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| Somerset Berkley Regional School District-Curriculum Map Template (Unit Design) Unit #: 1Course: EnglishGrade Level: 12th GradeTitle of Instructional Unit: Memoir/Personal Narrative 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. 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. (Include Shakespeare as well as other authors.)**RL. 11-12. 6.**Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).**MA.8.A.** Relate a work of fiction, poetry, or drama to the seminal ideas of its time.**RI. 11-12. 5.** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.**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.)**W. 11-12. 6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.**W. 11-12. 9.** Draw evidence from literary or informational textsto support analysis, reflection, and research.**SL. 11-12. 6.** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 67 for specific expectations.)**L. 11-12. 5.** Demonstrate understanding of figurative language,word relationships, and nuances in word meanings.**L. 11-12. 6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**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**1. Genre: Memoir and Personal Narratives
2. Theme: Identity and Relationships

**Writing Traits Focus:**1. Ideas and Content
2. Organization
3. Voice
4. Word Choice
5. Sentence Fluency
6. Conventions

**Student Writing Genres**1. Memoir and Personal Narratives
2. Critical Response Essay (s)
	1. On Demand

**Creative Response** 1. Memoir/Personal Narrative Exercises (short)
2. Memoir and/or Personal Narrative (Extended)
 | **Essential Questions**:1. What price must we pay for pursuing the truth about ourselves, and those we love?
2. Was it worth it?

**Key/Guiding Questions**1. Develop with unit lessons
 |
| **Knowledge:** What content will students master?1. Reference Nouns in Standards Above

**Skills:** What high-level skills will students acquire?1. Reference Verbs in Standard Above

**Academic Vocabulary** (Content Specific):* Work specific vocabulary
* Teach Greek/Latin Prefixes, Root Words, and Suffixes
* 5 minute grammar lesson
* **Vocabulary Workshop** – Level G (Sadlier-Oxford)
* **Grammar for Writing –** (Sadlier-Oxford)
 | **Common Assessments and Student Products:**1. Critical Response Essay: On Demand
2. Extended Memoir/Personal Narrative
* Use school-wide rubrics
 | **Core Resources**1. **Norton Introduction to Literature, 9th edition**
2. **Norton Introduction to Literature 5th edition**
3. **Norton Introduction to Literature Portable edition.**
4. **Vocabulary Workshop** – Level G (Sadlier-Oxford)
5. **Grammar for Writing –** (Sadlier-Oxford)

**Suggested Readings:**1. *All Over but the Shoutin’*
2. *Glass Castle*
3. *Hole in My Life*
4. *Almost a Woman*
5. *Into Thin Air*
 |
| **Key Instructional Strategies/Learning Activities**1. Posters & PowerPoint
2. Literature circles
3. Write your own story
4. Pictorial/Graphic representations (Cartoon, Collage)
5. Double-entry diaries
6. Quotes analysis
7. Reading comprehension questions
 | **Assessment Strategies** 1. Tests/quizzes
2. Write your own epic
3. Character analysis critical essay
4. Message in a Bottle (creative writing)
5. **Critical analysis/response to literature (Application of 6-Traits rubric)**
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| **Lesson 1:** |  |
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| Somerset Berkley Regional School District-Curriculum Map Template (Unit Design) Unit #: 2Course: EnglishGrade Level: 12thGradeTitle of Instructional Unit: Drama: Classical OriginsSuggested 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.**L. 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. (Include Shakespeare as well as other authors.)**RL. 11-12. 6.** Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).**MA.8.A.** Relate a work of fiction, poetry, or drama to the seminal ideas of its time.**RI. 11-12. 5.** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.**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. 1-12. 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.)**W. 11-12. 6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.**W. 11-12.9.**Draw evidence from literary or informational textsto support analysis, reflection, and research.**SL. 11-12. 6.** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 67 for specific expectations.)**L. 11-12. 5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**L. 11-12. 6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**MA.8.A.** Relate a work of fiction, poetry, or drama to the seminal ideas of its time.**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: Drama
* Theme Study: Identity in Families
	+ Include related poetry and fiction

**Writing Traits Focus:*** **TBD**

**Student Writing Genres**1. **Critical Response Essay (s)**
	* On Demand
2. **Creative Response (Suggestions)**
3. Genre collection
4. Multi-genre collection
5. Graphic story
6. Video or live presentation
 | **Essential Questions**:1. What price must we pay for pursuing the truth about ourselves, and those we love?
2. Was it worth it?

