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| Somerset Berkley Regional School District-Curriculum Map Template (Unit Design) Unit #: 3  Course: English  Grade Level: 11thGrade  Title of Instructional Unit: European Literature: Seventeenth Century  Suggested Time Frame 4 – 6 weeks | | |
| **Learning Standards**  **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.  **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 source text. (Include at least one play by Shakespeare and one play by an American dramatist.)  **RI. 11-12. 3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.  **RI.11-12. 4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).  **RI. 11-12. 6.** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.  **MA.8.A.** Relate a work of fiction, poetry, or drama to the seminal ideas of its time.  **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, or trying a new approach,  focusing on addressing what is most significant for a specific  purpose and audience. (Editing for conventions should  demonstrate command of Language standards 1–3 up to and  including grades 11–12 on page 67.)  **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. 11-12.2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.  **L. 11-12.1.**Demonstrate command of the conventions of standard  English grammar and usage when writing or speaking.  **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/Teaching Options**   * Genre Study: Essay, Poetry, Literature, Drama etc. * Author Study * Theme Study:   + Masculinity/Femininity   + Power   + Utopias   + Social Class   + Human Rights   + Philosophical Ideas   + Esthetics * Rhetorical Strategies Study   **Writing Traits Focus:**   * Ideas * Organization * Voice   **Student Writing Genres (Suggestions)**   * **Critical Response Essay (s)** * On Demand * **Creative Response (Suggestions)** * Write-like * Genre switch | **Essential Questions**:   * What is the relationship between reason and emotion?   **Key/Guiding Questions** |
| **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)**  * Write-like * Genre switch | **Core Resources**   * **The Language of Literature: British Literature** (McDougal Littell, 2006) * **Vocabulary Workshop** – Level F (Sadlier-Oxford) * **Grammar for Writing –** (Sadlier-Oxford)   **Core Works**   * Select choices from core textbook above   **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) * 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:** | |
| **Lesson 3:** | |
| **Lesson 4:** | |
| **Lesson 5:** | |
| **Lesson 6:** | |
| **Lesson 7:** | |
| **Lesson 8:** | |
| **Lesson 9:** | |
| **Lesson 10:** | |
| **Lesson 11:** | |
| **Lesson 12:** | |
| **Lesson 13** | |  |
| **Lesson 14:** | |
| **Lesson 15** | |