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| Somerset Berkley Regional School District-Curriculum Map Template (Unit Design) **Unit # 3 or #8**  Course: English  Grade Level: 9th Grade  Title of Instructional Unit: **Novel – Coming of Age**  Suggested Time Frame: 4 – 6 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. 3-**Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  **MA.8.A.** Relate a work of fiction, poetry, or drama to the seminal ideas of its time.  **RI. 9-10. 3-**Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.  **W. 9-10-.2.-**Write informative/explanatory texts to examine  and convey complex ideas, concepts, and information clearly  and accurately through the effective selection, organization,  and analysis of content.  **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. 2-**Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.  **L. 9-10. 1-**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **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**   * The novel * Option 1: * *To Kill a Mockingbird/A Patch of Blue*   \*Mini-short story unit:   * + - *Marigolds/The Flowers* * Option 2: * *Fahrenheit 451, The Lord of the Flies, A Separate Peace*   **Writing Traits Focus:**   * Ideas * Organization * Voice * Conventions   **Student Writing Genres**   * **Critical Response Essay (s)**   + Theme, Characterization, Plot, Setting, Literary Devices, Narration, Author’s Purpose, * **Creative Response (Suggestions)**   + Character Sketch   + Story board   + Cartoon   + Write like activity   + Group Story | **Essential Questions**:   * What makes a hero heroic? * What is symbolism? How does the author use symbols to create meaning in the novel? * How do authors create theme   **Key/Guiding Questions**   * What are the characteristics of a hero in *To Kill a Mockingbird or a Patch of Blue*? * How does the hero in *TKM* compare to other types of literary heroes? * What are themes of the novel? How does the author create theme? |
| **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):   * **Words from texts being studies** * **Direct instruction of Greek and Latin prefixes, suffixes and root words** * **Vocabulary Workshop** – Level D (Sadlier-Oxford) * **Grammar for Writing –** Level Blue (Sadlier-Oxford) | **Common Assessments and Student Products:**   1. **Critical Response Essay (s)**    * Theme, Characterization, Plot, Setting, Literary Devices, Narration, Author’s Purpose, 2. **Creative Response (Suggestions)**    1. Character Sketch    2. Story board    3. Cartoon    4. Write like activity    5. Group Story  * Use school-wide rubrics | **Core Resources: (Create options)**   * **The Language of Literature** – Literature (McDougal Littell, 2000) * **Vocabulary Workshop** – Level D (Sadlier-Oxford) * **Grammar for Writing –** Level Blue (Sadlier-Oxford)   **Option 1**   * *To Kill A Mockingbird,* Lee: Text and film, (Core text) * *A Patch of Blue* * “I Have A Dream” speech, King * Jim Crow Laws * “The Flowers” , Walker * Articles—The Great Depression, “The Lynching of Emmett Till” * Scottsboro Boys Court Trial * Articles about Southern society   **Option 2 (See Unit # 8)**   * *Fahrenheit 451* * *The Lord of the Flies* * *A Separate Peace*   **Select Other**   * Short Stories * Novels * Dramas * Poetry * Literary Non-fiction |
| **Key Instructional Strategies/Learning Activities**   * Comprehension questions/reader response * Double-entry diaries * Personal reflection—journal * Quote analysis * Class discussion * Persuasive and critical writing | | **Assessment Strategies**   * Tests & quizzes * **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:** | |