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| Somerset Berkley Regional School District-Curriculum Map Template (Unit Design) **Unit A**Course: EnglishGrade Level: Grade 10Title of Instructional Unit: **Build your own unit**Suggested Time Frame: 4-6 Weeks  |
| **Learning Standards****Include 1-2 of each*** Reading Literature. 9-10
* Reading Informational Text. 9-10
* Writing. 9-10
* Speaking and Listening. 11-12
* Language. 9-10

**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*** The Novel
* Poetry
* Short Fiction
* Literary Non-Fiction
* Drama
* Poetry
* Media
* Fantasy
* Diverse American Voices

**Theme Focus****6-Traits Focus*** Ideas
* Organization
* Voice
* Word Choice
* Sentence Fluency
* Conventions and Grammar

**Student Writing Genres*** Critical Response Essay (s)
* Creative Response (Suggestions)
 | **Essential Questions:*** Develop with unit

**Key/Guiding Questions** * Develop with lessons
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| **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:**1. Critical Response Essay (s)
2. Creative Response
3. Use school-wide rubrics
 | **Core Resources: (Create options)*** **The Language of Literature** – Literature (McDougal Littell, 2006)
* **Vocabulary Workshop** – Level E (Sadlier-Oxford)
* **Grammar for Writing –** (Sadlier-Oxford)

**Select Other*** Short Stories
* Novels
* Dramas
* Poetry
* Literary Non-fiction
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| **Key Instructional Strategies/Learning Activities**1. Graded class discussions (school-wide rubric).
2. Literature Circles
3. Dialectical journal to keep track of thinking as students read for important quotes, main ideas or themes, vocabulary, point of view, rhetorical strategies (school-wide reading and writing rubrics).
4. Direct instruction for unlocking unfamiliar vocabulary.
5. Common assessments (see Common Assessments and Student Products above).
6. Frequent vocabulary warm-ups—first 5 minutes of class.
7. Modeling the narrative strategies (document camera and graphic organizers)
8. Modeling the extended analytical essay
 | **Assessment Strategies** 1. Graded class discussions (school-wide rubric).
2. Dialectical journal to keep track of thinking as students read for important quotes, main ideas or themes, vocabulary, point of view (school-wide reading and writing rubrics).
3. Frequent reading quizzes or check-ups.
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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:** |