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| Somerset Berkley Regional School District-Curriculum Map Template (Unit Design) **Unit # 4**Course: EnglishGrade Level: Grade 10Title of Instructional Unit: **Story Structures**Suggested Time Frame: 4 Weeks  |
| **Learning Standards****RL. 9-10. 1**-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from 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. [Symbolism and Figurative Language]**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. 9-1-.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 9–10 on page 67.)**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. 9-10.2.**Demonstrate command of the conventions of standardEnglish capitalization, punctuation, and spelling when writing.**(All parts of speech, varying sentences)****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
* Short Fiction
* Poetry
* Media
* Diverse American Voices

**Theme Focus:** Story telling**Author Focus:** See suggested texts**Craft Focus:** Symbolism and Figurative Language **6-Traits Focus*** Ideas
* Organization
* Voice
* Word Choice
* Sentence Fluency
* Conventions and Grammar

**Student Writing Genres:** (See Common Assessments and Student Products)* Critical Response Essay (s)
* Creative Response
 | **Essential Questions:*** What is an American?
* What is story?
* How are stories told?

**Key/Guiding Questions** * (Develop with lessons)
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| **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:*** Analysis of Plot and Characterization: Cold Read
* Application of Narrative Strategies in writing exercises and student products
 | **Core Resources:*** **The Language of Literature** – American Literature (McDougal Littell, 2012)
* **Vocabulary Workshop** – Level E (Sadlier-Oxford)
* **Grammar for Writing –** (Sadlier-Oxford)

**Suggested Readings:*** *Their Eyes Were Watching God*
* *Huck Finn*
* *Old Man and the Sea*
* *Of Mice and Men*
* Selected Short Stories from Text
* Selected Literary Non-Fiction from Text
* Selected Poetry from Text
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| **Key Instructional Strategies/Learning Activities**1. Graded class discussions (school-wide rubric).
2. Literature Circles
3. 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).
4. Direct instruction for unlocking unfamiliar vocabulary.
5. Common assessments (see Common Assessments and Student Products above).
6. Frequent vocabulary warm-ups—first 5 minutes of class.
7. Modeling the narrative strategies (document camera and graphic organizers)
8. 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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| **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:** |