**Key/Guiding Questions*** Develop with lessons
 |
| **Knowledge:** What content will students master?* Reference Nouns in Standards Above

**Skills:** What high-level skills will students acquire?* Reference Verbs in Standard Above

**Academic Vocabulary** (Content Specific):* Work specific vocabulary
* Teach Greek/Latin Prefixes, Root Words, and Suffixes
* 5 minute grammar lesson
* **Vocabulary Workshop** – Level G (Sadlier-Oxford)
* **Grammar for Writing –** (Sadlier-Oxford)
 | **Common Assessments and Student Products:**1. **Critical Response Essay (s)**
	* On Demand
2. **Creative Response (Suggestions)—use common rubric.**
3. Genre collection
4. Multi-genre collection
5. Graphic story
6. Video or live presentation
 | **Core Resources*** **Norton Introduction to Literature 9th edition**
* **Norton Introduction to Literature 5th edition**
* **Norton Introduction to Literature Portable edition**
* **Oedipus Rex**
* **Things Fall Apart**
* **Vocabulary Workshop** – Level G (Sadlier-Oxford)
* **Grammar for Writing –** (Sadlier-Oxford)

**Suggested: Thematically related** * Short Stories
* Novels
* Poetry
* Literary Non-fiction
* Non-print media
 |
| **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
* Dramatic Read a loud
 | **Assessment Strategies** * Tests/quizzes
* Character analysis critical essay
* Message in a Bottle (creative writing)
* **Critical analysis/response to literature (Application of 6-Traits rubric)**
 |
| **Lesson 1:** |  |
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| Somerset Berkley Regional School District-Curriculum Map Template (Unit Design) Unit #: 3Course: EnglishGrade Level: 12thGradeTitle of Instructional Unit: Shakespearian & Modern Drama Suggested Time Frame 4 – 6 weeks  |
| **Learning Standards****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. (Include Shakespeare as well as other authors.)**RL. 11-12. 6.** Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).**RI. 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.**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.[And the current era]**W.11-12. 2.**Write informative/explanatory texts to examine andconvey complex ideas, concepts, and information clearly andaccurately through the effective selection, organization, andanalysis of content.**MA.3.A.**Demonstrate understanding of the concept of theme bywriting short narratives, poems, essays, speeches, or reflectionsthat respond to universal themes (e.g., challenges, the individualand society, moral dilemmas, the dynamics of tradition andchange).**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. 11-12.4.** Determine or clarify the meaning of unknown andmultiple-meaning words and phrases based on *grades 11–12**reading and content*, choosing flexibly from a range of strategies.**MA.8.A.** Relate a work of fiction, poetry, or drama to the seminal ideas of its time.**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:** Drama/Related Fiction
* **Theme Study:** Choose appropriate themes
1. loss of dreams = create new dreams, new hopes
2. loss of oneself, self-perception = rise in society, a new course in life
3. loss of family
4. loss relationships
5. loss of dignity
6. loss of hope/faith
7. loss of culture
8. loss of innocence
9. Grieving Loss

**Writing Traits Focus:**1. Ideas
2. Organization
3. Word Choice
4. Sentence fluency
5. Convention

**Student Writing Genres**1. **Critical Response Essay (s)**
* On Demand
1. **Creative Response**
* Creative piece: change perspective of a character; what if Hamlet lived; what if something else happened (if Ophelia lived, for example)
 | **Essential Questions**:1. What price must we pay for pursuing the truth about ourselves, and those we love?
2. Was it worth it?

**Key/Guiding Questions**1. Must one fall in society in order to then lift oneself up and rise to a better place?
2. How do individual acts affect others and self?
3. How do collective acts affect an individual?
 |
| **Knowledge:** What content will students master?* Reference Nouns in Standards Above

**Skills:** What high-level skills will students acquire?* Reference Verbs in Standard Above

**Academic Vocabulary** (Content Specific):* Work specific vocabulary
* Teach Greek/Latin Prefixes, Root Words, and Suffixes
* 5 minute grammar lesson
* **Vocabulary Workshop** – Level G (Sadlier-Oxford)
* **Grammar for Writing –** (Sadlier-Oxford)
 | **Common Assessments and Student Products:*** Creative piece: change perspective of a character; what if Hamlet lived; what if something else happened (if Ophelia lived, for example)
 | **Core Texts*** **Norton Introduction to Literature 9th edition**
* **Norton Introduction to Literature 5th edition**
* **Norton Introduction to Literature Portable edition**
* **Vocabulary Workshop** – Level G (Sadlier-Oxford)
* **Grammar for Writing –** (Sadlier-Oxford)

