reading, Understanding and appreciation of the content</p>		
<p><b>English/Language Arts Competencies addressed in SPA #1</b></p>	<ol style="list-style-type: none"> <li>1. Students will understand that reading fluently with understanding and appreciation is essential for them to succeed as learners, both in school and throughout their lives, and to become contributing members of society.</li>   <li>4. Students will understand that interpreting and critically analyzing classical and contemporary literature will lead to an appreciation for the universality of the human experience and a better understanding of themselves and others.</li>   <li>5. Students will understand that reading nonfiction and informational texts is an essential means of acquiring, constructing, and expressing knowledge in all school subjects and in succeeding in educational, occupational, civic, social, and everyday settings.</li> </ol>		
<p><b>SPA #1Rubric</b></p>			
<p><b>Level 4</b></p>	<p><b>Level 3</b></p>	<p><b>Level 2</b></p>	<p><b>Level 1</b></p>
<p>The student:</p> <ul style="list-style-type: none"> <li>• reads the works independently</li> <li>• compares and contrasts the works</li> <li>• critically interprets the reasons why their choice of work represents the best choice.</li> <li>• Writes an explanation that makes metacognitive connections.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>• reads the works independently</li> <li>• compares and contrasts the works, critically interpreting the reasons why their choice of work represent the best choice.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>• reads the works</li> <li>• compares and contrasts at the literal level</li> <li>• makes a choice of work but does not support the choice.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>• reads the works</li> <li>• compares and/or contrasts literally.</li> </ul>

## AMERICAN LITERATURE

**Broad Goal #2**

**Students will write effectively for a variety of purposes and audiences.**

<b>Topics</b>	Making and supporting analytical judgments about texts, Structure of language, Writing: expressive, reflective, and persuasive
<b>Competencies</b>	<ol style="list-style-type: none"> <li>2. Students will understand that through writing for a variety of purposes and audiences they can transmit information and construct and communicate ideas for academic, personal, occupational, and public uses.</li> </ol>
<b>Knowledge/Content</b>	<p>Making and supporting analytical judgments about texts:</p> <ol style="list-style-type: none"> <li>1 Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft to support a thesis (R:LT: 10:2; R:LT:12.2)</li> </ol> <p>Structure of language:</p> <ol style="list-style-type: none"> <li>2 Applying a format and text structure appropriate to the audience and context (W:SL:10:1.4; W:SL:12:1.4)</li> <li>3 Using varied sentence length and structure will enhance meaning. (W:SL:10:1.1; W:SL:12.1.1)</li> </ol> <p>Writing: Expressive, reflective, and persuasive</p> <ol style="list-style-type: none"> <li>2. Selecting and using formal, informal, literary, or technical language appropriate to audience and context (W:SL:10:1.4; W:SL:12:1.4)</li> <li>3. Using varied sentence length and structure will enhance meaning. W:SL:10:1.1; W:SL:12:1.1</li> <li>4. Responding to a literary or informational text, establish an interpretive claim/assertion in the form of a thesis (purpose). (W:RC:10.2.1a, W:RC:12.2.1)</li> </ol>
<b>Skills</b>	Prewriting, drafting, revising (content/ideas), editing (conventions and mechanics), publishing, researching



<b>Sample Performance Assessment (SPA) #1</b>	<p>You are creating a piece of writing in which you demonstrate how Fitzgerald reflects the society of the 1920's in his novel, <i>The Great Gatsby</i>.</p>
<b>Topics in SPA #1</b>	<p>Making and supporting analytical judgments about texts, Structure of language, Writing: expressive, reflective, and persuasive</p>
<b>English/Language Arts Competencies addressed in SPA #1</b>	<p>2. Students will understand that through writing for a variety of purposes and audiences they can transmit information and construct and communicate ideas for academic, personal, occupational, and public uses.</p>

