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| Somerset Berkley Regional School District-Curriculum Map Template (Unit Design) **Unit A**  Course: English  Grade Level: Grade 10  Title of Instructional Unit: **Build your own unit**  Suggested Time Frame: 4-6 Weeks | | |
| **Learning Standards**  **Include 1-2 of each**   * Reading Literature. 9-10 * Reading Informational Text. 9-10 * Writing. 9-10 * Speaking and Listening. 11-12 * Language. 9-10     **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 Novel * Poetry * Short Fiction * Literary Non-Fiction * Drama * Poetry * Media * Fantasy * Diverse American Voices   **Theme Focus**  **6-Traits Focus**   * Ideas * Organization * Voice * Word Choice * Sentence Fluency * Conventions and Grammar   **Student Writing Genres**   * Critical Response Essay (s) * Creative Response (Suggestions) | **Essential Questions:**   * Develop with unit   **Key/Guiding Questions**   * Develop with lessons |
| **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. Critical Response Essay (s) 2. Creative Response 3. Use school-wide rubrics | **Core Resources: (Create options)**   * **The Language of Literature** – Literature (McDougal Littell, 2006) * **Vocabulary Workshop** – Level E (Sadlier-Oxford) * **Grammar for Writing –** (Sadlier-Oxford)   **Select Other**   * Short Stories * Novels * Dramas * Poetry * Literary Non-fiction |
| **Key Instructional Strategies/Learning Activities**   1. Graded class discussions (school-wide rubric). 2. Literature Circles 3. Dialectical journal to keep track of thinking as students read for important quotes, main ideas or themes, vocabulary, point of view, rhetorical strategies (school-wide reading and writing rubrics). 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 narrative strategies (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. |
| **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:** | |