**Choose one**  a. *Hamlet* b. *Othello* c. *King Lear* d. *Tempest* e. *All’s Well that Ends Well* (read this)**Choose one** a. *A Street Car Named Desire* b. *Death of a Salesman* c. *The Glass Menagerie* (read this) d. *Fences* e. *East of Eden***Selected poetry connected to themes** |
| **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:** |  |
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| Somerset Berkley Regional School District-Curriculum Map Template (Unit Design) Unit #: 4Course: EnglishGrade Level: 12th GradeTitle of Instructional Unit: The Research Paper/Short Story Suggested Time Frame: Can be implemented over two quarters or as a free-standing unit) |
| **Learning Standards****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.**W. 11-12. 8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.**W. 11-12. 9.** Draw evidence from literary or informational textsto support analysis, reflection, and research.1. Apply *grades 11–12 Reading standards* to literature (e.g., “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”).
2. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”). Also non-print media

**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.RI. 11-12. 10. By the end of grade 11, read and comprehendliterary nonfiction in the grades 11–CCR text complexity bandproficiently, with scaffolding as needed at the high end of therange. By the end of grade 12, read and comprehend literarynonfiction at the high end of the grades 11–CCR text complexityband independently and proficiently.**MA.8.A.** Relate a work of fiction, poetry, or drama to the seminal ideas of its time.**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** * The Research Paper and Presentation
	+ This is the final exam
* Short story choices determined by teacher
	+ can be theme-based
	+ short story film
	+ based on one author
* Short story creative options
	+ stripgenerator.com
	+ switch genres: write poem based on story
	+ www.presi.com
	+ bio poem on one of the characters
* Start research paper around short story time

**Writing Traits Focus:*** All Traits

**Process** * Choosing an area of interest (Student Centered)
* Narrowing the topic
* Drafting a research question
* Doing initial research
* Creating an annotated works cited page
* Drafting a title and thesis paragraph
* Using APA Format
* Taking and organizing notes
* Writing an outline
* Writing the first draft
* Writing the final draft

**Guidelines*** 8-10 pages typewritten and double-spaced (Times New Roman or Arial, 12 font)
* 5-7 cited sources (define allowable sources)
* Must follow steps in the process
* APA format

*\*\*\*{The classroom teacher may choose to provide some limits to the choice of topics}* | **Essential Questions**:1. How do writers find information on topics of interest?
2. How do writers create new knowledge in an area of interest?
3. What price must we pay for pursuing the truth about ourselves, and those we love?
4. Was it worth it?

**Key/Guiding Questions**1. Develop with lessons
 |
| **Knowledge:** What content will students master?* Reference Nouns in Standards Above

**Skills:** What high-level skills will students acquire?* Reference Verbs in Standard Above

**Academic Vocabulary** (Content Specific):* Work specific vocabulary
* Teach Greek/Latin Prefixes, Root Words, and Suffixes
* 5 minute grammar lesson
* **Vocabulary Workshop** – Level G (Sadlier-Oxford)
* **Grammar for Writing –** (Sadlier-Oxford)
 | **Common Assessments and Student Products:**1. The research paper
2. Research paper presentation
 | **Core Resources*** Winkler, A. C. and J. R. Metherell. Writing the Research Paper: A Handbook. 8th ed. USA: Wadsworth 2012 Print
* **Vocabulary Workshop** – Level G (Sadlier-Oxford)
* **Grammar for Writing –** (Sadlier-Oxford)

**Core Works*** **TBD**

**Select** * Short Stories
* Novels
* Dramas
* Poetry
* Literary Non-fiction
* Non-Print Media
* Topics of interest
 |
| **Key Instructional Strategies/Learning Activities:** *[Teacher will model and show examples of steps in the process]** Choosing an area of interest (Student Centered)
* Narrowing the topic
* Drafting a research question
* Doing initial research
* Creating an annotated works cited page
* Drafting a title and thesis paragraph
* Using APA Format
* Taking and organizing notes
* Writing an outline
* Writing the first draft
* Writing the final draft
 | **Assessment Strategies** *Each step of the research paper process is assigned a point equivalent or percentage grade.* |
| **Lesson 1:** |  |
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| Somerset Berkley Regional School District-Curriculum Map Template (Unit Design) Unit #: 5Course: EnglishGrade Level: 11thGradeTitle of Instructional Unit: The NovelSuggested Time Frame 4 – 6 weeks  |
| **Learning Standards****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. **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. 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.**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).**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.**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**MA.8.A.** Relate a work of fiction, poetry, or drama to the seminal ideas of its time.**SL. 11-12.1.** Initiate and participate effectively in a range ofcollaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on *grades 11–12 topics*, *texts*, *and**issues*, building on others’ ideas and expressing their ownclearly and persuasively.**L. 11-12. 2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**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:** *The Novel*
* **Author Study:** *Two Novels/Same Author*
* **Theme Study:** *Parent-child relationships, identity, love-hate, prejudice, nature, perception and reality*
* **Non-Print Media Study:** *Novel to movie compare and contrast*

