Curriculum Writing Unit Template

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| Unit name/number: **The Romantic Era** | | | Instructional Days:  6 weeks |
| Essential question(s): **How does the literature of this time reveal the sensibilities of the era?**  Thematic Sub-questions\*:   * What is a monster? * What do we remember and why? * What is our responsibility to society? * When is change necessary? * How are our lives affect by love/loss? * What is our relationship to the natural world? | | | |
| Unit Summary: Students read and analyze a variety of poetry, fiction, literary non-fiction, and non-fiction from and about the Romantic of British literature and history. This unit will both transition students from the Victorian Era and introduce them to the cultural characteristics and identities of Great Britain and its colonies during the Romantic Era with particular emphasis on the reverence, imagination, rebelliousness, and individuality associated with the era. | | | |
| Standards addressed (focus standards) – use numbers to identify  **R-11.1, 3, 4, 10**  *R-11.2, 5, 6, 7*  **W-11.4, 7, 9, 10**  **SL-11.1, 4, 6**  *SL-11.2, 3, 5* | | | |
| Student objectives/skills (what will students be able to do at the end of the unit?):   * Create assertions about the explicit and implicit meanings of complex texts, as well as any ambiguities * Identify and analyze authorial technique/craft/purpose to create meaning * Write a readable/polished paper that demonstrates the student’s understanding of the way the complex texts of the unit answer the thematic question, using specific, relevant evidence to support assertions * Create an original poem (structure to be assigned by teacher) * Research historical elements of the time period and share these findings in small and large discussion groups and/or formal/informal presentations * Demonstrate understanding of the impact of tier two vocabulary words on the literature out of which they come * Secure the tier three academic vocabulary for the unit (this will vary based on the literature selected) * Participate in small and large text-based discussions * Present information and findings clearly in a range of formal and informal tasks | | | |
| Learning progressions (reading):  Before unit   * Reviewed baseline proficiency for all students * Selected texts of appropriate complexity and content to support development of the following new skills required for 11th grade proficiency in targeted standards: * **R-11.1**: drew inferences where text leaves matters uncertain * **R-11.3**: analyzed impact of authors’ choices (i.e., setting, plot and character development * **R-11.4**: determined meanings of words and phrases as they are used in text (i.e., multiple meanings and the aesthetic use of language) * **R-11.10**: increased complexity of text individual students can understand and analyzed independently   If teacher chose to include these standards within this unit:   * **R-11.2**: determined multiple themes in texts and analyze their development * **R-11.5**: analyzed how authors’ choices about structure affect overall meaning and aesthetic impact * **R-11.6**: distinguished between directly stated aspects of text and true meaning   **R-11.7**: analyzed and evaluated multiple interpretations of a text | During unit   * Establish new proficiency levels for all students * Select texts of appropriate complexity and content to support development of the following new skills required for 11th grade proficiency in targeted standards: * **R-11.1**: drawing inferences where text leaves matters uncertain * **R-11.3**: analyzing impact of authors’ choices (i.e., setting, plot and character development * **R-11.4**: determining meanings of words and phrases as they are used in text (i.e., multiple meanings and the aesthetic use of language) * **R-11.10**: increase complexity of text individual students can understand and analyze independently   If teacher chooses to include these standards within this unit:   * **R-11.2**: determining multiple themes in texts and analyze their development * **R-11.5**: analyzing how authors’ choices about structure affect overall meaning and aesthetic impact * **R-11.6**: distinguishing between directly stated aspects of text and true meaning * **R-11.7**: analyzing and evaluating multiple interpretations of a text | After unit   * Using independently, readily accessible, and moderately complex 11th grade texts, students will demonstrate proficiency in targeted standards: * **R-11.1**: 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. * **R-11.3**: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). * **R-11.4**: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) * **R-11.10**: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.   **If teacher chooses to include these standards within this unit**:   * **R-11.2**: 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. * **R-11.5**: 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. * **R-11.6**: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). * **R-11.7**: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare ~~and~~ ~~one play by an American dramatist.)~~ | |
| Academic vocabulary (Tier two):   * Thematic words for the Modern and Post-Modern Eras: * Reverent * Imaginative * Rebellious * Individualistic * Sublime * Gothic * Autonomy * Solitude * Reform * Revolution * Other thematic terms may emerge as we gain experience with the unit * Selected words that are essential to understanding given unit texts | | | |
| Domain specific vocabulary (Tier three):   * Terms related to fiction, literary nonfiction, and poetry; will vary by text and teacher (as we gain experience with the unit, some common domain specific vocabulary is likely to emerge) | | | |
| Texts – literary, literary non-fiction, informational, film or other non-written texts:  Teacher may select from the following works:   * Novels by Mary Shelly * Poetry by Robert Burns * Works by William Wordsworth * Works by Samuel Taylor Coleridge * Works by George Gordon, Lord Byron * Works By Percy Bysshe Shelley * Poetry by John Keats * Poetry by William Blake * News items/speeches of the era, such as reports on the Reform Bill of 1832 * Film adaptations of selected literature * Audio interpretations of selected literature * Teacher-selected literary criticisms associated with assigned texts | | | |
| Learning Plan:   1. **Instructional strategies/activities**: brain storming activities (KWL, chalk-talk, etc.), journaling and warm-ups, class discussion (not limited to formally assessed text-based seminar), student-lead activities, jig-sawing, literature circles, discovery projects, book talks, out-of-unit thematic connecting (i.e., art, music, literature, nonfiction, journalism), etc. 2. **Core shifts**: Reading for meaning; inductive reasoning; circle of knowledge; writing to learn; vocabulary CODE 3. **Differentiation for struggling learners:** Teachers may use multiple texts and resources at once to differentiate for struggling learners; teachers may differentiate instructional and tasks for struggling learners 4. **Differentiation for extension**:Teachers may use multiple texts at once to differentiate for advanced learners; teachers may assign lengthier and/or more complex tasks; teachers will differentiate degree of independence required of advanced learners 5. **Common misperceptions**: Students may assume that the Transcendental movement in America brought about the Romantic movement in England. Teachers need to emphasize that the Romantics of England and Europe inspired the Transcendentalists in America. Furthermore, students may have a singular stereotyped perception of the Romantic Era, gleaned by prior knowledge. Some are unaware of the complex and dynamic nature of the Era. Finally, students may not understand the literary understanding of Romanticism. Students confuse romantic with Romanticism. | | | |
| Suggested interim assessments (benchmarks):   * Reading assessments of varying structures and time-demands (for cold and assigned readings) * Literature circles * Text-based seminars * Short research projects * Formal writing assessments (readable and/or polished) | | | |
| End of Unit Common Task:   * Poetry writing task that demonstrates student understanding of the essential question for the unit, as well as the context of the era   + Possible tasks: a Romantic ode, free verse, dream recollection poetry | | | |