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| Somerset Berkley Regional School District-Curriculum Map Template (Unit Design) **Unit # 5**  Course: English  Grade Level: 9 Grade  Title 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 and  convey complex ideas, concepts, and information clearly and  accurately through the effective selection, organization, and  analysis of content.  **SL. 9-10. 1**-Initiate and participate effectively in a range of  Collaborative discussions (one-on-one, in groups, and teacher  led) with diverse partners on *grades 9–10 topics*, *texts*, *and*  *issues*, building on others’ ideas and expressing their own  clearly 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? |
| **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 |
| **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) |
| **Lesson 1:** | |  |
| **Lesson 2:** | |
| **Lesson 3:** | |
| **Lesson 4:** | |
| **Lesson 5:** | |
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| **Lesson 13:** | |  |
| **Lesson 14:** | |
| **Lesson 15:** | |