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| Somerset Berkley Regional School District-Curriculum Map Template (Unit Design) Unit #: 5  Course: English  Grade Level: 11th Grade  Title of Instructional Unit: European Literature 19th Century: Victorian Literature  Suggested Time Frame 4 – 6 weeks | | |
| **Learning Standards**  **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).  **RL. 11-12. 4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)  **RI. 11-12. 2.**Determine two or more 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 provide a complex analysis; 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. 11-12. 5.** Develop and strengthen writing as needed by  planning, revising, editing, rewriting, or trying a new approach,  focusing on addressing what is most significant for a specific  purpose and audience. (Editing for conventions should  demonstrate command of Language standards 1–3 up to and  including grades 11–12 on page 67.)  **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).  **SL. 11-12. 4.** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.  **L. 11-12. 5.** Demonstrate understanding of figurative language,  word relationships, and nuances in word meanings.  **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**   * Era Study * Author Study * Theme Study   **Writing Traits Focus:**   * Ideas * Organization * Voice * Word Choice * Sentence Fluency * Conventions   **Student Writing Genres**   * **Critical Response Essay (s)** * On Demand * **Creative Response (Suggestions)** * Write in the voice or perspective of * Write-like genre * Journal | **Essential Questions**:   * What is the relationship between culture and literature? * What is the relationship between politics and literature?   **Key/Guiding Questions**   * How do Romantic and Victorian Literature embody the tension between art for art’s sake and cultural conflict * How did British Imperialism both hinder and foster diverse literary voices? |
| **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):   * Vocabulary Workshop – Level F (Sadlier-Oxford) * Work specific vocabulary * Teach Greek/Latin Prefixes, Root Words, and Suffixes | **Common Assessments and Student Products:**   1. **Critical Response Essay (s)**    * On Demand 2. **Creative Response (Suggestions)**  * Write in the voice or perspective of * Write-like genre * Journal | **Core Resources**  The Language of Literature: British Literature (McDougal Littell, 2006)  **Select**   * Charles Dickens * Hardy * Jules Verne * Sir Arthur Conan Doyle * H.G. Wells * Rudyard Kipling * Alfred Lord Tennyson * Robert Louis Stevenson * Other—see appendices of Frameworks * 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:** | |