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| Somerset Berkley Regional School District-Curriculum Map Template (Unit Design) **Unit # 6**Course: EnglishGrade Level: 9th GradeTitle 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 textsTo 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
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| **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)**
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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:**  |