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| Somerset Berkley Regional School District-Curriculum Map Template (Unit Design) **Unit # 5**Course: EnglishGrade Level: Grade 10Title of Instructional Unit: **Emerging Modernism** Suggested Time Frame 4 weeks  |
| **Learning Standards**RL. 9-10. 1.Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RL. 9-10. 3-**Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.**RL. 9-10.6.**Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.**RI. 9-10. 1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**MA.8.A.** Relate a work of fiction, poetry, or drama to the seminal ideas of its time.**W. 9-10-.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.)**SL. 9-10. 5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.L. 9-10. 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*** The Novel
* Poetry
* Short Fiction
* Literary Non-Fiction
* Drama
* Poetry
* Media
* Fantasy
* Diverse American Voices

Teaching Options:* **Theme Focus:** Modernism and a changing American Dream
* **Author Focus:** Select from text
* **Craft Focus:** Use of symbolism and figurative language

**6-Traits Focus*** Ideas
* Organization
* Voice
* Word Choice
* Sentence Fluency
* Conventions and Grammar

**Student Writing Genres*** Critical Response Essay (s)
* Creative Response (Suggestions)
 | **Essential Questions**:* How did modernization result in isolation and disillusionment in the early American twentieth century?

**Key/Guiding Questions*** (Develop with lessons)
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| **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 E (Sadlier-Oxford)
* **Grammar for Writing –** (Sadlier-Oxford)
 | **Common Assessments and Student Products:*** Response to literature: How does an author use symbolism and figurative language to develop theme—one work of literature
* Use school-wide rubrics
 | **Core Resources*** **The Language of Literature** – American Literature (McDougal Littell, 2012)
* **Vocabulary Workshop** – Level E (Sadlier-Oxford)
* **Grammar for Writing –** (Sadlier-Oxford)

**Selections from text*** Short Stories
* Novels
* Dramas
* Poetry
* Literary Non-fiction
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| **Key Instructional Strategies/Learning Activities**1. Graded class discussions (school-wide rubric).
2. Literature Circles
3. Dialectical journal to keep track of thinking as students read for important quotes, main ideas or themes, vocabulary, point of view, rhetorical strategies (school-wide reading and writing rubrics).
4. Direct instruction for unlocking unfamiliar vocabulary.
5. Common assessments (see Common Assessments and Student Products above).
6. Frequent vocabulary warm-ups—first 5 minutes of class.
7. Modeling the narrative strategies (document camera and graphic organizers)
8. Modeling the extended analytical essay
 | **Assessment Strategies** 1. Graded class discussions (school-wide rubric).
2. Dialectical journal to keep track of thinking as students read for important quotes, main ideas or themes, vocabulary, point of view (school-wide reading and writing rubrics).
3. Frequent reading quizzes or check-ups.
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| **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:**  |