**Writing Traits Focus:*** **TBD**

**Student Writing Genres**1. **Critical Response Essay (s)**
* On Demand
1. **Creative Response (Suggestions)**
* Genre collection: *Short pieces as response to novel*
* Multi-genre collection: *Short pieces as response to novel*
* Graphic story: Themes, images
* Video or live presentation
* Apologia
* Cd’s
* Changing perspectives
* Honoring or defending cultural traditions
* Food, art, clothing from the culture
 | **Essential Questions**:1. What price must we pay for pursuing the truth about ourselves, and those we love?
2. Was it worth it?

**Key/Guiding Questions*** Develop with lesson
 |
| **Knowledge:** What content will students master?**Skills:** What high-level skills will students acquire?**Academic Vocabulary** (Content Specific):* Work specific vocabulary
* Teach Greek/Latin Prefixes, Root Words, and Suffixes
* 5 minute grammar lesson
* **Vocabulary Workshop** – Level G (Sadlier-Oxford)
* **Grammar for Writing –** (Sadlier-Oxford)
 | **Common Assessments and Student Products:**1. **Critical Response Essay (s)**
	* On Demand
2. **Creative Response:** *May choose from suggestions above but must use a school-wide common rubric*
 | **Core Resources*** **Norton Introduction to Literature 9th edition**
* **Norton Introduction to Literature 5th edition**
* **Norton Introduction to Literature Portable edition**
* **Vocabulary Workshop** – Level G (Sadlier-Oxford)
* **Grammar for Writing –** (Sadlier-Oxford)

**choose one or two (4 weeks)*** *Kite Runner* – parent/son relationship, perception
* *The Bluest Eye* – perception
* *Native Son* – identity
* *Snow Falling on Cedars* – Love and Hate
* *The Catcher in the Rye*
* *The Color Purple*
* *The Joy Luck Club*
* *Silent Spring*

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| **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:** |
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| Somerset Berkley Regional School District-Curriculum Map Template (Unit Design) Unit #: ACourse: EnglishGrade Level: 12th GradeTitle of Instructional Unit: Build your own unit (Place in the sequence—TBD)Suggested Time Frame 4 – 6 weeks  |
| **Learning Standards****Include 1-2 of each*** Reading Literature. 11-12
* Reading Informational Text.11-12
* Writing. 11-12
* Speaking and Listening. 11-12
* Language. 11-12

**MA.8.A.** Relate a work of fiction, poetry, or drama to the seminal ideas of its time.**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**
* **Author Study**
* **Theme Study**
* **Non-Print Media Study**

**Writing Traits Focus:*** **TBD**

**Student Writing Genres**1. **Critical Response Essay (s)**
2. On Demand
3. **Creative Response (Suggestions)**
4. Genre collection
5. Multi-genre collection
6. Graphic story
7. Video or live presentation
 | **Essential Questions**:1. What price must we pay for pursuing the truth about ourselves, and those we love?
2. Was it worth it?

**Key/Guiding Questions*** Develop with lessons
 |
| **Knowledge:** What content will students master?* Reference Nouns in Standards Above

**Skills:** What high-level skills will students acquire?* Reference Verbs in Standard Above

**Academic Vocabulary** (Content Specific):* Work specific vocabulary
* Teach Greek/Latin Prefixes, Root Words, and Suffixes
* 5 minute grammar lesson
* **Vocabulary Workshop** – Level G (Sadlier-Oxford)
* **Grammar for Writing –** (Sadlier-Oxford)
 | **Common Assessments and Student Products:** | **Core Resources*** **Norton Introduction to Literature 9th edition**
* **Norton Introduction to Literature 5th edition**
* **Norton Introduction to Literature Portable edition**
* **Vocabulary Workshop** – Level G (Sadlier-Oxford)
* **Grammar for Writing –** (Sadlier-Oxford)

**Select** * Short Stories
* Novels
* Dramas
* Poetry
* Literary Non-fiction
* Non-print media
 |
| **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:** |
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| **Lesson 8:** |
| **Lesson 9:** |
| **Lesson 10:** |
| **Lesson 11:** |
| **Lesson 12:** |
| **Lesson 14** |  |
| **Lesson 15** |  |