

Student Guide

Achieving Classroom Excellence Act (ACE)
End of Course Project
English III

The American Dream

Project Overview

Through a multi-modal research project, student will exhibit mastery of English III *Priority Academic Student Skills* (PASS). The topic for this project will be *The American Dream*.



Guidelines

The student meets with the Project Coordinator to review progress at the indicated check points in this guide and to decide if adjustments to the student's timeline are necessary. The student must verify that he/she completed all of ACE End of Course Project without assistance. The student is to submit a completed project with all necessary components and forms to the Project Coordinator who will forward it to the evaluation team.

Directions

1. Read all instructions thoroughly.
2. With your Project Coordinator, determine a timeline for completing the project and enter target dates for completing each of the CHECK POINTS in the space provided. You should have tangible components/artifacts to exhibit progress at each check point conference.
3. Complete all required project components.
4. Be sure to check in with your Project Coordinator at the CHECK POINTS determined by the timeline of the project.
5. Submit the project for scoring by the due date. All forms, components, and necessary artifacts must be included before the project can be assessed.

Requirements for Submission of the ACE End of Course Project

For submission, a completed ACE End of Course Project must include:

1. Completed Student Planner and Agreement
2. Completed essay with citation page and all components of writing process
3. Statement of purpose for second product/presentation component
4. Digital copy of all artifacts of that second component
5. Completed Project Submission Form as required for authenticity of the work

The American Dream

Project Task

Through a multi-modal research project, student will exhibit mastery of English III *Priority Academic Student Skills* (PASS).

Task Specifications

The student will complete all components and formal oral reflection of the project in relation to the topic *The American Dream*.

Project Component One

1. Choose a topic; examine and select the modes from the seven categories (Appendix A) for your project.

CHECKPOINT: Date: _____ Student Initials: _____ Coordinator's Initials: _____

1. Select and read historically or culturally significant works of fiction, nonfiction (e.g. historical documents, autobiographies and/or biographies, letters, essays etc.), drama, and poetry to form a working thesis (Appendix B).
2. Construct the working thesis.

CHECKPOINT: Date: _____ Student Initials: _____ Coordinator's Initials: _____

3. Construct a well-written, two to three page working document that connects your thesis and the chosen modes to the topic.

CHECKPOINT: Date: _____ Student Initials: _____ Coordinator's Initials: _____

4. Construct a well-written, typed, documented one to two page literary analysis of a chosen mode/work from Category Seven (*See Appendix C*).

CHECKPOINT: Date: _____ Student Initials: _____ Coordinator's Initials: _____

Project Component Two - Reflection

The oral reflection will be done in front of the Project Coordinator who will digitally record it. The reflection summarizes the findings and reflects on the learning process and its application to real life. The reflection must be a summary or synthesis of the work and must demonstrate mastery of the English III Language Arts *Priority Academic Student Skills*. The reflection must be a polished formal presentation using Standard English conventions for oral speech that are used in writing as well as gestures, tone, and vocabulary appropriate to the audience and purpose.

CHECK POINT DATE _____ Student Initials____ Coordinator Initials ____

Scoring Criteria

Component One – The Written Components of the Project – will be evaluated using the English II and English III Writing Rubric (Appendix D).

Component Two – Oral Reflection – will be evaluated using the Rubric for Second Component (Appendix E).

Templates for Use

- Format sheet showing APA and MLA formats (Appendix F)
- Form for identifying pieces of fiction, nonfiction, drama, and poetry used (Appendix G)

English III End of Course Project
The American Dream

Project Task

Through a multi-modal research project, student will exhibit mastery of English III *Priority Academic Student Skills* (PASS).

Multi-modal Project

Form: Your final project must include:

- A table of contents
- A well-written, two to three page working document that connects your thesis and the chosen modes to the topic.
- At least ten different artifacts from the different categories. (See Appendix B for list of modes).
- A well-written, one to two page literary analysis from chosen work of Category Seven.
- A digitally recorded oral reflection that summarizes the findings and reflects on the learning process and its application to real life.

Selection Criteria:

- One mode from each category
- Three additional modes of your choice
- No more than two modes from any one category

From the modes, you must create ten artifacts that interweave into a larger framework that represents your thesis. Formal writings such as essays and reflective pieces should follow the documented writing style of your choice (MLA, APA, etc.). Created artifacts are to be presented in a manner that is legible but representative of the mode and era (newspaper columns, letter format, greeting card, recipe, etc.).

