|  |  |  |
| --- | --- | --- |
| Somerset Berkley Regional School District-Curriculum Map Template (Unit Design) **Unit # 1**  Course: English  Grade Level: 9 Grade  Title 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 and  convey complex ideas, concepts, and information clearly and  accurately through the effective selection, organization, and  analysis of content.  **SL. 9-10. 1**-Initiate and participate effectively in a range of  Collaborative discussions (one-on-one, in groups, and teacher  led) with diverse partners on *grades 9–10 topics*, *texts*, *and*  *issues*, building on others’ ideas and expressing their own  clearly 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 Analysis  Student writing: Personal Narrative  Student 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 |
| **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. |
| **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:** | |