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| Somerset Berkley Regional School District-Curriculum Map Template (Unit Design) **Unit # 1**Course: EnglishGrade Level: Grade 10 Title of Instructional Unit: **Persuasive Writing and Literary Criticism**Suggested Time Frame: 4-7 Weeks  |
| **Learning Standards****MA.8.A.** Relate a work of fiction, poetry, or drama to the seminal ideas of its time.**RL. 9-10. 4.**Determine the meaning of words and phrases asthey are used in the text, including figurative and connotativemeanings; analyze the cumulative impact of specific wordchoices on meaning and tone (e.g., how the language evokes asense of time and place; how it sets a formal or informaltone).RI. 9-10.6.Determine an author’s point of view or purpose inA text and analyze how an author uses rhetoric to advanceThat point of view or purpose.W. 9-10.1.Write arguments to support claims in an analysisOf substantive topics or texts, using valid reasoning andRelevant and sufficient evidence.W. 9-10-.2.-Write informative/explanatory texts to examineAnd convey complex ideas, concepts, and information clearlyandaccurately through the effective selection, organization,and analysis of content.**SL. 9-10. 1**-Initiate and participate effectively in a range ofCollaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on *grades 9–10 topics*, *texts*, *and**issues*, building on others’ ideas and expressing their ownclearly and persuasively.**L. 9-10. 3-**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**(Introductory paragraph, vivid verbs, verb tense, subject/verb agreement, prepositions)**  | **Genre Focus*** The Novel
* Short Fiction
* Literary Non-Fiction
* Diverse American Voices

**Teaching option 1**: * Chronological approach to American Literature beginning with early Americans—Compare and contrast with themes and motifs found in the Bible (i.e. Creation Myths and Balance and Harmony). **Theme and Craft Focus**

**Teaching option 2:** * The American Novel (See suggested) **Theme and Craft Focus-the art of persuasion.**

**6-Traits Focus*** Ideas
* Organization
* Voice
* Word Choice
* Sentence Fluency
* Conventions and Grammar

**Student Writing Genres*** Persuasive Essay
* Creative Response (Write in the style of or Write-like)
 | **Essential Questions:*** How do proficient readers develop habits of mind?
* What is persuasion?
* How do authors persuade?
* Why do people explore new worlds?

**Key/Guiding Questions** * (Develop with lessons)
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| **Knowledge:** What content will students master?* *Reference nouns in the standards above*

**Skills:** What high-level skills will students acquire?* *Reference verbs in the standards above*

**Academic Vocabulary** (Content Specific):* Pre-teach and assess words in context from the literature studied
* Direct instruction of Greek and Latin prefixes, root words, and suffixes
* **Vocabulary Workshop** – Level E (Sadlier-Oxford)
* **Grammar for Writing –** (Sadlier-Oxford)
 | **Common Assessments and Student Products:**1. Pre-assessment-Literary Criticism Benchmark in response to a cold read-use school-wide analytic reading a writing rubric.
2. Persuasive essay using writing process
* Use school-wide rubrics
 | **Core Resources:** * **The Language of Literature** – American Literature (McDougal Littell, 2012)
* **Vocabulary Workshop** – Level E (Sadlier-Oxford)
* **Grammar for Writing –** (Sadlier-Oxford)

**Suggested Resources:*** *Of Mice and Men*
* *Old Man and the Sea*
* *Smoke Signals*
* *Tonto and the Lone Ranger*
* *Fist Fight in Heaven*
* *The Absolutely True Diary of a Part-Time Indian*
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| **Key Instructional Strategies/Learning Activities**1. Graded class discussions (school-wide rubric).
2. Dialectical journal to keep track of thinking as students read for important quotes, main ideas or themes, vocabulary, point of view (school-wide reading and writing rubrics).
3. Direct instruction in summarizing.
4. Direct instruction for unlocking unfamiliar vocabulary.
5. Common assessments (see Common Assessments and Student Products above).
6. Frequent vocabulary warm-ups—first 5 minutes of class.
7. Modeling the short essay (document camera and graphic organizers)
8. Modeling the extended analytical essay
 | **Assessment Strategies** 1. Graded class discussions (school-wide rubric).
2. Dialectical journal to keep track of thinking as students read for important quotes, main ideas or themes, vocabulary, point of view (school-wide reading and writing rubrics).
3. Frequent reading quizzes or check-ups.

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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:** |