Achieving Classroom Excellence Act (ACE)
End of Course Project
English II
Tolerance/Intolerance within Cultures

Student Guide

Project Overview

Through a well-written, documented essay and product/presentation, student will exhibit mastery of English II *Priority Academic Student Skills* (PASS). The topic for this essay and product/presentation will be Tolerance/Intolerance within Cultures.

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 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 listed in 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

Tolerance/Intolerance within Cultures

Project Task
Through a well-written, documented essay and product/presentation, student will exhibit mastery of English II *Priority Academic Student Skills* (PASS).

Task Specifications
The student will complete all components of the project in relation to the topic Tolerance/Intolerance within Cultures.

Project Component One

1. Select and read works to form a working thesis which must be a combination of fiction, nonfiction, drama, and poetry related to selected topic. (*See Appendix A for list of suggested titles.*)

CHECK POINT   DATE _____   Student Initials___   Coordinator Initials ___

2. Research topic, citing at least three of the researched works that inform and develop the working thesis.

CHECK POINT   DATE _____   Student Initials___   Coordinator Initials ___

3. Use the writing process to create and defend a thesis in a well-written, documented essay of 750-1,000 words.

CHECK POINT   DATE _____   Student Initials___   Coordinator Initials ___

Project Component Two

4. Develop a second product/presentation to be delivered digitally that summarizes the findings and reflects on the learning process and its application to real life. The second product/presentation must be a summary or synthesis of the work and must demonstrate mastery of the English II Language Arts *Priority Academic Student Skills*. (*See Appendix B for options for the product/presentation.*) A statement of purpose must be given that provides information to the evaluation team as to how the product/presentation component integrates with the documented essay and also reflects on the learning process of the student.

CHECK POINT   DATE _____   Student Initials___   Coordinator Initials ___

Scoring Criteria
Component One – The Written Component of the Project – will be evaluated using the English II and English III Writing Rubric (Appendix C).
Component Two – Product/Presentation – will be evaluated using the Rubric for Second Component (Appendix D).

Templates for Use
- Form to research sources (Appendix E)
- Form for working thesis (Appendix F)
- Format sheet showing APA and MLA formats (Appendix G)
- Form for identifying pieces of fiction, nonfiction, drama, and poetry used (Appendix H)
- Form for statement of purpose for second component (Appendix I)

Online Sites (Student must check each site to ensure the Web page is up-to-date in edition of parenthetical style.)

http://www.citationmachine.net/
http://www.easybib.com/
http://www.loc.gov/teachers/classroommaterials/themes/
http://owl.english.purdue.edu/
http://leo.stcloudstate.edu/
http://www.ccc.commnet.edu/mla/index.shtml
http://www.ccc.commnet.edu/apa/
http://webtech.kennesaw.edu/jcheek4/writing.htm
http://www.readwritethink.org/
http://sde.state.ok.us/Curriculum/PASS/default.html
http://www.tolerance.org/

APPENDIX A

Suggested Titles: Fiction, Nonfiction, Drama, and Poetry

Possibilities for use with the topic

Fiction

Author	Title
Chinua Achebe	*Things Fall Apart*
Sherman Alexie	*The Lone Ranger and Tonto Fistfight in Heaven*
Ray Bradbury	*Fahrenheit 451*
Dee Brown	*Bury My Heart at Wounded Knee*
Kate Chopin	*The Awakening*
Joseph Conrad	*Heart of Darkness*
Christopher Paul Curtis	*Watsons Go to Birmingham*
S.E. Hinton	*The Outsiders*
Khaled Hosseini	*The Kite Runner*
James D. Houston	*Farewell to Manzanar*
Franz Kafka	*The Metamorphosis*
John Steinbeck	*The Grapes of Wrath*
Mildred Taylor	*Roll of Thunder, Hear My Cry*
Theodore Taylor	*The Cay*

NonFiction

Author	Title
Taylor Branch	*Parting the Waters: America in the King Years 1954-63*
Dr. Martin Luther King, Jr.	*Selected Works (e.g. Letter from a Birmingham Jail and I Have a Dream)*
Abraham Lincoln – Stephen A. Douglas	*The Lincoln-Douglas Debates of 1858*
Young Joseph (Thunder traveling over the Mountains)	*Chief Joseph Speaks* (Chief Joseph's Speech)
Catherine O'Neill Grace and Margaret Bruchac	*1621: A New Look at Thanksgiving*

Drama

Author	Title
Frances Goodrich and Albert Hackett	*The Diary of Anne Frank*
Lorraine Hansberry	*A Raisin in the Sun*
William Shakespeare	*The Tragedy of Romeo and Juliet*
August Wilson	*Fences*

Poetry and Poets

Author	Title
Emily Dickinson	*Selected Works*
Dudley Randall	*Ballad of Birmingham*
Langston Hughes	*I, Too, Sing America*
Julia Alvarez	*Selected Works*
Pat Mora	*Selected Works*
Sandra Cisneros	*Selected Works*
Jimmy Santiago Baca	*Selected Works*
Richie Picks	*A Wreath for Emmett Till*

APPENDIX B

Second Product/Presentation Options

Develop a second product/presentation to be delivered digitally that summarizes the findings and reflects on the learning process and its application to real life. The second product/presentation must be a summary or synthesis of the work and must demonstrate mastery of the English II Language Arts *Priority Academic Student Skills*. Following are options but you are not limited to these options.

