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| Somerset Berkley Regional School District-Curriculum Map Template (Unit Design) **Unit #: 10**Course: EnglishGrade Level: 9th GradeTitle of Instructional Unit: **The Research Process**Suggested Time Frame: To be implemented over two quarters or as a separate unit  |
| **Learning Standards****W. 9-10. 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. 9-10. 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. 9-10. 9.** Draw evidence from literary or informational textsto support analysis, reflection, and research.1. Apply *grades 9-10 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 9-10 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. 9-10. 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. 9-10. 10. By the end of grade 9, read and comprehendliterary nonfiction in the grades 9–CCR text complexity bandproficiently, with scaffolding as needed at the high end of therange. By the end of grade 10, read and comprehend literarynonfiction at the high end of the grades 10–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/Teaching Options** * **The Research Process**
* **I-Search**

**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*** 3-5 pages typewritten and double-spaced (Times New Roman or Arial, 12 font)
* 3-5 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):* **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:****Research Process and Paper*** 3-5 pages typewritten and double-spaced (Times New Roman or Arial, 12 font)
* 3-5 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

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

**Select** * Short Stories
* Novels
* Dramas
* Poetry
* Literary Non-fiction
* Non-Print Media
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| **Key Instructional Strategies/Learning Activities: Teachers will model and provide examples****Process*** Choosing an area of interest
* Narrowing the topic
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* Doing initial research
* Creating an annotated works cited page
* Drafting a title and thesis paragraph
* Using MLA Format
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 | **Assessment Strategies** *Each step of the research process will be assigned points or percentages.* |
| **Lesson 1:** |  |
| **Lesson 2:** |
| **Lesson 3:**  |
| **Lesson 4:** |
| **Lesson 5:** |
| **Lesson 6:** |
| **Lesson 7:** |
| **Lesson 8:** |
| **Lesson 9:** |
| **Lesson 10:** |
| **Lesson 11:** |
| **Lesson 12:** |