|  |
| --- |
| Somerset Berkley Regional School District-Curriculum Map Template (Unit Design) Unit #: 1Course: EnglishGrade Level: 12th GradeTitle of Instructional Unit: Memoir/Personal Narrative Suggested Time Frame 4 – 6 weeks  |
| **Learning Standards****RL. 11-12. 1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.**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.)**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).**MA.8.A.** Relate a work of fiction, poetry, or drama to the seminal ideas of its time.**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.**W. 11-12. 4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)**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. 6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.**W. 11-12. 9.** Draw evidence from literary or informational textsto support analysis, reflection, and research.**SL. 11-12. 6.** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 67 for specific expectations.)**L. 11-12. 5.** Demonstrate understanding of figurative language,word relationships, and nuances in word meanings.**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**1. Genre: Memoir and Personal Narratives
2. Theme: Identity and Relationships

**Writing Traits Focus:**1. Ideas and Content
2. Organization
3. Voice
4. Word Choice
5. Sentence Fluency
6. Conventions

**Student Writing Genres**1. Memoir and Personal Narratives
2. Critical Response Essay (s)
	1. On Demand

**Creative Response** 1. Memoir/Personal Narrative Exercises (short)
2. Memoir and/or Personal Narrative (Extended)
 | **Essential Questions**:1. What price must we pay for pursuing the truth about ourselves, and those we love?
2. Was it worth it?

**Key/Guiding Questions**1. Develop with unit lessons
 |
| **Knowledge:** What content will students master?1. Reference Nouns in Standards Above

**Skills:** What high-level skills will students acquire?1. Reference Verbs in Standard Above

**Academic Vocabulary** (Content Specific):* Work specific vocabulary
* Teach Greek/Latin Prefixes, Root Words, and Suffixes
* 5 minute grammar lesson
* **Vocabulary Workshop** – Level G (Sadlier-Oxford)
* **Grammar for Writing –** (Sadlier-Oxford)
 | **Common Assessments and Student Products:**1. Critical Response Essay: On Demand
2. Extended Memoir/Personal Narrative
* Use school-wide rubrics
 | **Core Resources**1. **Norton Introduction to Literature, 9th edition**
2. **Norton Introduction to Literature 5th edition**
3. **Norton Introduction to Literature Portable edition.**
4. **Vocabulary Workshop** – Level G (Sadlier-Oxford)
5. **Grammar for Writing –** (Sadlier-Oxford)

**Suggested Readings:**1. *All Over but the Shoutin’*
2. *Glass Castle*
3. *Hole in My Life*
4. *Almost a Woman*
5. *Into Thin Air*
 |
| **Key Instructional Strategies/Learning Activities**1. Posters & PowerPoint
2. Literature circles
3. Write your own story
4. Pictorial/Graphic representations (Cartoon, Collage)
5. Double-entry diaries
6. Quotes analysis
7. Reading comprehension questions
 | **Assessment Strategies** 1. Tests/quizzes
2. Write your own epic
3. Character analysis critical essay
4. Message in a Bottle (creative writing)
5. **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:** |