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| Somerset Berkley Regional School District-Curriculum Map Template (Unit Design) Unit #: 6Course: EnglishGrade Level: 11thGradeTitle of Instructional Unit: Twentieth Century-Modern 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. 6.** Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).**RL. 11-12.10. By the end of grade 11**, read and comprehendliterature, including stories, dramas, and poems, in the grades11–CCR text complexity band proficiently, with scaffolding asneeded at the high end of the range. **By the end of grade 12,**read and comprehend literature, including stories, dramas, andpoems, at the high end of the grades 11–CCR text complexityband independently and proficiently.**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. 11-12.7.**Conduct short as well as more sustained researchprojects to answer a question (including a self-generatedquestion) or solve a problem; narrow or broaden the inquirywhen appropriate; synthesize multiple sources on the subject,demonstrating understanding of the subject under investigation.**W.11-12. 8.** Gather relevant information from multipleauthoritative print and digital sources, using advanced searcheseffectively; assess the strengths and limitations of each source interms of the task, purpose, and audience; integrate informationinto the text selectively to maintain the flow of ideas, avoidingplagiarism and overreliance on any one source and following astandard format for citation.**MA.3.A.**Demonstrate understanding of the concept of theme bywriting short narratives, poems, essays, speeches, or reflectionsthat respond to universal themes (e.g., challenges, the individualand society, moral dilemmas, the dynamics of tradition andchange).**SL. 11-12. 1.**Initiate and participate effectively in a range ofcollaborative discussions (one-on-one, in groups, and teacherled) with diverse partnerson *grades 11–12 topics*, *texts*, *and**issues*, building on others’ ideas and expressing their ownclearly and persuasively.**L. 11-12. 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/teaching options*** Author study
* Genre Study
* Theme study: Totalitarianism, Anarchy, Propaganda, Fear, Brainwashing etc.

**Writing Traits Focus:*** Ideas
* Organization
* Voice
* Word Choice
* Sentence Fluency
* Conventions

**Student Writing Genres*** **Critical Response Essay (s)**
* On Demand
* **Creative Response (Suggestions)**
* Political Cartoons
* Photo Essays
* Modern Fables with illustrations
* Plays
* Graphic Stories
 | **Essential Questions**:* What happens when the rules of society fail or no longer apply?
* Is war necessary?
* Is war justified?
* Is revolution inevitable?
* What happens when change accelerates?
* What happens when power is absolute?

**Key/Guiding Questions*** What was the effect of the breakup of Imperialism on the modern era?
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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):* 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)**
* Political Cartoons
* Photo Essays
* Modern Fables with illustrations
* Plays
* Graphic 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 One*** *Animal Farm*
* *1984*
* *Brave New World*

**Select Others : Connected to themes*** Short Stories
* Novels
* Dramas
* Poetry
* Literary Non-fiction
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| **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)**
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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:** |  |