|  |  |  |
| --- | --- | --- |
| Somerset Berkley Regional School District-Curriculum Map Template (Unit Design) **Unit # 5**  Course: English  Grade Level: Grade 10  Title 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) |
| **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 |
| **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. |
| **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:** | |