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| Somerset Berkley Regional School District-Curriculum Map Template (Unit Design) **Unit # 5**  Course: EnglishGrade Level: 9 GradeTitle of Instructional Unit: **Elements of Short Story with Poetry**Suggested Time Frame: 2-3 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. 5- Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.**MA.8.A.** Relate a work of fiction, poetry, or drama to the seminal ideas of its time.**W. 9-1-.2.-**Write informative/explanatory texts to examine andconvey complex ideas, concepts, and information clearly andaccurately through the effective selection, organization, andanalysis of content.**SL. 9-10. 1**-Initiate and participate effectively in a range ofCollaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on *grades 9–10 topics*, *texts*, *and**issues*, building on others’ ideas and expressing their ownclearly and persuasively.**L. 9-10. 1-**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**L. 9-10. 5**-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**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*** Short Story
* **Multiple Authors**
	+ Common themes
	+ Common time periods
	+ Common literary devices
	+ Common Narrative Strategies
* **Author Study (Suggestions)**
	+ Author 1\_\_\_\_\_\_\_\_\_\_
	+ Author 2\_\_\_\_\_\_\_\_\_\_
	+ Author3\_\_\_\_\_\_\_\_\_\_\_
* **Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**6-Traits Focus*** Ideas
* Organization

**Student Writing Genres*** **Critical Response Essay (s)**
	+ Characterization, Plot, Setting, Literary Devices, Narration, Author’s Purpose
* **Creative Response (Suggestions)**
	+ Character Sketch
	+ Story board
	+ Cartoon
	+ Write like activity
	+ Group Story
 | **Essential Questions:*** Why do we tell stories?
* How does a story function?

**Key/Guiding Questions** * What makes a good short story?
* How does a writer develop theme in a short story?
* How does a writer use language devices (diction, imagery, symbolism, figurative language to engage readers?
* How do poetic devices create meaning and engage readers?
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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):* **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:*** **Critical Response Essay (s)**
	+ Characterization, Plot, Setting, Literary Devices, Narration, Author’s Purpose
* **Creative Response (Suggestions)**
	+ Character Sketch
	+ Story board
	+ Cartoon
	+ Write like activity
	+ Group Story
* Use school-wide rubrics
 | **Core Resources: (Create options)****The Language of Literature** – Literature (McDougal Littell, 2006)**Vocabulary Workshop** – Level D (Sadlier-Oxford)**Grammar for Writing –** Level Blue (Sadlier-Oxford)**Stories/Authors to think about:** * *To Build a Fire*
* *The Necklace*
* *The Cask of Amontillado*

**Select Other*** Short Stories
* Novels
* Dramas
* Poetry
* Literary Non-fiction
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| **Key Instructional Strategies/Learning Activities*** Class discussion
* Reading comprehension
* Literature circles to analyze core text
* Quote and literary devices scavenger hunt
* Historical background searches
* Graphic organizers
 | **Assessment Strategies** * Students create a prequel to the play.
* Character persona journals (Write from the persona of a specific character staying true to Shakespeare’s portrayal of the character)
* Unit test
* 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:** |