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| Somerset Berkley Regional School District-Curriculum Map Template (Unit Design) **Unit # 1**Course: EnglishGrade Level: 9 GradeTitle of Instructional Unit: **Rituals, Routines, and Writer’s Workshop**Suggested Time Frame: 1-3 weeks  |
| **Learning Standards****MA.8.A.** Relate a work of fiction, poetry, or drama to the seminal ideas of its time.**W. 9-1-.2.-**Write informative/explanatory texts to examine andconvey complex ideas, concepts, and information clearly andaccurately through the effective selection, organization, andanalysis 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. 1-**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**L. 9-10. 5**-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | **Genre Focus*** Pre-assessment: Literary Analysis
* Instructional: Personal Narrative
* Instructional: Ritual and Routines

**6-Traits Focus****Pre-assessment*** Ideas
* Organization
* Voice
* Word Choice
* Sentence Fluency
* Conventions

**Student Writing Genres*** **Personal Narrative**
 | **Essential Questions:*** What do our students already know and what can they do with it?
* How do personal narratives express the author’s perspectives on his/her own life?
* How do we become effective and respectful learners and citizens?

**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:**Pre-assessment: Literary AnalysisStudent writing: Personal NarrativeStudent Behavior: * Responsible classroom citizenship
* Responsible learning
* Responsible collaboration
* *Use School-wide rubrics*
 | **Core Resources: (Create options)*** **The Language of Literature** – Literature (McDougal Littell, 2006)
* **Vocabulary Workshop** – Level D (Sadlier-Oxford)
* **Grammar for Writing –** Level Blue (Sadlier-Oxford)

**Select Other*** Short Stories
* Novels
* Dramas
* Poetry
* Literary Non-fiction
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| **Key Instructional Strategies/Learning Activities*** Double-entry diaries
* Literature circles
* Role playing – as characters
* Classroom discussion
* Vocabulary in context exercises
* Written reflection from a characters’ point of view
* Quote analysis
 | **Assessment Strategies** * Tests and quizzes
* Instructional strategies will produce products that can be assessed using point values 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:** |