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| Somerset Berkley Regional School District-Curriculum Map Template (Unit Design) Unit #: BCourse: EnglishGrade Level: 11thGradeTitle of Instructional Unit: The Literary Research PaperSuggested Time Frame: To be implemented over two quarters  |
| **Learning Standards****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. 8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.**W. 11-12. 9.** Draw evidence from literary or informational textsto support analysis, reflection, and research.1. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
2. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The* *Federalist*, presidential addresses]”).

**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.RI. 11-12. 10. By the end of grade 11, read and comprehendliterary nonfiction in the grades 11–CCR text complexity bandproficiently, with scaffolding as needed at the high end of therange. By the end of grade 12, read and comprehend literarynonfiction at the high end of the grades 11–CCR text complexityband independently and proficiently.**MA.8.A.** Relate a work of fiction, poetry, or drama to the seminal ideas of its time.**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 Literary Research Paper**

**Writing Traits Focus:*** **All Traits**

**Process*** Choosing an area of interest
* Narrowing the topic
* Drafting a research question
* Doing initial research
* Creating an annotated works cited page
* Drafting a title and thesis paragraph
* Using MLA Format
* Taking and organizing notes
* Writing an outline
* Writing the first draft
* Writing the final draft

**Guidelines*** 8-10 pages typewritten and double-spaced (Times New Roman or Arial, 12 font)
* 5-7 cited sources (define allowable sources)
* Must follow steps in the process
 | **Essential Questions**:**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):* Work specific vocabulary
* Teach Greek/Latin Prefixes, Root Words, and Suffixes
* **Vocabulary Workshop** – Level F (Sadlier-Oxford)
* **Grammar for Writing –** (Sadlier-Oxford)

` | **Common Assessments and Student Products:****Research Paper*** 8-10 pages typewritten and double-spaced (Times New Roman or Arial, 12 font)
* 5-7 cited sources (define allowable sources)
* Must follow steps in the process
 | **Core Resources*** Winkler, A. C. and J. R. Metherell. Writing the Research Paper: A Handbook. 8th ed. USA: Wadsworth 2012 Print
* **Vocabulary Workshop** – Level F (Sadlier-Oxford)
* **Grammar for Writing –** (Sadlier-Oxford)

**Core Works*** **TBD**

**Select** * Short Stories
* Novels
* Dramas
* Poetry
* Literary Non-fiction
* Non-Print Media
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| **Key Instructional Strategies/Learning Activities**1. Choosing an area of interest
2. Narrowing the topic
3. Drafting a research question
4. Doing initial research
5. Creating an annotated works cited page
6. Drafting a title and thesis paragraph
7. Using MLA Format
8. Taking and organizing notes
9. Writing an outline
10. Writing the first draft
11. Writing the final draft
 | **Assessment Strategies** 1. *Each step of the research paper process is awarded points or percentages*
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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:** |