Component Two – Literary Analysis

From the chosen modes of Category Seven, select and analyze literary elements, figurative language, and sound devices in a well-written, typed, documented one to two page analysis (*See Appendix C*).

Oral Reflection

The oral reflection will be done in front of the Project Coordinator who will digitally record the presentation. The reflection summarizes the findings and reflects on the learning process and its application to real life. The reflection is a polished formal presentation that uses the same

Standard English conventions for oral speech that are used in writing as well as gestures, tone, and vocabulary appropriate for to the audience and purpose. The reflection must include insight and connection of theme and components to personal experiences and ideas; an explanation of the modes chosen and how those modes connect to the theme; and, an explanation of each artifact mode used within the project and its connection to the theme.

Appendix A

<p>Category 1: Print Media</p> <ul style="list-style-type: none"> • Newspaper Article • Obituary • Editorial • Letter to the Editor • Advice Column • Magazine Article 	<p>Category 2: Visual with Words</p> <ul style="list-style-type: none"> • Poster • Invitation • Ad • Travel Brochure • Greeting Card • Cartoon 	<p>Category 3: Visual Display (only 1)</p> <ul style="list-style-type: none"> • Picture/Photograph • Graph • Map • Certificate • Recipe • Collage
<p>Category 4: Informational</p> <ul style="list-style-type: none"> • Interview • Survey • Trivia Game • Timeline • Directions • Idea Web 	<p>Category 5: Creative Writing</p> <ul style="list-style-type: none"> • Skit • Song • Poem • Short Story • Personal Narrative • Conversation 	<p>Category 6: Structured</p> <ul style="list-style-type: none"> • Essay • Report • Book Review • Letter • Speech • Descriptive Paragraph
<p>Category 7: Poetry and Literary Analysis</p> <ul style="list-style-type: none"> • Ode • Ballad • Free Verse • Blank Verse • Narrative • Sonnet 		

Appendix B

Suggested Titles: Fiction, Nonfiction, Drama, and Poetry

Possibilities for use with the topic (not limited to these)

Fiction

Author	Title
Tim O'Brien	<i>Ambush</i>
John Updike	<i>The A&P</i>
Stephen Crane	<i>Maggie, Girl of the Street</i>
Kate Chopin	<i>The Story of An Hour</i>
Billie Letts	<i>Where the Heart Is</i>
Washington Irving	<i>The Devil and Tom Walker</i>
Eudora Welty	<i>A Worn Path</i>
Ralph Ellison	<i>The Invisible Man</i>
F. Scott Fitzgerald	<i>Winter Dreams</i>
F. Scott Fitzgerald	<i>The Great Gatsby</i>
Sandra Cisneros	<i>House on Mango Street</i>
John Steinbeck	<i>The Grapes of Wrath</i>
John Steinbeck	<i>Of Mice and Men</i>
Mark Twain	<i>Huckleberry Finn</i>

NonFiction

Author	Title
Emerson	<i>Self Reliance</i>
Dr. Martin Luther King, Jr.	<i>Selected Works (e.g. Letter from a Birmingham Jail and I Have a Dream)</i>
Abraham Lincoln – Stephen A. Douglas	<i>The Lincoln-Douglas Debates of 1858</i>
Henry David Thoreau	<i>Walden</i>
Henry David Thoreau	<i>Civil Disobedience</i>
Mark Twain	<i>Life on the Mississippi</i>
Thomas Jefferson	<i>Declaration of Independence</i>
Frederick Douglass	<i>Narrative of Frederick Douglass</i>
William Bradford	<i>Of Plymouth Plantation</i>
--	<i>Mayflower Compact</i>
Patrick Henry	<i>Speech from Virginia Convention</i>
Soujourner Truth	<i>Ain't I a Woman</i>
Mayou Angelou	<i>I Know Why a Caged Bird Sings</i>
John F. Kennedy	<i>Profiles in Courage</i>
John F. Kennedy	<i>Inaugural Speech</i>
Susan Hoe	<i>Rosa Parks- Overcoming Adversity: Sharing The American Dream</i>

Appendix B

Drama

Playwright	Title
Thornton Wilder	<i>Our Town</i>
Lorraine Hansberry	<i>A Raisin in the Sun</i>
August Wilson	<i>The Piano Lesson</i>
Arthur Miller	<i>Death of a Salesman</i>
Tennessee Williams	<i>Streetcar</i>
Tracy Letts	<i>August in Osage County</i>

