

Englewood Public School District
English Language Arts
Grade 12 – College Prep
Third Marking Period

Unit 3: Innocence and Experience

Overview: In this unit, students will examine the Romantic period in Europe. Throughout the units students will strengthen their ability to analyze the various literary forms of Romanticism: poems, novels, and plays along with the fine arts and music.

Time Frame: 35-45 Days

Enduring Understandings:

Social changes cause new literary periods to occur.

Results of actions have consequences.

Jealousy, betrayal and loyalty impact the decisions we make.

Essential Questions:

What determines if a decision is good or bad?

When can a mistake be positive?

What is the connection between personal choices and the consequences of these choices?

Standards	Topics and Objectives	Activities	Resources	Assessments
SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response,	Topics Romanticism Theme: Innocence and Experience Poetic Speaker Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> The Four C’s Global Awareness 	Students will read “Romanticism” as an introduction to the literary movement and take notes. (CRP4, CRP8, 6.2.12.D.2.d) <ul style="list-style-type: none"> https://freeology.com/graphicorgs/note-taking-organizer/ Student groups will research an aspect of society during the Romantic period and develop and deliver a	<u>Texts:</u> <i>Songs of Innocence and Experience</i> , by William Blake From <i>Innocence</i> : <ul style="list-style-type: none"> “The Echoing Green” “The Lamb” “The Chimney Sweeper” “The Little Boy Lost” “The Little Boy Found” “The Divine Image” 	<u>Formative Assessments:</u> <ul style="list-style-type: none"> Do Nows Journals Exit Tickets Students will be evaluated on the quality of their presentations. <u>Summative Assessment:</u> Students will be evaluated on the quality of their analytical essays.
	Objectives			

etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

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.

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.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Students will understand the primary characteristics of the Romantic Period.

Students will be able to evaluate the speaker's persona in a poem.

short multimedia presentation. (**CRP4, CRP7, 8.1.12.A.2, 6.2.12.D.2.d**)

As a class, students will read Blake's "There is No Natural Religion" and close-read the passage together. (**CRP4, CRP8**)

As a class, students will explicate "The Divine Image" to learn how to explicate a poem. (**CRP4, CRP8**)

In a short analytical essay, students will compare and contrast the speakers in "The Chimney Sweeper" (from *Innocence*) and "The Chimney Sweeper" (from *Experience*) in light of Blake's theme of innocence vs. experience. (**CRP4, CRP8, CRP11, 9.2.12.ED.2, 8.1.12.A.2**)

- http://www.readwritetlink.org/files/resources/lesson_images/lesson378/venn.pdf

Students will select an additional two poems from Blake to explicate (one from *Innocence* and one from *Experience*). (**CRP4, CRP8**)

From *Experience*:

- "Earth's Answer"
- "The Sick Rose"
- "The Garden of Love"
- "The Chimney Sweeper"
- "A Little Girl Lost"

"There is No Natural Religion," A and B, by William Blake

"Romanticism"
http://public.wsu.edu/~brians/hum_303/romanticism.html

Companion Texts:
Scholastic Magazine

"The Age of Enlightenment"
<https://newsela.com/read/lib-history-enlightenment>

Benchmark

Assessment:

Common Formative Assessment

Alternative

Assessments:

Students will present their multimedia presentations to the class.

In small groups, students will discuss Blake's term "Poetic Genius."

Students will share their poetry explications with the class.