Original poem
Multimedia presentation
Constructed object
Artistic expression
Written documents
Spoken expression

Provide an author's statement, spoken or written, on how this product summarizes the findings and reflects on the learning process and its application to real life. The author's statement will be completed in the presence of your Project Coordinator or another certified educator selected by your Project Coordinator. Discuss with your Project Coordinator when and where you should complete the author's statement. Submit a digital copy of the author's statement with the completed presentation.

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	• 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	• 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	• 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	• 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	• 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	• 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

2	• May lack a clear organizational structure • Weak evidence of unity • Little or limited sequencing and/or transitions • Details may be randomly placed
1	• Lacks logical direction • No evidence of organizational structure

Score	Word Choice 15%

4	• 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
	    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	• 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
	    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	• 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	• 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	• 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

3	- 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	- 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	- 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	- The writer demonstrates appropriate use of correct Spelling Punctuation Capitalization Grammar Usage - Errors are minor and do not affect readability
3	- The writer demonstrates adequate use of correct Spelling Punctuation Capitalization Grammar Usage - Errors may be more noticeable but do not significantly affect readability
2	- The writer demonstrates minimal use of correct Spelling Punctuation Capitalization Grammar Usage - Errors may be distracting and interfere with readability
1	- The writer demonstrates very limited use of correct Spelling Punctuation Capitalization Grammar Usage - Errors are numerous and severely impede readability

Rubric for Second Component (Product/Presentation)

Score	Criteria
Advanced	Student's product/presentation demonstrates a superior and challenging performance on all measured standards. Student's product/presentation displays a sophisticated comprehension of literary elements and techniques and recognizes their effects on the development of the various literary forms.
Proficient	Student's product/presentation uses a wide range of strategies to comprehend, interpret, and evaluate secondary-level reading material (fiction, nonfiction, drama, and poetry) through literal understanding, inferences, interpretation, generalization, analysis, and evaluation.
Limited Knowledge	Student's product/presentation demonstrates inconsistent strategies in comprehension, interpretation, and evaluation of secondary-level reading material (fiction, nonfiction, drama, and poetry) and demonstrates some understanding of the various literary forms.
Unsatisfactory	Student has not performed at least at the Limited Knowledge level and will need comprehensive remedial instruction in English II.

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: _____

Form for Working Thesis

My topic: _____

_____

The focus or claim I want to make about this topic is: _____

_____

The meaningful words in my thesis are: _____

_____

They convey what about the topic? _____

_____

What is the topic in the thesis? _____

_____

What is the assertion in the thesis? _____

_____

What debatable/controversial claim is within that assertion? _____

_____

_____

My working thesis with both topic and debatable/controversial assertion that can be supported
with logic and detail is: _____

_____

_____

The three sources I used to inform this thesis are

_____

_____

_____

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 G

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)

