

English 3 (CP, Accelerated, and Honors Levels)

LEARNING GOALS AND SCALES: Unit Three: American Romanticism/Transcendentalism 1820-1861 (2015-2016)

ESSENTIAL QUESTIONS

What characteristics of legends and folktales appear in early American short stories?

What “American” character archetypes begin to appear in the literature of the early 1800s?

What are the features of Romantic and Transcendentalist philosophies, and how are they demonstrated through works of the time period?

Learning Goal #1: Understand historical context and cultural influences of the American Romantic/Transcendentalist movement.

Level 4	<p>In addition to satisfying the elements of a 3.0 benchmark, the student is able to demonstrate in-depth inferences and applications that go beyond what was taught.</p> <p>The student will make inferences beyond the elements of American Romantic/Transcendentalist history and cultural development that was explicitly taught.</p> <p>Students make no major errors or omissions regarding the score 4 content</p>
Level 3	<p><i>TARGET LEARNING GOAL: The student will be able to explain how elements of American Romantic/Transcendentalist culture and history influence the literature of the period.</i></p> <p>The student will:</p> <ul style="list-style-type: none">✓ Rationalize how significant people and events that affected societal development are reflected in American Romantic/Transcendentalist literature.✓ Evaluate how American Romantic/Transcendentalist works demonstrate values of the genre through character development, etc.✓ Rationalize why specific characters are the ideal embodiment for the genre.
Level 2	<p>The student understands how to identify and analyze elements of American Romantic/Transcendentalist history and cultural development, but is still working to master application of the concepts and skills.</p> <p>The student will:</p> <ul style="list-style-type: none">✓ Identify the important writers that belonged to the American Romanticism/Transcendentalism genre (such as Hawthorne, Irving, Poe, Emerson, Thoreau).✓ Explain the values of the genre that are characterized in the works (such as innate goodness of humans, inspiration of nature, dichotomy of good and evil, self-reliance).✓ Identify specific characters in the works that are representations of the genre (such as Young Goodman Brown or Henry David Thoreau).
Level 1	<p>The student is able to identify elements of American Romantic/Transcendentalist history and culture with support from teacher</p>
Level 0	<p>Even with assistance from the teacher, the student is not able to identify elements of American Romantic/Transcendentalist history and culture</p>

Learning Goal #2: Identify and analyze the characteristics of legends and folktales that appear in early American short stories.

Level 4	<p>In addition to satisfying the elements of a 3.0 benchmark, the student is able to demonstrate in-depth inferences and applications that go beyond what was taught.</p> <p>The student will make inferences beyond the elements of American Romantic/Transcendentalist history and cultural development that was explicitly taught.</p> <p>Students make no major errors or omissions regarding the score 4 content</p>
Level 3	<p><i>TARGET LEARNING GOAL: The student will be able to identify and analyze the characteristics of legends and folktales that appear in early American short stories.</i></p> <p>The student will:</p> <ul style="list-style-type: none"> ✓ Analyze how specific characters are representative of the genre. ✓ Rationalize how character actions have helped to convey the major themes of the time period. ✓ Evaluate the differences between Romantic and Transcendentalist characters. ✓ Evaluate why an American Romantic or Transcendentalist writer might have chosen to describe characters in terms of their relationship to nature.
Level 2	<p>The student understands how to identify and analyze the characteristics of legends and folktales that appear in early American short stories, but is still working to master application of the concepts and skills.</p> <p>The student will:</p> <ul style="list-style-type: none"> ✓ Define the characteristics which are representative of the genre (such as innate goodness of humans, inspiration of nature, dichotomy of good and evil, self-reliance). ✓ Identify character actions that have helped to convey the major themes of the time period. ✓ Compare and contrast Romantic and Transcendentalist characters. ✓ Identify the relationships between characters and nature in works of the time period.
Level 1	<p>The student is able to identify elements of American Romantic/Transcendentalist history and culture with support from teacher</p>
Level 0	<p>Even with assistance from the teacher, the student is not able to identify elements of American Romantic/Transcendentalist history and culture</p>