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| Somerset Berkley Regional School District-Curriculum Map Template (Unit Design) **Unit # 6**  Course: English  Grade Level: 9th Grade  Title of Instructional Unit: **Epic Poetry**  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.  **RI. 9-10. 7-**Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.  **MA.8.A.** Relate a work of fiction, poetry, or drama to the seminal ideas of its time.  **W. 9-10-.9-**Draw evidence from literary or informational texts  To support analysis, reflection, and research.  **SL. 9-10. 3-**Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.  **L. 9-10. 1-**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **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 Epic   **Writing Traits Focus:**   * Ideas * Organization * Word Choice   **Student Writing Genres**   * **Critical Response Essay (s)** * **Creative Response (Suggestions)** | **Essential Questions**:   * What are the qualities of an epic? * What is an epic hero? * How does an epic hero compare to other types of literary heroes?   **Key/Guiding Questions** |
| **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)** * **Creative Response (Suggestions)** * Use school-wide rubrics | **Core Resources**  **The Language of Literature** – Literature (McDougal Littell, 2000)  **Vocabulary Workshop** – Level D (Sadlier-Oxford)  **Grammar for Writing –** Level Blue (Sadlier-Oxford)   * *The Odyssey*, Homer, text & film, (Core text) * *Adventures of Ulysses,* Lamb * Myths, Greek gods and goddesses * Children’s Book—*Iliad,* based on work of Homer   **Select Others**   * Short Stories * Novels * Dramas * Poetry * Literary Non-fiction |
| **Key Instructional Strategies/Learning Activities**   * Posters &PowerPoint * Epithet activities * Epic simile activities * 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:** | |
| **Lesson 13:** | |  |
| **Lesson 14:** | |
| **Lesson 15:** | |