**CURRICULUM MAP Writing 11 Grades 11-12**

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Writing 11: Responding to Literature**  Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.  **Grade 11-12 Specific Standard:**  Create interpretive and responsive texts to demonstrate knowledge and a sophisticated understanding of the connections between life and the literary work.  a. Engage in using a wide range of prewriting strategies, such as visual representations and the creation of factual and interpretive questions, to express personal, social and cultural connections and insights.  b. Identify, analyze, and use elements and techniques of various genres of literature, such as allegory, stream of consciousness, irony, and ambiguity, to affect meaning.  c. Develop innovative perspectives on texts, including historical, cultural**,** sociological, and psychological contexts.  d. Create poetry, stories, plays, and other literary forms (e.g. videos, art work). | Students will be able to synthesize connections across multiple genres, text, and media. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * What can individuals learn about their own culture by making connections to the world around them through various types of media? * How does the synthesis of multiple media and mediums reveal the interconnectedness between subjects and people? * How is an exposure to various genres demonstrated in a variety of responses? * How does writing about diverse cultures help us to relate to our own world? * How is writing always influencing our lives and decisions?   **Topical Questions:**   * How do flyers and TV advertisements and speeches work in tandem to sway voters? * b) How can we create texts that reveal knowledge and understanding of a wide variety of texts? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * How to use prewriting strategies to organize ideas. * How to use various literary elements and techniques. * How to develop an original point of view using multiple genres. * How to use creative forms of writing. | **Students will be able to. . .**   * Use graphic organizers to brainstorm ideas * Use literary elements and techniques to enhance their writing. * Produce an original criticism of the text. * Produce various creative forms of writing, such as poetry, short stories, etc. |
| **CONTENT:** | |
| * Examples/Models of literary analyses * Examples/Models of non-fictional article (op-ed piece, etc.) * Example/Model debate (or legal) briefs. * Historical and Biographical articles on respective authors and texts * Literary Theory (Marxist, Historical Biographical, Feminist Theory, Post Colonialism, Reader Response Criticism) * Excerpts from Aristotle   **Plays**  *A Streetcar Named Desire* by Tennessee Williams  *Death of A Salesman* by Arthur Miller  *The Glass Menagerie* by Tennessee Williams  *The Crucible* by Arthur Miller  *Beyond the Horizon* by Eugene O’Neill  *Fences* by August Wilson  **Novels**  *The Scarlet Letter* by Nathaniel Hawthorne  *One Flew Over the Cuckoo’s Nest* by Ken Kesey  *Ethan Frome* by Edith Wharton  *The Joy Luck Club* by Amy Tan  *The Great Gatsby* by F. Scott Fitzgerald  *Song of Solomon* by Toni Morrison  *Ragtime* by E.L. Doctorow  **Poetry**  “The Lovesong of J. Alfred Prufrock” by T.S. Eliot  Phillis Wheatly  Maya Angelou  Walt Whitman  Alan Ginsburg  Sonnets  Adrienne Rich  **Interviews/Film**  “Remarks on the Assassination of Martin Luther King, Jr.” by Robert F. Kennedy  *An Inconvenient Truth*  *King Corn*  *The Plow that Broke the Plains*  *The Grapes of Wrath*  *Eyes on the Prize*  **Speeches**  “Sinners in the Eyes of an Angry God” by Jonathan Edwards  “I Have a Dream” by Martin Luther King Jr.  “The Gettysburg Address” by Abraham Lincoln  Lincoln’s Inaugural Speeches  John F. Kennedy’s Inauguration Speech  “Remarks on the Assassination of Martin Luther King, Jr.” by Robert F. Kennedy  **Nonfiction/Informational Texts**  “The Communist Manifesto” by Karl Marx  “On Keeping a Notebook” by Joan Didion  *Pilgrim at Tinker Creek* by Annie Dillard  “Letter from Birmingham Jail” by Martin Luther King Jr.  “The Way to Rainy Mountain” by N. Scott Momaday | |
| **VOCABULARY:** | |
| Brainstorm, pre-writing, outline, graphic organizer, revision, editing, connotation, denotation, diction, alternate, tone, mood, meaning, aesthetics, technical language  Literary elements: plot, theme, characterization, mood, tone, setting, exposition, rising action, climax, falling action, denouement, resolution  Literary & Rhetorical techniques (sample): figurative language, irony, personification, alliteration, simile, metaphor, assonance, hyperbole, anaphora, cacophony, zeugma, epistrophe, understatement (litote), etc. | |
| **ASSESSMENT / EVIDENCE:** In addition to larger performance assessments, it is understood that students will participate in the multiple steps of the writing process (pre-writing, writing, revision, editing, and publishing), and that a self-assessment will be conducted after each phase to ascertain whether or not the student understands (can explain, interpret, apply, gain perspective, empathize, recognize self-knowledge).  The assessments listed here are sample benchmark assessments. Daily, informal, on-going assessments should include (but are not limited to): exit cards, journals, peer interviews, peer reviewing and critiquing, pair-share, Writing Circles, short written responses, and so forth.  In addition, on-going student self-assessments should be utilized on a regular basis. (Example: What have I learned from this research? What don’t I understand yet about my topic? How can I connect what I learned to what I already know? How can I apply what I have learned to my writing? How do my biases influence my writing? What are my strengths? What are my weaknesses? What learning tools/resources would help my writing progress?) | |
| **Performance assessment:**   * Maintain a dialectical (double-entry) journal where students will draft their ideas and maintain a numbered errors log. * Students will engage in an ongoing, long-term writing assignment, comprising various drafts which they will revise based on suggestions and comments from the peer-editing and self-editing processes.   Other Assessments:   * Students will work together to develop a rubric that looks at the various aspects of the writing product: meaning, development, organization, language, and grammar/conventions.   Self-Assessment   * After a prolonged writing process, determine the steps you took and which were effective and which were not (writing reflection sheets, exit cards, etc.). * How did the use of prewriting strategies help improve my essay? * How are my views of poetry shaped by the lessons I’ve learned? | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * Students will use the themes from the text and identify that particular theme in other genres of writing or media.   + Ex. How are the ideas of “Freedom” in Mark Twain’s *Huckleberry Finn* portrayed in other texts, music, art, history and popular culture? * Students will create an original poetry book made up of different forms of poetry.   Ex. Acrostic Poems, Sonnets, Haiku, free-verse, etc.   * Students will write an essay after completing a pre-writing activity. Then, students will number all of the parts of the essay based on the various requirements of that assignment. If all of the numbers are not there, then they will rewrite accordingly. * Students will conduct research on a topic and will use pre-writing techniques to use that research to compose a first draft of that essay. Students will work together to edit and revise their work. | |
| **RESOURCES:** | |
| Readwritethink.org  “When We Dead Awaken: Writing as Re-Vision” by Adrienne Rich  “Good Readers and Good Writers” by Vladmir Nabokov  “Politics and the English Language” by George Orwell  “Once More to the Lake” by E.B. White  *They Say, I Say*  *The Language of Composition* | |
| **TECHNOLOGY INTEGRATION:** | |
| SMARTBOARD to edit an essay as a group, Readwritethink.org | |