Poetry and Poets

Poet	Title
Gwendolyn Brooks	<i>Selected Works</i>
Dudley Randall	<i>Ballad of Birmingham</i>
Langston Hughes	<i>I, Too, Sing America and Other Works</i>
Julia Alvarez	<i>Selected Works</i>
Pat Mora	<i>Selected Works</i>
Sandra Cisneros	<i>Selected Works</i>
Jimmy Santiago Baca	<i>Selected Works</i>
Carl Sandburg	<i>Chicago and Other Works</i>
Robert Frost	<i>Selected Works</i>
Walt Whitman	<i>Selected Works</i>
Edwin Arlington Robinson	<i>Richard Corey and Miniver Cheever</i>
Edgar Lee Masters	<i>Spoon River Anthology</i>
Billy Collins	<i>Selected Works</i>
T.S. Eliot	<i>The Love Song of Alfred Prufrock</i>
Robert Hayden	<i>Frederick Douglass</i>

Appendix C

Suggested Figurative Language and Literary Elements

(Not all inclusive)

Aesthetic Devices	Metaphor
Allegory	Monologue
Alliteration	Mood
Analogy	Rhetorical Devices
Assonance	Rhyme
Author's Style and/or Purpose	Rhythm
Flashback	Simile
Foreshadowing	Soliloquy
Hyperbole	Symbolism
Imagery	Tone
Irony	Understatement

English II and English III Writing Rubric

Analytic Scores

Each piece of student writing is given five analytic scores that focus on specific writing skills. These ratings range from 4 (the highest score) to 1 (the lowest score). Taken together, these scores provide a profile of the specific strengths and weaknesses of the student's writing. The following are the actual scoring rubrics used to assign the five analytic scores.

Score	Ideas and Development 30%
4	<ul style="list-style-type: none"> • The content is well suited for the audience, purpose, and mode • The main idea or thesis is clear • Ideas are fully developed and elaborated using details, examples, reasons, or evidence • The writer expresses an insightful perspective towards the topic
3	<ul style="list-style-type: none"> • The content is adequate for the audience, purpose, and mode • The main idea is evident but may lack clarity • Ideas are developed using some details, examples, reasons, and/or evidence • The writer sustains his/her perspective toward the topic throughout most of the composition
2	<ul style="list-style-type: none"> • The content is inconsistent with the audience, purpose, and mode • The main idea is not focused and leaves the reader with question and making inferences to understand the main idea • Ideas are minimally developed with few details • May simply be a list of ideas • The writer has difficulty expressing his/her perspective toward the topic
1	<ul style="list-style-type: none"> • The content is irrelevant to the audience, purpose, and mode • The composition lacks a central idea • Ideas lack development or may be repetitive • The writer has little or no perspective on the topic

Score	Organization, Unity, and Coherence 25%
4	<ul style="list-style-type: none"> • Introduction engages the reader • Sustained or consistent focus on the topic • Logical and appropriate sequencing and balanced with smooth, effective transitions • Order and structure are strong and move the reader through the text • Conclusion is satisfying
3	<ul style="list-style-type: none"> • Evident introduction to the topic • Adequate focus • Adequate sequencing • Stays on topic with little digression • Uses limited but effective transitions • Order and structure are present • Conclusion is appropriate

Appendix D

2	<ul style="list-style-type: none"> • May lack a clear organizational structure • Weak evidence of unity • Little or limited sequencing and/or transitions • Details may be randomly placed
1	<ul style="list-style-type: none"> • Lacks logical direction • No evidence of organizational structure

Score	Word Choice 15%
4	<ul style="list-style-type: none"> • Appropriate word choice which conveys the correct meaning and appeals to the audience in an interesting, precise, and natural way • The writing may be characterized by, but not limited to <ul style="list-style-type: none"> Lively verbs Vivid nouns Imaginative adjectives Figurative language Dialogue • No vague, overused, repetitive language is used (a lot, great, very, really) • Words that evoke strong images such as sensory language • Ordinary words used in an unusual way
3	<ul style="list-style-type: none"> • Words generally convey the intended message • The writer uses a variety of words that are appropriate but do not necessarily energize the writing • The writing may be characterized by <ul style="list-style-type: none"> Attempts at figurative language and dialogue Some use of lively verbs, vivid nouns, and imaginative adjectives Few vague, overused, and repetitive words are used
2	<ul style="list-style-type: none"> • Word choice lacks precision and variety or may be inappropriate to the audience and purpose • May be simplistic and/or vague • Relies on overused or vague language (a lot, great, very, really) • Few attempts at figurative language and dialogue • Word choice is unimaginative and colorless with images that are unclear or absent
1	<ul style="list-style-type: none"> • Word choice indicates an extremely limited or inaccurate vocabulary • No attempts at figurative language • General, vague words that fail to communicate meaning • Text may be too short to demonstrate variety

