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| Somerset Berkley Regional School District-Curriculum Map Template (Unit Design) Unit #: 4  Course: English  Grade Level: 11th Grade  Title of Instructional Unit: English Romanticism  Suggested Time Frame 4 – 6 weeks | | |
| **Learning Standards**  **RL. 11-12. 2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.  **RL. 11-12. 3.** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).  **RI. 11-12. 5.** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  **MA.8.A.** Relate a work of fiction, poetry, or drama to the seminal ideas of its time.  **W. 11-12. 3.** Write narratives to develop real or imagined  experiences or events using effective technique, well-chosen  details, and well-structured event sequences.  **W. 11-12. 7.**Conduct short as well as more sustained research  projects to answer a question (including a self-generated  question) or solve a problem; narrow or broaden the inquiry  when appropriate; synthesize multiple sources on the subject,  demonstrating understanding of the subject under investigation.  **W. 11-12. 8.** Gather relevant information from multiple  authoritative print and digital sources, using advanced searches  effectively; assess the strengths and limitations of each source in  terms of the task, purpose, and audience; integrate information  into the text selectively to maintain the flow of ideas, avoiding  plagiarism and overreliance on any one source and following a  standard format for citation.  **MA.3.A.**Demonstrate understanding of the concept of theme by  writing short narratives, poems, essays, speeches, or reflections  that respond to universal themes (e.g., challenges, the individual  and society, moral dilemmas, the dynamics of tradition and  change).  **L. 11-12. 2.** Demonstrate command of the conventions of standard  English capitalization, punctuation, and spelling when writing.  **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/Teaching Options**   * Author study * Genre Study * Theme Study * Connections between and among music, art, theatre, and literature (i.e. Blake’s Lithographs or the paintings of Turner)   **Writing Traits Focus:**   * Ideas * Organization * Voice * Word Choice   **Student Writing Genres**   * **Critical Response Essay (s)** * On Demand * **Creative Response (Suggestions)** * Creative writing in the genre (s) * Jigsaw—poetry experts * Photographic essays * Drawings * Life Stories | **Essential Questions**:   * What is nature’s purpose? * What is beauty? * What is truth? * What is monstrous or ugly? * What is untruth?   **Key/Guiding Questions**   * What is the Romantic Hero? |
| **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):   * Work specific vocabulary * Teach Greek/Latin Prefixes, Root Words, and Suffixes * **Vocabulary Workshop** – Level F (Sadlier-Oxford) * **Grammar for Writing –** (Sadlier-Oxford) | **Common Assessments and Student Products:**   1. **Critical Response Essay (s)**    * On Demand 2. **Creative Response (Suggestions)**    * Creative writing in the genre (s)    * Jigsaw—poetry experts    * Photographic essays    * Drawings    * Life Stories | **Core Resources**   * **The Language of Literature: British Literature** (McDougal Littell, 2006) * **Vocabulary Workshop** – Level F (Sadlier-Oxford) * **Grammar for Writing –** (Sadlier-Oxford)   **Core Works (Select from)**   * Mary Shelley * Blake * Coleridge * Milton * Shelley * Wordsworth * Byron * Turner * Beethoven * See Appendices of Frameworks   **Select Others**   * Short Stories * Novels * Dramas * Poetry * Literary Non-fiction |
| **Key Instructional Strategies/Learning Activities**   * Posters & PowerPoint * Literature circles * Write your own story * Pictorial/Graphic representations (Cartoon, Collage) * Double-entry diaries * Quotes analysis * Reading comprehension questions | | **Assessment Strategies**   * Tests/quizzes * Write your own epic * Character analysis critical essay * Message in a Bottle (creative writing) * **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:** | |