<b>SPA #1 Rubric</b>			
<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
<p>The student will produce a piece of writing that:</p> <ul style="list-style-type: none"> <li>Recognizes the purpose and produces a clear and insightful response</li> <li>Produces a well developed focus statement/thesis</li> <li>Uses more complex sentences and a varied sentence structure</li> <li>Uses vocabulary and figurative language effectively</li> <li>Uses a variety of transitions and uses them well</li> <li>Uses a variety of elaboration strategies</li> <li>Produces a response that has an effective opening and closing</li> <li>Communicates effectively across multiple genres</li> <li>Reflects research and critical analysis</li> </ul>	<p>The student will produce a piece of writing that:</p> <ul style="list-style-type: none"> <li>Recognizes the purpose and produces a clear response</li> <li>Develops controlling idea and focus/thesis</li> <li>Makes appropriate transition between paragraphs</li> <li>Uses effective topic sentences and sufficient elaboration and support within paragraphs</li> <li>Uses some sentence variety, appropriate word choice/ vocabulary</li> <li>Demonstrates sufficient command of task structures and conventions</li> <li>Response has an opening and closing</li> </ul>	<p>The student will produce a piece of writing that:</p> <ul style="list-style-type: none"> <li>Addresses main ideas in the writing piece</li> <li>Uses simple paragraphs with few details and/or elaboration</li> <li>Produces an unclear focus statement/thesis</li> <li>Transitions between paragraphs are limited</li> <li>Exhibits limited variety in sentence structure</li> <li>Uses limited word choice/vocabulary</li> <li>Lacks precision in language</li> <li>Demonstrates some problems with conventions</li> <li>Applies skills inconsistently to different genres</li> </ul>	<p>The student will produce a piece of writing that:</p> <ul style="list-style-type: none"> <li>Demonstrates limited recognition of task</li> <li>Uses limited or no transitions between paragraphs</li> <li>Uses simplistic sentences</li> <li>Uses minimal word choice/vocabulary</li> <li>Demonstrates a lack of command of task structures and conventions</li> </ul>



### AMERICAN LITERATURE

**Broad Goal #3 & #4**

**Students will become fluent communicators**

<b>Topics</b>	Speaking purposefully and articulately; Listening and Viewing:
<b>Competencies</b>	3. Students will understand that speaking purposefully and articulately, and listening and viewing attentively and critically are essential to becoming confident, responsible, adaptive, and fluent communicators.
<b>Knowledge/Content</b>	<ol style="list-style-type: none"><li>1. Identify the message of a medium, determine the essential elements of elaboration, and interpret or evaluate the message.</li><li>2. Exhibit logical organization and language use, appropriate to audience, context and purpose when speaking.</li><li>3. Logical thinking is essential to effective communication.</li><li>4. Listening and viewing are interactive processes.</li></ol>
<b>Skills</b>	<p>Summarizing, paraphrasing, questioning, or contributing to information presented to advance understanding.</p> <p>Using a variety of strategies of address (e.g. eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively.</p>

<b>Sample Performance Assessment (SPA) #1</b>	<b>Students will review a variety of multimedia from the United States Civil Rights Era and analyze the content that was used in the speeches focusing on racial bias. Prepare and present an effective speech to an audience of your choice reflecting your analysis of the situation.</b>
<b>Topics in SPA #1</b>	Speaking purposefully and articulately and listening and viewing critically:
<b>English/LA Competency addressed in SPA #1</b>	3. Students will understand that speaking purposefully and articulately, and listening and viewing attentively and critically are essential to becoming confident, responsible, adaptive, and fluent communicators.