<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.</p> <p>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.</p> <p>RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the</p>	<p>Topics</p> <p>Themes: Limits of Experience and Limits of Knowledge</p> <p>Dramatic Poetry</p> <p>Different Versions of the Same Story</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • The Four C’s • Global Awareness <p>Objectives</p> <p>Students will gain an appreciation for how legends inspire literary works.</p> <p>Students will be able to compare and contrast different versions of the same story.</p>	<p>Students will research Goethe’s life and background information about <i>Faust</i>. (CRP4, CRP7)</p> <p>Students will read <i>Faust</i> and respond to text-dependent questions. (CRP4, CRP8)</p> <p>After reading the dramatic poem, students will participate in a Socratic Seminar concerning the question: “What are the limits of human experience? Knowledge?” (CRP4, CRP8)</p> <p>Students will read “The Devil and Tom Walker” and write a short compare and contrast essay on the short story version vs. Goethe’s version. (CRP4, CRP8, CRP11, 9.3.12.ED.2, 8.1.12.A.2, 6.2.12.D.2.d)</p>	<p><u>Texts:</u></p> <p><i>Faust</i>, Part 1, by Johann Wolfgang von Goethe</p> <p>“The Devil and Tom Walker” by Washington Irving</p> <p><u>Companion Texts:</u></p> <p><i>Scholastic Magazine</i></p> <p>“Faust” https://www.britannica.com/topic/Faust-literary-character</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Do Nows • Journals • Exit Tickets <p>Students will be evaluated on the quality of their responses to the text-dependent questions.</p> <p><u>Summative Assessments:</u></p> <p>Students will be evaluated on their performance in the Socratic Seminar.</p> <p>Students will be evaluated on the quality of their analytical essays.</p> <p><u>Alternative Assessments:</u></p> <p>Students will create and share Venn diagrams comparing the two stories.</p> <p>Students will share their research on Goethe via informal oral presentations.</p>
---	---	--	---	---

source text. (e.g., Shakespeare and other authors.)

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.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.

RL.11-12.2. Determine two or more themes or central

Topics				
The Metaphysical Quest		Students will listen to the audio version of <i>Rime</i> as they read along in the text. (CRP4, CRP8)	Texts: <i>Rime of the Ancient Mariner</i> , Samuel Taylor Coleridge	Formative Assessments: <ul style="list-style-type: none">• Do Nows• Journals• Exit Tickets
Theme: Man Vs. Nature				
Symbolism		Captain's Log: As an activity during reading <i>Rime</i> , students imagine they are in charge of writing the captain's log, documenting the events of the day, as a way to summarize the poem. They will do this for each part of the poem. (CRP4, CRP6, CRP8, 9.3.12.ED.2)	"Samuel Taylor Coleridge" https://www.poets.org/poetsorg/poet/samuel-taylor-coleridge	Students will be evaluated on the quality of their captain's logs.
Twenty-First Century Themes and Skills include:				
<ul style="list-style-type: none"> • The Four C's • Global Awareness 				
Objectives			Media: Audio version of <i>Rime of the Ancient Mariner</i> http://ia800209.us.archive.org/8/items/rime_ancient_mariner_librivox/ancient_mariner_coleridge_kll.mp3	Summative Assessment: Students will be evaluated on their performance in the Socratic Seminar.
Students will be able to interpret and analyze theme in a long poem.				
Students will be able to accurately interpret symbols.		Students will re-read the last part of <i>Rime</i> and participate in a Socratic Seminar on the questions: "What is Coleridge's message? Does his poem achieve its purpose?" (CRP4, CRP8)	Companion Texts: <i>Scholastic Magazine</i> "Samuel Taylor Coleridge" https://www.poets.org/poetsorg/poet/samuel-taylor-coleridge	Alternative Assessments: Students will discuss how this poem develops the man vs. nature theme. Students will share their Captain's Logs via Google Docs and provide constructive criticism and feedback

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.

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.

Symbolism Exercise:
Students will track the symbol of the albatross in *Rime*, citing key details from the text. Using all of the details, they will form an interpretation of the symbol. Then the class will discuss their findings.