APA does include the URL of Internet sources. This is intended only as a guide; see the 6th Edition of the APA Handbook for further information.
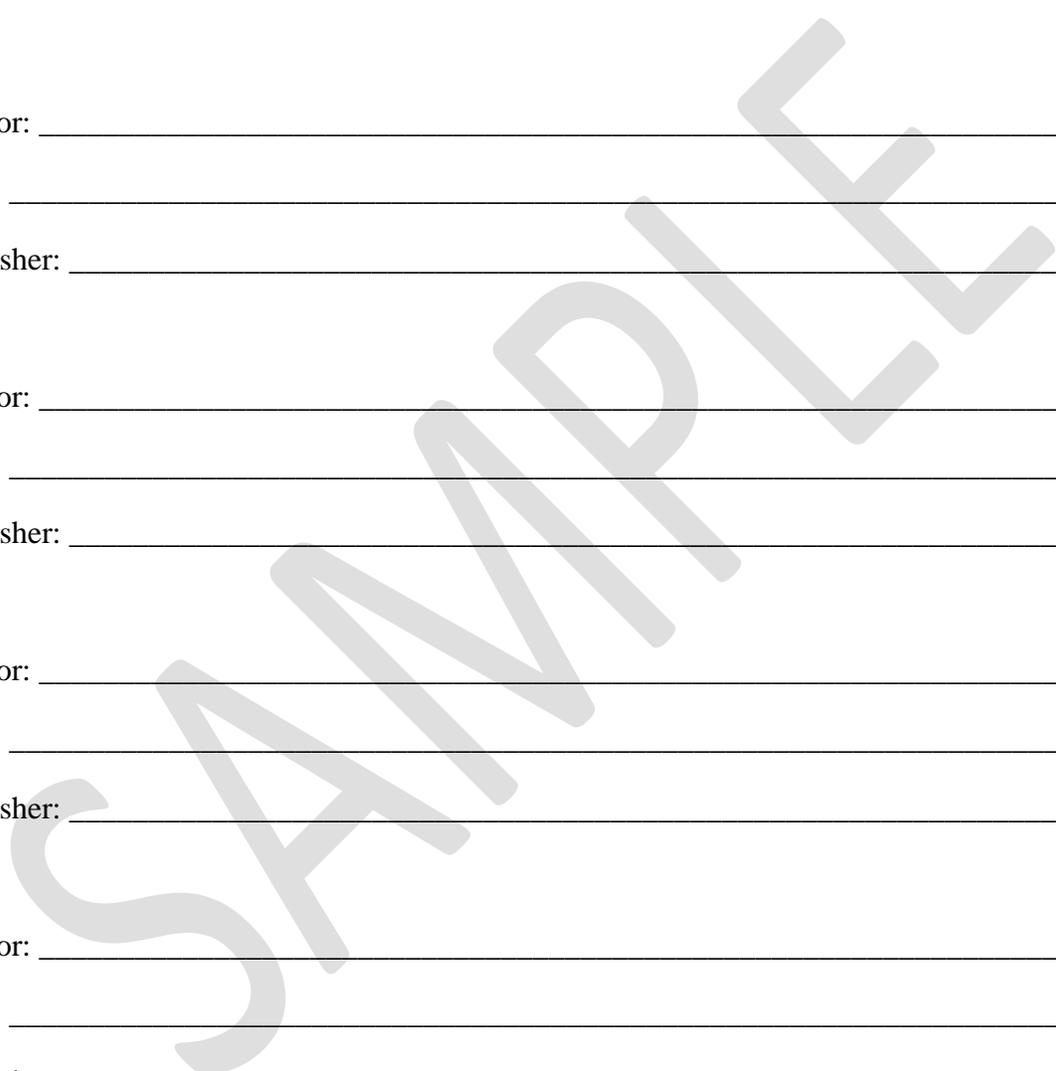
SAMPLE APA PAPER: http://owl.english.purdue.edu/owl/resource/560/18/

Form for Identifying Pieces of Fiction, Nonfiction, Drama, and Poetry Used

FICTION

Author: _____

Title: _____

Publisher: _____

Author: _____

Title: _____

Publisher: _____

Author: _____

Title: _____

Publisher: _____

Author: _____

Title: _____

Publisher: _____

Author: _____

Title: _____

Publisher: _____

APPENDIX H

NONFICTION

Author: _____

Title: _____

Publisher: _____

Author: _____

Title: _____

Publisher: _____

Author: _____

Title: _____

Publisher: _____

Author: _____

Title: _____

Publisher: _____

Author: _____

Title: _____

Publisher: _____

Author: _____

Title: _____

Publisher: _____

APPENDIX H

POETRY

Poet: _____

Title: _____

Published Work: _____

Publisher: _____

Poet: _____

Title: _____

Published Work: _____

Publisher: _____

Poet: _____

Title: _____

Published Work: _____

Publisher: _____

Poet: _____

Title: _____

Published Work: _____

Publisher: _____

Poet: _____

Title: _____

Published Work: _____

Publisher: _____

APPENDIX H

DRAMA

Playwright: _____

Title: _____

Publisher: _____

Playwright: _____

Title: _____

Publisher: _____

Playwright: _____

Title: _____

Publisher: _____

Playwright: _____

Title: _____

Publisher: _____

Playwright: _____

Title: _____

Publisher: _____

Playwright: _____

Title: _____

Publisher: _____

APPENDIX I

Form for Statement of Purpose for Second Component (Product/Presentation)

Statement of Purpose – Spoken or Written

The statement of purpose must convey how this part of the component integrates with the written component and exhibits mastery of the Priority Academic Student Skills for English II.

How does this component affect you?

How did you come to choose this particular product/presentation?

What was the initial thought of how this could be integrated with the written component to exhibit the learning process, mastery of the standards, and application to real life? Please explain in detail.

What have you learned through the process of constructing this second component?

Explain in detail exactly what will be presented or produced. Be sure to include details of integration with the written component so the evaluation team will be able to properly evaluate the product/presentation.