**SPA #1 Rubric**

Level 4	Level 3	Level 2	Level 1
<p>The student will produce a speech that:</p> <ul style="list-style-type: none"> <li>Recognizes the purpose and produces a well developed, focused speech</li> <li>Using a variety of strategies of address (e.g. eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively.</li> <li>Exhibit logical organization and language, appropriate to the audience, context, and purpose.</li> </ul>	<p>The student will produce a speech that:</p> <ul style="list-style-type: none"> <li>Recognizes the purpose and produces a focused speech</li> <li>Uses some variety of strategies of address (e.g. eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively.</li> <li>Exhibits some organization and language appropriate to the audience.</li> </ul>	<p>The student will produce a speech that:</p> <ul style="list-style-type: none"> <li>Is focused.</li> <li>Uses a few strategies of address (e.g. eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively.</li> </ul>	<p>The student will produce a speech that:</p> <ul style="list-style-type: none"> <li>Is not focused or well developed.</li> <li>Demonstrates limited recognition of task.</li> <li>Uses a few or no strategies of address to communicate ideas effectively.</li> <li>Uses minimal word choice/vocabulary</li> <li>Demonstrates a lack of command of task.</li> </ul>



## AMERICAN LITERATURE

**Broad Goal #5**

**Students will evaluate classical and contemporary literature, as well as works of non-fiction and informational text.**

<b>Topics</b>	Classic and contemporary literature Non-fiction and informational texts
<b>Competencies</b>	<p>4. Students will understand that interpreting and critically analyzing classical and contemporary literature will lead to an appreciation for the universality of the human experience and a better understanding of themselves and others.</p> <p>5. Students will understand that reading nonfiction and informational texts is an essential means of acquiring, constructing, and expressing knowledge in all school subjects and in succeeding in educational, occupational, civic, social, and everyday settings.</p> <p>8. Students will understand that it is necessary to practice the critical thinking skills of analyzing, comparing, categorizing, and classifying, identifying cause and effect, problem solving, persuading, empathizing, synthesizing, interpreting, evaluating, communicating, and applying.</p>
<b>Knowledge/Content</b>	<p>1. Reading fluently: Accuracy: reading material appropriate for <u>reading level</u> ( R:F&amp;A:10:1.1; R:F&amp;A: 12:1.1)</p> <p>4. &amp; 8. Interpreting and Critically analyzing: Analyze and interpret author’s craft <u>within or across texts</u>, citing evidence where appropriate (R:LT:10:3; R:LT:12:3)</p> <p>5. Analysis and Interpretation: Analyze and interpret informational text (<u>which may include technical writing</u>), citing evidence as appropriate (R:IT: 10:2; R:IT: 12:2)</p>
<b>Skills</b>	Analyze, compare, categorize, and classify, identify cause and effect, problem solve, persuade, empathize, synthesize, interpret, evaluate, communicate, and apply



<p><b>Sample Performance Assessment (SPA) #1</b></p>	<p>You are a concerned citizen and must research and select a candidate in the upcoming elections for whom to vote. You decide to review a candidate’s speech and evaluate the clarity, quality, effectiveness, and overall coherence of your candidate’s key points, arguments, evidence, and organization of ideas. Present your review. Your findings should reflect the above criteria. (Note: Any election would work here. For example, students could evaluate speeches from the previous Presidential elections, as well.) (from Washington D.C.’s “Engaging Scenarios” gr. 11)</p>
<p><b>Topics in SPA #1</b></p>	<p>Non-fiction and informational texts</p>
<p><b>Competency addressed in SPA #1</b></p>	<ol style="list-style-type: none"> <li>1. Students will understand that reading fluently with understanding and appreciation is essential for them to succeed as learners, both in school and throughout their lives, and to become contributing members of society.</li> <li>5. Students will understand that reading nonfiction and informational texts is an essential means of acquiring, constructing, and expressing knowledge in all school subjects and in succeeding in educational, occupational, civic, social, and everyday settings.</li> <li>8. Students will understand that it is necessary to practice the critical thinking skills of analyzing, comparing, categorizing, and classifying, identifying cause and effect, problem solving, persuading, empathizing, synthesizing, interpreting, evaluating, communicating, and applying.</li> </ol>

