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| Somerset Berkley Regional School District-Curriculum Map Template (Unit Design) **Unit # 6**Course: EnglishGrade Level: Grade 10Title of Instructional Unit: **Contemporary American Literature**Suggested Time Frame: 5-10 weeks  |
| **Learning Standards****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. 5**- Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.**RL. 9-10. 7.** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*).**RI. 9-10. 2.** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; 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.**W. 9-10-.2.-**Write informative/explanatory texts to examineandconvey complex ideas, concepts, and information clearlyandaccurately through the effective selection, organization,and analysis of content.**SL. 9-10. 3.** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.**L. 9-10. 5.** Demonstrate understanding of figurative language,Word relationships, and nuances in word meanings: a. interpretfigures ofspeech (e.g., euphemism, oxymoron) in context andanalyze theirrole in the text; b. analyze nuances in the meaningof words with similar denotations.**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:** Diversity and Conflict, Resolving or Reshaping the American Dream.
* **Author Focus:** Choose from text
* **Craft Focus:** Theme

**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:*** Does contemporary American literature revise and/or reshape our understanding of what is essentially American? Why and How?
* How have the literary voices of diverse Americans altered our understanding of the American Dream?

**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:*** Final Exam
* Critical Response Essay On Demand
* Use school-wide rubrics
 | **Core Resources: (Create options)*** **The Language of Literature** – American Literature (McDougal Littell, 2012)
* **Vocabulary Workshop** – Level E (Sadlier-Oxford)
* **Grammar for Writing –** (Sadlier-Oxford)

**Suggested Texts—From Core 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:** |