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| Somerset Berkley Regional School District-Curriculum Map Template (Unit Design) Unit #: 4  Course: English  Grade Level: 12th Grade  Title of Instructional Unit: The Research Paper/Short Story  Suggested Time Frame: Can be implemented over two quarters or as a free-standing unit) | | |
| **Learning Standards**  **W. 11-12. 7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  **W. 11-12. 8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.  **W. 11-12. 9.** Draw evidence from literary or informational texts  to support analysis, reflection, and research.   1. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). 2. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”). Also non-print media   **W. 11-12. 10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  RI. 11-12. 10. By the end of grade 11, read and comprehend  literary nonfiction in the grades 11–CCR text complexity band  proficiently, with scaffolding as needed at the high end of the  range. By the end of grade 12, read and comprehend literary  nonfiction at the high end of the grades 11–CCR text complexity  band independently and proficiently.    **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/Teaching Options**   * The Research Paper and Presentation   + This is the final exam * Short story choices determined by teacher   + can be theme-based   + short story film   + based on one author * Short story creative options   + stripgenerator.com   + switch genres: write poem based on story   + www.presi.com   + bio poem on one of the characters * Start research paper around short story time   **Writing Traits Focus:**   * All Traits   **Process**   * Choosing an area of interest (Student Centered) * Narrowing the topic * Drafting a research question * Doing initial research * Creating an annotated works cited page * Drafting a title and thesis paragraph * Using APA Format * Taking and organizing notes * Writing an outline * Writing the first draft * Writing the final draft   **Guidelines**   * 8-10 pages typewritten and double-spaced (Times New Roman or Arial, 12 font) * 5-7 cited sources (define allowable sources) * Must follow steps in the process * APA format   *\*\*\*{The classroom teacher may choose to provide some limits to the choice of topics}* | **Essential Questions**:   1. How do writers find information on topics of interest? 2. How do writers create new knowledge in an area of interest? 3. What price must we pay for pursuing the truth about ourselves, and those we love? 4. Was it worth it?   **Key/Guiding Questions**   1. Develop with lessons |
| **Knowledge:** What content will students master?   * Reference Nouns in Standards Above   **Skills:** What high-level skills will students acquire?   * Reference Verbs in Standard Above   **Academic Vocabulary** (Content Specific):   * Work specific vocabulary * Teach Greek/Latin Prefixes, Root Words, and Suffixes * 5 minute grammar lesson * **Vocabulary Workshop** – Level G (Sadlier-Oxford) * **Grammar for Writing –** (Sadlier-Oxford) | **Common Assessments and Student Products:**   1. The research paper 2. Research paper presentation | **Core Resources**   * Winkler, A. C. and J. R. Metherell. Writing the Research Paper: A Handbook. 8th ed. USA: Wadsworth 2012 Print * **Vocabulary Workshop** – Level G (Sadlier-Oxford) * **Grammar for Writing –** (Sadlier-Oxford)   **Core Works**   * **TBD**   **Select**   * Short Stories * Novels * Dramas * Poetry * Literary Non-fiction * Non-Print Media * Topics of interest |
| **Key Instructional Strategies/Learning Activities:** *[Teacher will model and show examples of steps in the process]*   * Choosing an area of interest (Student Centered) * Narrowing the topic * Drafting a research question * Doing initial research * Creating an annotated works cited page * Drafting a title and thesis paragraph * Using APA Format * Taking and organizing notes * Writing an outline * Writing the first draft * Writing the final draft | | **Assessment Strategies**  *Each step of the research paper process is assigned a point equivalent or percentage grade.* |
| **Lesson 1:** | |  |
| **Lesson 2:** | |
| **Lesson 3:** | |
| **Lesson 4:** | |
| **Lesson 5:** | |
| **Lesson 6:** | |
| **Lesson 7:** | |
| **Lesson 8:** | |
| **Lesson 9:** | |
| **Lesson 10:** | |
| **Lesson 11:** | |
| **Lesson 12:** | |