SPA # 1 for Broad Goal #5 Rubric			
Level 4	Level 3	Level 2	Level 1
<p>The student:</p> <ul style="list-style-type: none"> <li>• demonstrates understanding of the candidate’s position by evaluating the clarity, quality, effectiveness, and overall coherence of the speech.</li> <li>• analyzes the candidate’s key points, arguments, evidence, and organization of ideas, diction, syntax, and delivery.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>• demonstrates understanding of the candidate’s position by evaluating the clarity, quality, effectiveness, and overall coherence of the speech.</li> <li>• analyzes the candidate’s key points, arguments, evidence, and organization of ideas.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>• demonstrates partial understanding of the candidate’s position by evaluating the clarity, quality, effectiveness, or overall coherence of the speech.</li> <li>• analyzes key points, arguments, evidence, or organization of ideas.</li> </ul>	<p>The student :</p> <ul style="list-style-type: none"> <li>• creates a product which demonstrates a lack of understanding of the candidate’s position.</li> </ul>



<p><b>Sample Performance Assessment (SPA)#2</b></p>	<p>You are a noted reviewer. Your next assignment has recently been delivered; two works from different periods (one classic and one contemporary). You will need to analyze the two works and select which one you think is the better work. Your review will need to include a clear explanation as to why you chose the one work over the other.</p>
<p><b>Topics in SPA #2</b></p>	<p>Classic and contemporary literature</p>
<p><b>Competency addressed in SPA # 2</b></p>	<p>4. Students will understand that interpreting and critically analyzing classical and contemporary literature will lead to an appreciation for the universality of the human experience and a better understanding of themselves and others.</p> <p>8. Students will understand that it is necessary to practice the critical thinking skills of analyzing, comparing, categorizing, and classifying, identifying cause and effect, problem solving, persuading, empathizing, synthesizing, interpreting, evaluating, communicating, and applying.</p>

SPA #2 Rubric			
Level 4	Level 3	Level 2	Level 1
<p>The student:</p> <ul style="list-style-type: none"> <li>insightfully analyzes each work and selects which one is the better work. Review includes a precise and well-supported explanation as to why the one work was chosen over the other, demonstrating multiple critical thinking skills in the analysis and comparison.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>analyzes the two works and selects which one is the better work. Review includes a clear explanation as to why the one work was chosen over the other, demonstrating critical thinking skills in the analysis and comparison.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>chooses one work as the better with minimum review and analysis. Critical thinking skills are weakly demonstrated; little basis for comparison is provided. Summary is provided for both works, but without analysis.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>does not choose one work as the better and/or does not provide analysis of works. Material chosen does not meet the criteria for selection (i.e. American Literature).</li> </ul>

**AMERICAN LITERATURE**



<b>Broad Goal #6</b>	
<b>Students will use reading, writing, speaking, listening, and viewing for a variety of purposes.</b>	
<b>Topics</b>	<p>Research            Effective Communication (listening, viewing, speaking)            Application of skills in “real-world” settings</p>
<b>Competencies</b>	<ol style="list-style-type: none"> <li>1. Students will understand that reading fluently with understanding and appreciation is essential for them to succeed as learners, both in school and throughout their lives, and to become contributing members of society.</li> <li>2. Students will understand that through writing for a variety of purposes and audiences they can transmit information and construct and communicate ideas for academic, personal, occupational, and public uses.</li> <li>3. Students will understand that speaking purposefully and articulately, and listening and viewing attentively and critically, are essential to becoming confident, responsible, adaptive, and fluent communicators.</li> <li>7. Students will understand that the skills of effectively gathering, organizing, and evaluating are essential in order to critically process and effectively use information.</li> <li>8. Students will understand that it is necessary to practice the critical thinking skills of analyzing, comparing, categorizing, and classifying, identifying cause and effect, problem solving, persuading, empathizing, synthesizing, interpreting, evaluating, communicating, and applying.</li> </ol>
<b>Knowledge/Content</b>	<ol style="list-style-type: none"> <li>1. Reading fluently:            Accuracy: reading material appropriate for <u>reading level</u>            ( R:F&amp;A:10:1.1; R:F&amp;A: 12:1.1)</li> <li>2. Writing for a variety of purposes:            ( W:HW:10:2.1; W:HW:10:2.2; W:HW:10:2.3; W:HW:10:2.4;            W:HW:12:2.1; W:HW:12:2.2; W:HW:12:2.3; W:HW:12.2.4)</li> <li>3. Interactive Listening and Viewing:            (W:OC:10:1.1; W:OC:10:1.2; W:OC:10:1.3; W:OC:10:1.4;            W:OC:10:1.5; W:OC:12:1.1; W:OC:12:1.2; W:OC:12:1.3;            W:OC:12:1.4.; W:OC:12:1.5;)</li> <li>Speaking:            (W:OC:10:2.1; W:OC:10:2.2; W:OC:10:2.3; W:OC:10:2.4;            W:OC:10:2.5; W:OC:12:2.1; W:OC:12:2.2; W:OC:12:2.3;            W:OC:12:2.4; W:OC:12:2.5)</li> <li>7. Research:            (W:IW:10:3.1; W:IW:10:3.2; W:IW:10:3.3; W:IW:10:3.4;            W:IW:12:3.1; W:IW:12:3.2; W:IW:12:3.3; W:IW:12:3.4)</li> <li>8. Interpreting and Critically analyzing:            (R:LT:10:3; R:LT:12:3)</li> </ol>



