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| Somerset Berkley Regional School District-Curriculum Map Template (Unit Design) **Unit # 2**Course: EnglishGrade Level: 9 GradeTitle of Instructional Unit: **Literary Nonfiction-Reflection (the Memoir, The Essay, and The Speech)**Suggested Time Frame: 4-6 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. 3-**Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.**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. 9-1-.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.**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****Literary Genre Focus**: * Memoir
* Essay
* Speech

**Writing Traits Focus**: * Ideas
* Organization
* Word Choice
* Voice

**Writing Genre**:* Response to informational text embedded

**Student Writing Genres*** **Critical Response Essay (s)**

Rhetoric, Narration, Bias, Tone, MoodAccuracy* **Creative Response (Suggestions)**
	+ Personal Narrative
	+ Speech
	+ Essay
 | **Essential Questions** * What is the power of voice?
* How does the author convince his readers about the power of voice?
* What is theme?
* How does the author create themes in this story?
* What is powerful storytelling?

**Key/Guiding Questions*** Develop with lessons
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| **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:*** **Critical Response Essay (s)**

Rhetoric, Narration, Bias, Tone, MoodAccuracy* **Creative Response (Suggestions)**
	+ Personal Narrative
	+ Speech
	+ Essay
* *Use school-wide rubrics*
 | **Core Resources: (Create options)*** **The Language of Literature** – Literature (McDougal Littell, 2000)
* **Vocabulary Workshop** – Level D (Sadlier-Oxford)
* **Grammar for Writing –** Level Blue (Sadlier-Oxford)
* ***Night,* Wiesel, (Core text)**
* “The Lottery”, Jackson
* Video: *Interview at Auschwitz with Elie Wiesel,* (*Oprah Winfrey Show*)
* “I Cannot Teach This Book”, poem
* Articles---Holocaust and modern genocide
* Nobel Prize speech

**Other Resources:*** 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---Judaism
* Written reflection from a characters’ point of view
* Quote analysis
 | **Assessment Strategies** * Rewrite a scene
* Persuasive essay—letter to government official—a call to action
* Tests
* Character scrapbook
* Critical literary essay
* Rewrite dialogue
* **Critical analysis/response to literature (Application of 6-Traits rubric)**
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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:** |