Topics		Texts:	<u>Formative Assessments:</u>
Romantic Poetry	Students will conduct a TP-CASTT analysis of “She Walks in Beauty.” (TP-CASTT: Title, Paraphrase, Connotation, Attitude, Shifts, Title 2, and Theme.) (CRP4 ,	“She Walks in Beauty” by Lord Byron	<ul style="list-style-type: none"> Do Nows
TP-CASTT analysis			<ul style="list-style-type: none"> Journals
Poetry Writing		Various Romance Poets:	<ul style="list-style-type: none"> Exit Tickets
Twenty-First Century Themes and Skills include:	<ul style="list-style-type: none"> http://shorewiki.wikispaces.com/file/view/TP-CASTT.pdf 	<ul style="list-style-type: none"> John Keats Lord Byron Percy Bysshe Shelly Christina Rossetti Dorothy Wordsworth William Wordsworth Samuel Taylor Coleridge Robert Burns Heinrich Heine Giacomo Leopardi 	Students will be evaluated on the quality of their poetry analysis.
<ul style="list-style-type: none"> The Four C’s Global Awareness 			
Objectives			<u>Summative Assessments:</u>
Students will understand the conventions of Romantic poetry.	Students will select two poems by a Romantic poet and design a presentation that explains the author’s background, social		Students will be evaluated on the quality of their presentations.
			Students will be

<p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>Students will be able to compose their own poetry following an established tradition.</p>	<p>context, and the student's interpretation of the poems. (CRP4, CRP8, CRP11, 9.3.12.ED.2, 6.2.12.D.2.d, 8.1.12.A.2)</p> <p>Students will compose their own Romantic-style poems. (CRP4, CRP6, CRP11)</p>	<p><u>Companion Texts:</u> <i>Scholastic Magazine</i></p> <p>“Lord Byron” https://www.biography.com/people/lord-byron-21124525</p>	<p>evaluated on the quality of their poems and the delivery of those poems.</p> <p><u>Alternative Assessments:</u> Students will read their poems or find recordings to share with the class during their presentations.</p> <p>Students will present their poems as classmates will interpret the poems and explain why they fit into the Romantic tradition.</p>
<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in</p>	<p>Topics</p> <p>Romantic Art and Music</p> <p>Poetry Inspired by Art</p>	<p>Students will read “How to Analyze a Painting” as an introduction to the</p>	<p><u>Texts:</u> “Lines Composed a Few Miles above Tintern</p>	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Do Nows • Journals

groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when

Nature and Humanity

Twenty-First Century Themes and Skills include:

- The Four C’s
- Global Awareness

Objectives

Students will gain an appreciation for the fine arts of the Romantic period.

Students will be able to analyze a work of art.

subject. (CRP4, CRP8, 1.2.12.A.1)

As a class, students will view and analyze the Turner painting, and read and analyze the poem by Wordsworth to investigate how poetry is inspired by art. (CRP4, CRP8, 1.2.12.A.1)

- http://www.readwritetink.org/files/resource/s/lesson_images/lesson1160/poetry_analysis.pdf

Students will select three works of art by Romantic painters and develop a multimedia presentation that discusses the artworks’ artists, contexts, and interpretations. (CRP4, CRP7, CRP8, CRP11, 1.2.12.A.1, 9.3.12.ED.2, 8.1.12.A.2)

Students will watch the video “Characteristics of Romantic Era Music: Emotion & Dynamic Contrast.” Then they will listen to songs by Beethoven, Schubert, or Tchaikovsky and identify the qualities that they learned about in the video. (1.2.12.A.1, 6.2.12.D.2.d, CRP 4, CRP8)

Abbey” by William Wordsworth
<http://www.poetryfoundation.org/poems-and-poets/poems/detail/45527>

“How to Analyze a Painting”
http://puffin.creighton.edu/fapa/History%20of%20Art/Web-files/0New%20ART%20219%20Webfiles/how_to_analyze_a_painting.htm

Media:

“Tintern Abbey: The Crossing and Chancel, Looking towards the East Window” (1794), by Joseph Mallord William Turner
<http://www.tate.org.uk/art/artworks/turner-tintern-abbey-the-crossing-and-chancel-looking-towards-the-east-window-d00374>

“Characteristics of Romantic Era Music: Emotion & Dynamic Contrast”
<http://study.com/academy/lesson/characteristics-of-romantic-era-music-emotion-dynamic-contrast.html>

Music by Beethoven, Schubert, or Tchaikovsky

- Exit Tickets

Summative Assessment:

Students will be evaluated on the quality of their presentations.