<b>Skills</b>	Read with understanding, write for a variety of purposes, speak purposefully and articulately, listen and view critically, research, interpret and analyze
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<b>Sample Performance Assessment (SPA) #1</b>	<b>You are the director of advertising for a clothing company (or car company or music label). You are looking for a new agency to represent your clothing line (or car line). Look through a magazine and/or the internet/TV and select three clothing (or car or music) ads that have at least three different approaches to persuasion. Then, decide which appeal is most effective given your target audience. Finally, make a case to the board of directors (your class) about which ad is most effective and explain why the other two ads are not as effective.</b>
<b>Topics in SPA #1</b>	Research Effective Communication (listening, viewing, speaking) Application of skills in “real-world” settings
<b>Competency addressed in SPA #1</b>	<ol style="list-style-type: none"> <li>1. Students will understand that reading fluently with understanding and appreciation is essential for them to succeed as learners, both in school and throughout their lives, and to become contributing members of society.</li> <li>2. Students will understand that through writing for a variety of purposes and audiences they can transmit information and construct and communicate ideas for academic, personal, occupational, and public uses.</li> <li>3. Students will understand that speaking purposefully and articulately, and listening and viewing attentively and critically, are essential to becoming confident, responsible, adaptive, and fluent communicators.</li> <li>7. Students will understand that the skills of effectively gathering, organizing, and evaluating are essential in order to critically process and effectively use information.</li> <li>8. Students will understand that it is necessary to practice the critical thinking skills of analyzing, comparing, categorizing, and classifying, identifying cause and effect, problem solving, persuading, empathizing, synthesizing, interpreting, evaluating, communicating, and applying.</li> </ol>



<b>SPA # 1 Rubric</b>			
<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
<p>The student:</p> <ul style="list-style-type: none"><li>• makes critical judgments about advertisements, identifying the persuasive approach used in each and analyzing its effectiveness for its target audience.</li><li>• creates a that creatively and clearly demonstrates what is effective and what is not and why.</li></ul>	<p>The student:</p> <ul style="list-style-type: none"><li>• makes critical judgments about advertisements, identifying the persuasive approach used in each and analyzing its effectiveness for its target audience.</li><li>• creates a presentation that clearly indicates what is effective and what is not and why.</li></ul>	<p>The student:</p> <ul style="list-style-type: none"><li>• makes judgments about advertisements without identifying the persuasive approach used in each or analyzing its effectiveness for its target audience.</li><li>• creates a presentation that indicates what is effective and what is not but not why.</li></ul>	<p>The student:</p> <ul style="list-style-type: none"><li>• makes no judgments about advertisements or does not identify the persuasive approach used in each.</li><li>• creates a presentation that does not indicate what is effective and what is not.</li></ul>