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| Somerset Berkley Regional School District-Curriculum Map Template (Unit Design) **Unit # 7**  Course: English  Grade Level: 9th Grade  Title 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 examine  Andconvey complex ideas, concepts, and information clearly  andaccurately through the effective selection, organization,  andanalysis of content.  **SL. 9-10. 1**-Initiate and participate effectively in a range of  Collaborative discussions (one-on-one, in groups, and teacher  led) with diverse partners on *grades 9–10 topics*, *texts*, *and*  *issues*, building on others’ ideas and expressing their own  clearly 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 |
| **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. |
| **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)** |
| **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:** | |