Accel. English 11: Exploring Nature and Romanticism

Content Area: **ELA**
Course(s):
Time Period: **Marking Period 3**
Length: **9 weeks**
Status: **Published**

Overview:

UNIT GOALS, ESSENTIAL INQUIRY

-Students will read, analyze, and discuss works of literature from various genres that demonstrate the American Romanticist movement, including Transcendentalism and Anti-transcendentalism

-Students will critique the Romantic ideals and transcendentalism

-What is Romanticism? What is its historical/political/social background? What relevance does it have today, if any? What relevance does it have in the lives of our students?

KEY or ANCHOR STANDARDS:

CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Enduring Understandings

-The importance of nature in the American Imagination (rugged individualism)

-Romanticism as a literary/cultural movement that rebelled against industrialization and modernization

-The spirituality of nature (pantheism)

-The lasting impact of Romanticism on American literature and culture

Student Learning Objectives: Students will be able to . . .

-Read, analyze, evaluate, and argue the merits of Romantic literature and Romanticism as a philosophy

-Compare works of transcendentalism with works of anti-transcendentalism

-Analyze a recurring image in a work of literature and explore its literary importance

-Research nonfiction sources, select important passages, and synthesize them to build an argument about the role of nature/exploration/physical strength and mastery in today's society

Common Core State Standards

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LA.11-12.CCSS.ELA-Literacy.CCRA.RL.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LA.11-12.CCSS.ELA-Literacy.CCRA.RL.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCSS.ELA-Literacy.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.W.11-12.1.b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
CCSS.ELA-Literacy.W.11-12.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.W.11-12.1.e	Provide a concluding statement or section that follows from and supports the argument presented.
CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic

	resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

21st Century Themes and Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Interdisciplinary Connections

-Connections to history course(s) to explain and understand the underpinnings of the literature

Learning Activities

Activities

-Socratic seminars/class discussion

-small group work to discuss and analyze literature

-multiple intelligences projects for students to demonstrate learning

-timed writing prompts

-Transcendentalism in modern media

-Class debates and discussions

-Aphorism analysis and application

-Peer editing

-Teacher-made worksheets

-Team presentations: Scarlet Letter chapter reviews

-Quote Analysis: The Scarlet Letter

-In-class reading of the Moby Dick script

-Mutiny letters to Capt. Ahab

-Individual and Team presentations on various poems/poets

-In-class poetry writing analysis

Pacing Guide

Summative Asessement

-image analysis essay with literary criticism (take home essay)

-6-8 paragraph synthesis essay: what role does nature/exploration/physical mastery + strength play in society today? (in class essay)