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| Somerset Berkley Regional School District-Curriculum Map Template (Unit Design) **Unit # 3**  Course: English  Grade Level: Grade 10  Title of Instructional Unit: **American Narrative: The Gothic and Positive Individualism**  Suggested Time Frame: 6-9 Weeks | | |
| **Learning Standards**  **RL. 9-10.2**-Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  **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).  **MA.8.A.** Relate a work of fiction, poetry, or drama to the seminal ideas of its time.  **RI. 9-10. 5.** Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).  W. 9-10-.2.-Write informative/explanatory texts to examine  andconvey complex ideas, concepts, and information clearly  andaccurately through the effective selection, organization,  and analysis of content.  W. 9-10.3.Write narratives to develop real or imagined  experiences or events using effective technique, well-chosen  details, and well-structured event sequences. . [Developing Conflict, Organizing Detail, Defining the Story Arc, Using Varied Adjectives and Adverbs]  MA.3.A. Demonstrate understanding of the concept of point of view by writing short narratives, poems, essays, speeches, or reflections from one’s own or a particular character’s point of view (e.g., the hero, anti-hero, a minor character).  **SL. 9-10. 4.** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task  **L. 9-10. 4-**Determine or clarify the meaning of unknown and  multiple-meaning words and phrases based on *grades 9–10*  *reading and content*, choosing flexibly from a range of  strategies.  **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 (Choose)**   * The Novel * Poetry * Short Fiction * Literary Non-Fiction * Drama * Poetry * Media * Fantasy * Diverse American Voices   **Instructional Options:**   * **Theme Focus:** American Dream * **Author Focus:** The Transcendentalists,The Gothic Writers, Other (See Suggested Texts)   **6-Traits Focus**   * Ideas * Organization * Voice * Word Choice * Sentence Fluency * Conventions and Grammar   **Student Writing Genres**   * Creative Response (See below) | **Essential Questions**:   * What is American Individualism? * How did writers of this period shape the American Literary Voice?   **Key/Guiding Questions**   * (Develop with Lessons) |
| **Knowledge:** What content will students master?   * *Reference nouns in the standards above*   **Skills:** What high-level skills will students acquire?   * *Reference verbs in the standards above*   **Academic Vocabulary** (Content Specific):   * Pre-teach and assess words in context from the literature studied * Direct instruction of Greek and Latin prefixes, root words, and suffixes * **Vocabulary Workshop** – Level E (Sadlier-Oxford) * **Grammar for Writing –** (Sadlier-Oxford) | **Common Assessments and Student Products:**   * Memoir or * Narrative or * Autobiography * Use school-wide rubrics | **Core Resources: (Create options)**   * **The Language of Literature** – American Literature (McDougal Littell, 2012) * **Vocabulary Workshop** – Level E (Sadlier-Oxford) * **Grammar for Writing –** (Sadlier-Oxford)   **Suggested Works:** Whole Texts or Excerpts to compare and contrast   * Works by * Emerson * Thoreau * Dickenson * Whitman * Hawthorne * Poe * Melville * Steven King * Steinbeck * Hemingway * Albom * Other |
| **Key Instructional Strategies/Learning Activities**   1. Graded class discussions (school-wide rubric). 2. Dialectical journal to keep track of thinking as students read for important quotes, main ideas or themes, vocabulary, point of view, rhetorical strategies (school-wide reading and writing rubrics). 3. Direct instruction for unlocking unfamiliar vocabulary. 4. Common assessments (see Common Assessments and Student Products above). 5. Frequent vocabulary warm-ups—first 5 minutes of class. 6. Modeling the narrative strategies (document camera and graphic organizers) 7. Modeling the extended analytical essay | | **Assessment Strategies**     1. Graded class discussions (school-wide rubric). 2. Dialectical journal to keep track of thinking as students read for important quotes, main ideas or themes, vocabulary, point of view (school-wide reading and writing rubrics). 3. Frequent reading quizzes or check-ups. |
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