Score	Sentences and Paragraphs 15%
4	<ul style="list-style-type: none"> • Writing clearly demonstrates appropriate sentence structure • Writing has few or no run-on or fragment errors • Writing has a rich variety of sentence structure, types, and lengths • Ideas are organized into paragraphs that blend into larger text • Evidence of appropriate paragraphing

Appendix D

3	<ul style="list-style-type: none"> • Writing adequately demonstrates appropriate sentence structure • Writing may contain a small number of run-on or fragment errors that do not interfere with fluency • Writing has adequate variety of sentence structure • Ideas are organized into paragraphs
2	<ul style="list-style-type: none"> • Writing demonstrates lack of control in sentence structure • Writing contains errors such as run-ons and fragments that interfere with fluency • Writing has limited variety of sentence structure • Writing may show little or no attempt at paragraphing
1	<ul style="list-style-type: none"> • Inappropriate sentence structure • Many errors in structure (run-ons, fragments) • No variety of structure • No attempt at paragraphing

Score	Grammar, Usage, and Mechanics 15%
4	<ul style="list-style-type: none"> • The writer demonstrates appropriate use of correct Spelling Punctuation Capitalization Grammar Usage • Errors are minor and do not affect readability
3	<ul style="list-style-type: none"> • The writer demonstrates adequate use of correct Spelling Punctuation Capitalization Grammar Usage • Errors may be more noticeable but do not significantly affect readability
2	<ul style="list-style-type: none"> • The writer demonstrates minimal use of correct Spelling Punctuation Capitalization Grammar Usage • Errors may be distracting and interfere with readability
1	<ul style="list-style-type: none"> • The writer demonstrates very limited use of correct Spelling Punctuation Capitalization Grammar Usage • Errors are numerous and severely impede readability

Rubric for Oral Reflection

Score	Advanced
4	<ul style="list-style-type: none"> • Student's oral reflection demonstrates a superior, polished formal presentation • Combines traditional speech strategies of narration, exposition, persuasion, and description • Effectively uses Standard English conventions • Effectively uses gestures, tone, and vocabulary appropriate for audience • Includes insight and connection of theme and components to personal experiences and ideas • Thorough explanation of each artifact and its connection to the theme • Thorough explanation of modes chosen and how each mode connects to theme
Score	Proficient
3	<ul style="list-style-type: none"> • Student's oral reflection demonstrates a thorough explanation of modes chosen and how each mode connects to theme • Student's oral reflection demonstrates an adequate formal presentation that combines the most of the traditional speech strategies of narration, exposition, persuasion, and description. • Uses Standard English conventions for the reflection that are used in writing • Uses gestures, tone, and vocabulary appropriate to the audience and purpose. • Includes some insight and connections of theme and/or components to personal experiences and ideas • Explanation of most of the artifacts and connects most of the artifacts to theme • Is able to explain most of the modes and how each connects to theme
Score	Limited Knowledge
2	<ul style="list-style-type: none"> • Student's oral reflection does not demonstrate an adequate formal presentation • Weak combination of traditional speech strategies of narration, exposition, persuasion, and description • Haphazard gestures, tones, and weak vocabulary • Little insight or connection of theme and components to personal experiences and ideas • Weak explanation of artifacts and how they connect to theme • Little explanation of modes chosen and how each connects to theme
Score	Unsatisfactory
1	<ul style="list-style-type: none"> • Student's oral reflection demonstrates an inferior, unpolished formal presentation • Traditional speech strategies of narration, exposition, persuasion, and description ineffective • Little Standard English convention • Little use of gestures, tones, or vocabulary appropriate for audience • Little insight or connection of theme and components to personal experiences or ideas

Appendix E

	<ul style="list-style-type: none">• Little explanation of artifacts and how they connect to theme• Weak explanation of modes chosen and how each connects to theme
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Format Sheet Showing MLA and APA Formats

