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| Somerset Berkley Regional School District-Curriculum Map Template (Unit Design) Unit #: 1  Course: English  Grade Level: 11th Grade  Title of Instructional Unit: Epic and Narrative Poetry  Suggested Time Frame 4 – 6 weeks | | |
| **Learning Standards**  **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.  **RI.11-12. 2.Determine** two or more 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 provide a complex analysis; provide an objective summary of the text.  **MA.8.A.** Relate a work of fiction, poetry, or drama to the seminal ideas of its time. [or the current era]  **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.  **MA.3.A.**Demonstrate understanding of the concept of theme by  writing short narratives, poems, essays, speeches, or reflections  that respond to universal themes (e.g., challenges, the individual  and society, moral dilemmas, the dynamics of tradition and  change).  **SL. 11-12. 4.** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.  **L. 11-12. 3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  **SBRHS Academic Expectations**   1. Read analytically to support conclusions drawn from text 2. Produce clear and coherent writing that is appropriate to task, purpose and audience 3. Adapt speech to a variety of contexts and tasks | **Genre Focus**   * The Epic * Narrative Poetry   **Writing Traits Focus:**     * Ideas * Organization * Word Choice   **Student Writing Genres**   * **Critical Response Essay (s): On Demand** * **Creative Response (Suggestions)** * Rewriting text from another character’s perspective * Write-like activity | **Essential Questions**:   * How does man distinguish between the earthly and the divine? * What are the qualities of story? * What is a hero? * What is evil or monstrous * What is the relationship between the narrator and the story?   **Key/Guiding Questions**   * What Qualities are essential in an Anglo-Saxon hero? * On what criteria does Beowulf base his decisions? * What might monsters symbolize to Anglo Saxons? * What human or supernatural qualities does Grendel possess that raise him above the status of a pure beast? |
| **Knowledge:** What content will students master?   * *Reference nouns in the standards above*   **Skills:** What high-level skills will students acquire?   * *Reference verbs in the standards above*   **Academic Vocabulary** (Content Specific):   * Pre-teach and assess words in context from the literature studied * Direct instruction of Greek and Latin prefixes, root words, and suffixes): * **Vocabulary Workshop** – Level F (Sadlier-Oxford) * **Grammar for Writing –** (Sadlier-Oxford) | **Common Assessments and Student Products:**   1. **Critical Response Essay (s): On Demand** 2. **Creative Response (Suggestions)**    * Rewriting text from another character’s perspective    * Write-like activity  * Use school-wide rubrics | **Core Resources**   * **The Language of Literature: British Literature** (McDougal Littell, 2006) * **Vocabulary Workshop** – Level F (Sadlier-Oxford) * **Grammar for Writing –** (Sadlier-Oxford)   **Core Works**   * *Beowulf* * *The Canterbury Tales*   **Select Others**   * Short Stories * Novels * Dramas * Poetry * Literary Non-fiction |
| **Key Instructional Strategies/Learning Activities**   * Posters & PowerPoint * Literature circles * Write your own story * Pictorial/Graphic representations (Cartoon, Collage) * Epithet activities * Epic simile activities * Double-entry diaries * Quotes analysis * Reading comprehension questions | | **Assessment Strategies**   * Tests/quizzes * Write your own epic * Character analysis critical essay * Message in a Bottle (creative writing) * **Critical analysis/response to literature (Application of 6-Traits rubric)** |
| **Lesson 1:** | |  |
| **Lesson 2:** | |
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| **Lesson 15:** | |  |