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| Somerset Berkley Regional School District-Curriculum Map Template (Unit Design) **Unit # 7**Course: EnglishGrade Level: 9th GradeTitle of Instructional Unit: **Shakespearian Drama** Suggested Time Frame: 4 – 6 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. 9-**Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).**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-.2.-**Write informative/explanatory texts to examineAndconvey complex ideas, concepts, and information clearlyandaccurately through the effective selection, organization,andanalysis of content.**SL. 9-10. 1**-Initiate and participate effectively in a range ofCollaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on *grades 9–10 topics*, *texts*, *and**issues*, building on others’ ideas and expressing their ownclearly and persuasively.**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*** Drama
* Tragedy

**Writing Traits Focus:*** Ideas
* Organization

**Writing Genre:*** Character analysis
* Critical literary analysis
* Creative writing

**Student Writing Genres*** **Critical Response Essay (s)**
* **Creative Response (Suggestions)**
 | **Essential Questions:*** What are the characteristics of a hero?
* What is a tragic hero?
* How does Shakespeare create a tragic hero?

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

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

**Academic Vocabulary** (Content Specific):* **Words from texts being studies**
* **Direct instruction of Greek and Latin prefixes, suffixes and root words**
* **Vocabulary Workshop** – Level D (Sadlier-Oxford)
* **Grammar for Writing –** Level Blue (Sadlier-Oxford)
 | **Common Assessments and Student Products:*** **Critical Response Essay (s)**
* **Creative Response (Suggestions)**
* Use school-wide rubrics
 | **Core Resources:** * **The Language of Literature** – Literature (McDougal Littell, 2000)
* **Vocabulary Workshop** – Level D (Sadlier-Oxford)
* **Grammar for Writing –** Level Blue (Sadlier-Oxford)

**Core Texts (Choose One)*** *Romeo and Juliet,* Shakespeare (Folger’s Edition) **or**
* *Julius Caesar* **or**
* *Twelfth Night* **or**
* *The Taming of the Shrew* **or**
* *Midsummer’s Night Dream*
* *Romeo and Juliet*—Side by Side
* *Romeo and Juliet*—graphic novel
* Film: *Romeo and Juliet* (Zefferelli version)
* *West Side Story,* Laurents

**Level 3 Option**:* Survey of Shakespearian Tragedy through excerpts and/or editions designed for the support of struggling readers.
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| **Key Instructional Strategies/Learning Activities*** Class discussion
* Reading comprehension
* Literature circles to analyze core text
* Quote and literary devices scavenger hunt
* Historical background searches
* Graphic organizers
 | **Assessment Strategies** * Students create a prequel to the play.
* Character persona journals (Write from the persona of a specific character staying true to Shakespeare’s portrayal of the character)
* Unit test
* **Critical analysis/response to literature (Application of 6-Traits rubric)**
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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:** |