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| Somerset Berkley Regional School District-Curriculum Map Template (Unit Design) **Unit # 6**  Course: English  Grade Level: Grade 10  Title 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 examine  andconvey complex ideas, concepts, and information clearly  andaccurately 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. interpret  figures ofspeech (e.g., euphemism, oxymoron) in context and  analyze theirrole in the text; b. analyze nuances in the meaning  of 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) |
| **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 |
| **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:** | |  |
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