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| Somerset Berkley Regional School District-Curriculum Map Template (Unit Design) Unit #: 5  Course: English  Grade Level: 11thGrade  Title of Instructional Unit: The Novel  Suggested Time Frame 4 – 6 weeks | | |
| **Learning Standards**  **RL. 11-12. 2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.  **RL. 11-12. 5.** Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.  **RI. 11-12. 1.**Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  **RI. 11-12. 4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).  **W. 11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  **W. 11-12. 10.**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences    **MA.8.A.** Relate a work of fiction, poetry, or drama to the seminal ideas of its time.  **SL. 11-12.1.** Initiate and participate effectively in a range of  collaborative discussions (one-on-one, in groups, and teacher  led) with diverse partners on *grades 11–12 topics*, *texts*, *and*  *issues*, building on others’ ideas and expressing their own  clearly and persuasively.  **L. 11-12. 2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **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/Teaching Options**   * **Genre Study:** *The Novel* * **Author Study:** *Two Novels/Same Author* * **Theme Study:** *Parent-child relationships, identity, love-hate, prejudice, nature, perception and reality* * **Non-Print Media Study:** *Novel to movie compare and contrast*   **Writing Traits Focus:**   * **TBD**   **Student Writing Genres**   * **Critical Response Essay (s)** * On Demand * **Creative Response (Suggestions)** * Genre collection: *Short pieces as response to novel* * Multi-genre collection: *Short pieces as response to novel* * Graphic story: Themes, images * Video or live presentation * Apologia * Cd’s * Changing perspectives * Honoring or defending cultural traditions * Food, art, clothing from the culture | **Essential Questions**:   1. What price must we pay for pursuing the truth about ourselves, and those we love? 2. Was it worth it?   **Key/Guiding Questions**   * Develop with lesson |
| **Knowledge:** What content will students master?  **Skills:** What high-level skills will students acquire?  **Academic Vocabulary** (Content Specific):   * Work specific vocabulary * Teach Greek/Latin Prefixes, Root Words, and Suffixes * 5 minute grammar lesson * **Vocabulary Workshop** – Level G (Sadlier-Oxford) * **Grammar for Writing –** (Sadlier-Oxford) | **Common Assessments and Student Products:**   * **Critical Response Essay (s)**   + On Demand * **Creative Response:** *May choose from suggestions above but must use a school-wide common rubric* | **Core Resources**   * **Norton Introduction to Literature 9th edition** * **Norton Introduction to Literature 5th edition** * **Norton Introduction to Literature Portable edition** * **Vocabulary Workshop** – Level G (Sadlier-Oxford) * **Grammar for Writing –** (Sadlier-Oxford)   **choose one or two (4 weeks)**   * *Kite Runner* – parent/son relationship, perception * *The Bluest Eye* – perception * *Native Son* – identity * *Snow Falling on Cedars* – Love and Hate * *The Catcher in the Rye* * *The Color Purple* * *The Joy Luck Club* * *Silent Spring* |
| **Key Instructional Strategies/Learning Activities**   * Posters & PowerPoint * Literature circles * Write your own story * Pictorial/Graphic representations (Cartoon, Collage) * Double-entry diaries * Quotes analysis * Reading comprehension questions | | **Assessment Strategies**   * Tests/quizzes * Write your own epic * Character analysis critical essay * Message in a Bottle (creative writing) * **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:** | |