Alternative Assessments:

Students will present their multimedia presentations to the class.

Students will write their own poems in the Romantic-style and share them with the class.

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

“The Real Electric
Frankenstein Experiments
of the 1800s”
[https://newsela.com/read/lib
-real-frankenstein-
experiments-1800](https://newsela.com/read/lib-real-frankenstein-experiments-1800)

Victor's Journal:
Students will read each chapter of *Frankenstein*, and compose a short journal entry from the POV of Victor for each chapter.

Students will hone their ability to write analytical essays.

Students will discuss the literary elements of *Frankenstein* and how a writer decides what aspect they want to analyze. Then, students will select an element(s) of *Frankenstein* (character, theme, setting), and write a short analytical essay, arguing a thesis. **(CRP4, CRP8, CRP11, 9.3.12.ED.2, 8.1.12.A.2)**

an objective summary of the text.

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.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual

Students will peer review their essays using a PARCC rubric.

Topics
PARCC RSTs

Objectives
Students will gain a better understanding of EBSR and TECRs.

Students will hone their understanding of argumentative and expository essays.

Students will practice completing RSTs.

Instructors will select the reading and writing RST lessons that best meets their students' needs.



Research Simulation Tasks

Lesson 1: Introduction to the Prose Constructed Response on the Research Simulation Task

Lesson 2: Modeling the Prose Constructed Response

Lesson 3: Understanding the PCR Prompt and Writing a Thesis Statement

Lesson 4: Selecting Textual Evidence to Support Reasons

Lesson 5: Drafting the Prose Constructed Response Outline

Reading PARCC RST Lesson 8

Writing PARCC RST Lesson 8

(such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Lesson 6: Writing Quality
Body Paragraphs

Lesson 7: Practice
Completing the Prose
Constructed Response

Lesson 8: Writing
Advanced-Proficient Prose
Constructed Responses



Research Simulation Tasks

Lesson 1: Introducing the
EBSR and TECR

Lesson 2: Modeling the
EBSR and TECR

Lesson 3: Identifying the
Main Idea

Lesson 4: Identifying
Supporting Details

Lesson 5: Using Context
Clues for the Vocabulary
EBSR

Lesson 6: The Evidence-
Based Selected Response

Lesson 7: The
Technology-Enhanced
Constructed Response

Lesson 8: Practice
Completing the Research
Simulation Task

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the reading and writing requirements. This will include allowing more opportunities to demonstrate creativity and allow for student choice.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Shorten assignments to focus on mastery of key concepts. ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Give directions/instructions verbally and in simple written format. ● Provide audiotapes of textbooks and have the student follow the text while listening ● Allow students to use a dual language dictionary 	<ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student’s IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas. ● Work with a partner ● Give directions/instructions verbally and in simple written format. ● Provide extra time to complete assignments. ● Adjust the pace of lessons 	<ul style="list-style-type: none"> ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and adjust for personal space or other behaviors as needed. 	<ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction

- | | | | |
|--|--|---|--|
| | | <ul style="list-style-type: none"> • Oral prompts can be given | |
|--|--|---|--|

Integration of 21st Century Standards NJSLS 9:

9.3.12. ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

Interdisciplinary Connections:

Social Studies:

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

Visual and Performing Arts:

1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

Integration of Technology Standards NJSLS 8:

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Career Ready Practices:

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

CRP11. Use technology to enhance productivity.

Key Vocabulary: Romanticism, Metaphysics, Poetic Analysis, Theme, Speaker, Gothic Romance