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| Somerset Berkley Regional School District-Curriculum Map Template (Unit Design) **Unit # 2**Course: EnglishGrade Level: Grade 10 Title of Instructional Unit: **Rhetoric-Persuasion Part 2** Suggested Time Frame: 6-8 Weeks  |
| **Learning Standards:** **RL. 9-10. 4-**Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).**RI. 9-10. 5.** Analyze in detail how an author’s **ideas or claims** are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).**RI. 9-10. 8.**Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.RI. 9-10. 9-Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.**MA.8.A.** Relate a work of fiction, poetry, or drama to the seminal ideas of its time.W. 9-10-.1. Write arguments to support claims in ananalysis of substantive topics or texts, using valid reasoningand relevant and sufficient evidence.**SL. 9-10. 4.** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. **(The Speech)****L. 9-10. 1-**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **(Connotation, Denotation, Nouns, Pronouns, and Adjectives)****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 Novel
* Poetry
* Short Fiction
* Literary Non-Fiction
* Drama
* Poetry
* Media
* 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
* Word Choice
* Sentence Fluency

**Student Writing Genres*** Critical Response Essay (s)
* Creative Response (Suggestions)
* The speech
 | **Essential Questions*** Why was the founding of America Unique?

**Key/Guiding Questions** |
| **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:*** Internal and external conflict paper
* The outline
* The presentation
 | **Core Resources:** * **The Language of Literature** – American Literature (McDougal Littell, 2012)
* **Vocabulary Workshop** – Level E (Sadlier-Oxford)
* **Grammar for Writing –** (Sadlier-Oxford)

**Suggested Resources*** *Sinners At the Hands of an Angry God*
* *The Crucible*
* *Transcripts of the Salem Witch Trials*
* *Preamble to the United States Constitution*
* *Poetry of Anne Bradstreet*
* *Other*
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| **Key Instructional Strategies/Learning Activities**1. Graded class discussions (school-wide rubric).
2. Outlining
3. Presenting
4. 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).
5. Direct instruction in summarizing.
6. Direct instruction for unlocking unfamiliar vocabulary.
7. Common assessments (see Common Assessments and Student Products above).
8. Frequent vocabulary warm-ups—first 5 minutes of class.
9. Modeling the short essay (document camera and graphic organizers)
10. 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:** |