General MLA Formatting Guide

1. Type the paper using 8 ½ inches wide and 11 inches long regular weight white paper.
2. The paper must be double-spaced.
3. The font is Times News Roman and the size is 12 point.
4. There is only one space after periods or other punctuation marks.
5. The margins on the top, bottom, left, and right are to be one inch.
6. Indent the beginning sentence of each paragraph one-half inch using the tab bar of the computer.
7. Create a header in the upper right corner of the page, flush with the right margin, which includes your last name, followed by a space with an Arabic page number that consecutively numbers each page.
8. On the first page at the upper left margin, type your first and last name, your instructor's name, the course, and date in international sequence (day, month, year). This is double-spaced. Enter one time (a double space) before the title.
9. Center the title. Use standard capitalization rules for the title. Do not underscore, bold, italicize, or place the title in quotes. Enter one time after the title (double space before the body of the essay).
10. Italics are to be used for longer titles. Quotation marks for very short titles.
11. If you have end notes, title them as such and place them before the Works Cited page of the essay.
12. Include a properly formatted Works Cited page providing only the sources documented in the essay. Type the word centered at the top of the page. Double space the entries with the first line flush with the left margin and remaining lines using the "hanging indent" feature. Alphabetize by last name of author or first significant word of title.

(See <http://owl.english.purdue.edu/owl/resource/747/01/> for an example of an MLA prepared first page)

MLA no longer includes the URL of web sites but does include medium.

This is intended only as a guide; please use the MLA 7th Ed. Handbook for further information.

SAMPLE MLA PAPER: <http://owl.english.purdue.edu/owl/resource/747/13/>

Appendix F

General APA Formatting Guide

1. Type the paper using 8 ½ inches wide and 11 inches long regular weight white paper.
2. The paper must be double-spaced.
3. The font is Times News Roman and the size is 12 point.
4. There are spaces after periods or other punctuation marks.
5. The margins on the top, bottom, left, and right are to be one inch.
6. Indent the beginning sentence of each paragraph one-half inch using the tab bar of the computer.
7. Create a header on the top of every page including the title page (Use words “running head” only on title page). On the left, flush with the margin, within quotation marks, is the paper’s title in capital letters. On the right, flush with the margin, insert consecutive Arabic numbers beginning with the title page.
8. Create a title page with a running head. Double space the entries on the title page. Center and type your title, of no more than 12 words, in upper and lower case letters in the top half of the page. Beneath the title, type your first name, middle initial(s), and last name. Beneath the author’s name, type the name of your school. (See <http://owl.english.purdue.edu/owl/resource/560/01/> for an example of a title page).
9. Create an abstract. The page should have the header. On the first line center the word “Abstract”. Do not bold, italicize, underline, or enclose the words in quotation marks. Write a concise one paragraph summary of the key points of your essay and include the topic, research questions, support and conclusion. Do not indent the first line, double space the abstract and limit the words to 150-250.
10. The essay’s title is centered at the top of page 3 (Title page is 1, abstract is 2). Use standard capitalization rules for the title. Do not underscore, bold, italicize, or place the title in quotes. Enter one time after the title (double space before the body of the essay).
11. Italics are to be used for longer titles. Quotation marks for very short titles.
12. Include a properly formatted References page providing only the sources documented in the essay. Type the word centered at the top of the page. Double space the entries with the first line flush with the left margin and remaining lines using the “hanging indent” feature. Alphabetize by last name of author or first significant word of title. Personal communications are not cited in an APA paper.

(See <http://owl.english.purdue.edu/owl/resource/560/18/> for an example of a APA prepared first page)

(See <http://owl.english.purdue.edu/owl/resource/560/17/> for a power point on the APA style)

(See <http://supp.apa.org/style/pubman-reprint-corrections-for-2e.pdf> for complete listing by APA of errors in the 6th edition of the APA style manual).

Appendix G

Form to Research Sources
Information for Citing Sources (Choose those that are necessary for your source)

1. Name of Author(s) or Editors and/or Translator: _____

2. Title of the Source: _____

3. Volume/Edition _____

4. Title of Article: _____

5. Page Range: _____

6. Publisher: _____

7. Place of Publication: _____

8. Medium of Publication: _____

9. Date Site Updated: _____

10. Title of Page: _____

11. Version numbers for Internet sites: _____

12. Date material accessed: _____

13. URL: _____