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| Somerset Berkley Regional School District-Curriculum Map Template (Unit Design) **Unit B**  Course: English  Grade Level: Grade 10  Title of Instructional Unit: **The Research Paper**  Suggested Time Frame: To be implemented within a six-week period | | |
| **Learning Standards: All are assessed**  **W. 9-10. 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. 9-10. 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. 9-10. 9.** Draw evidence from literary or informational texts  to support analysis, reflection, and research.   1. Apply *grades 9-10 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 9-10 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., *TheFederalist*, presidential addresses]”).   **W. 9-10. 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. 9-10. 10. By the end of grade 9, read and comprehend  literary nonfiction in the grades 9–CCR text complexity band  proficiently, with scaffolding as needed at the high end of the  range. By the end of grade 10, read and comprehend literary  nonfiction at the high end of the grades 10–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 Literary Research Paper:**    + The teacher may limit student options at her discretion.   + The teacher may implement as a self-contained unit or intersperse within other units.   **Writing Traits Focus:**   * **All Traits**   **Process**   * Choosing an area of interest * Narrowing the topic * Drafting a research question * Doing initial research * Creating an annotated works cited page * Drafting a title and thesis paragraph * Using MLA Format * Taking and organizing notes * Writing an outline * Writing the first draft * Writing the final draft   **Guidelines**   * 4-6 pages typewritten and double-spaced (Times New Roman or Arial, 12 font) * 4-5 cited sources (define allowable sources) * MLA Format * Must follow steps in the process | **Essential Questions**:   * How do we find answers to complex literary questions?   **Key/Guiding Questions**   * (Develop with students) |
| **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:**   * The Research Process * The Final Draft * Use school-wide rubrics | **Core Resources**   * Winkler, A. C. and J. R. Metherell. Writing the Research Paper: A Handbook. 8th ed. USA: Wadsworth 2012 Print * **Vocabulary Workshop** – Level E (Sadlier-Oxford) * **Grammar for Writing –** (Sadlier-Oxford)   **Core Works**   * **TBD**   **Select**   * Short Stories * Novels * Dramas * Poetry * Literary Non-fiction * Non-Print Media |
| **Key Instructional Strategies/Learning Activities**   1. Choosing an area of interest 2. Narrowing the topic 3. Drafting a research question 4. Doing initial research 5. Creating an annotated works cited page 6. Drafting a title and thesis paragraph 7. Using MLA Format 8. Taking and organizing notes 9. Writing an outline 10. Writing the first draft 11. Writing the final draft | | **Assessment Strategies**   1. Observations 2. Topic/Thesis Formation 3. Notes with citations 4. Works Cited Page 5. Outline 6. First Draft 7. Final Draft |
| **Lesson 1:** | |  |
| **Lesson 2:** | |
| **Lesson 3:** | |
| **Lesson 4:** | |
| **Lesson 5:** | |
| **Lesson 6:** | |
| **Lesson 7:** | |
| **Lesson 8:** | |
| **Lesson 9:** | |
| **Lesson 10:** | |
| **Lesson 11:** | |
| **Lesson 12:** | |