**CURRICULUM MAP Writing 3 Grades 11-12**

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

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| UNIT TITLE: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Writing 3: Text Types and Purposes**  Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.  **Grade 11-12 Specific Standard:**  Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.  b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense  of mystery, suspense, growth, or resolution).  d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.  f. Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts. | Students will be able to write creatively with concise narrative technique. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * How do the narratives of the real and imagined shift our consciousness and shape us as individuals? * How does storytelling move personal and societal histories forward? * How does narrative writing serve as a forum to share our life stories? * How does using a variety of techniques help add descriptive details to our life story? * How does being able to explain a process, help one to master it? * Why is it important for an author to be clear and coherent? * How does a well-told story affect you?   **Topical Questions:**   * 3a) What is the duty of an author? * What obligation does the writer have to satisfy the reader? | |
| **KNOWLEDGE:** | **SKILLS:** |
| * **Students will know. . .** * The elements of narratives (setting, characters, conflict, goal, plot, theme, etc.) * The difference between nonfiction, historical fiction and fictional narratives * How POV dictates narrative writing * How audience informs tone, language and narrative approach | * **Students will be able to. . .** * Identify narrative elements within one’s own writing * Produce models of nonfiction, historical fiction and fictional narratives * Use first and third person POV to achieve narrative effects * How to write for a specific audience |
| **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)   **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  *Dreaming in Cuban* by Christina Garcia  *100 Years of Solitude* by Gabriel Garcia Marquez  *The Sound of Waves* by Yukio Mishima  **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:** | |
| Style, Point of view, narrative, diction, audience, magical realism | |
| **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?) | |
| * Students will read an excerpt from *Dreaming in Cuban* and identify the characteristics and techniques that the author used to create magical realism. Then, students will emulate the author’s style and compose their own magical realism narrative, incorporating the characteristics and techniques they identified. * Students write and re-write a narrative essay for different audiences (ex. Friends, supervisor, police, parents) varying diction and style to suit the particular audience   Self- Assessment:   * Students will reflect upon the usefulness of varying diction, techniques, and structure in communicating meaning to a particular audience. | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * Using an assigned POV (1st Person, 2nd Person, 3rd Person), students will write a short narrative, then “translate” the narrative into at least one other POV (ex. 1st to 3rd). * Use a Smart Board to visually highlight and trace the events of a narrative. * Use a narrative to explore a hypothetical situation from start to solution and consequences. * Using 1st Person POV, students will write a college application essay focused on personal experience or learning. | |
| **RESOURCES:** | |
| <http://www.thewritingsite.org/resources/prompts/narrative.asp> | |
| **TECHNOLOGY INTEGRATION:** | |
| SmartBoard, Laptops | |