**CURRICULUM MAP Writing 7 Grades 11-12**

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

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Writing 7: Research to Build and Present Knowledge**  Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  **Grade 11-12 Specific Standard:**  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.  a. Explore topics dealing with different cultures and world viewpoints. | Students will be able to understand and use research methods and processes to build knowledge. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * How can proper management of information lead to greater personal power? * How can the process of finding information for a research project help in finding info about potential careers? * How does the study of research methods help the individual find what he or she needs? * How does research help build a better understanding of the subject under investigation? * Why is it important to us a variety of sources when researching a topic? * How have various Americans been motivated to contribute to American society? * How does a research paper allow us to argue and support an idea? * How can meaningful research projects sharpen inquiry and synthesis skills?   **Topical Questions:**   * 7a) What motivates a person to act? * How can an individual’s contributions affect society in general? * 7b) How can research be used to support an idea? * 7c) How can engaging in meaningful research to explore a variety of viewpoints across cultures and time periods broaden our capacity to effectively inquire about a topic, synthesize relevant information and make insightful connections? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * How to select a topic for research * How to generate questions that will guide their research * How to gather relevant sources * How to use various sources to support the same topic/idea | **Students will be able to. . .**   * Choose a topic appropriate to the task * Create guiding questions * Effectively use sources to support the topic * Determine relevant sources from irrelevant sources |
| **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:** | |
| Database, GALE group, Relevant and valid vs. irrelevant and non-credible (Wikipedia), bias, ISearch | |
| **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:   * Students will select a topic for research and gather sources that support the themes in the text. Students will show this by writing a research rationale.   + Ex: Research a real or fictional person that has succeeded in achieving the American Dream * Interview a person who has lived through \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   Self-assessment:   * What can we learn from characters in pursuit of the American Dream who struggle to claim their place in a world that has no place for them? * How did the interview with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ support or change your perspective on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * Take students to the school library for a librarian led presentation about the relevance of sources. * Note taking skills lesson. * Demonstrate and engage students in Cornell note taking style. * How to access relevant databases and print materials. * Multimedia CLOZE reading skills lesson to learn to sift through information. * Use of graphic organizers, flash/note cards, bullet points, mind maps to synthesize the data. * Chunking / categorizing activity to help students develop structure as the gather and synthesize information. * Model and demonstrate convergent thinking methods and techniques. * Create a research plan using ISearch – inquiry based, personal narrative based on personal need to know something (eg. ISearch paper). | |
| **RESOURCES:** | |
| [www.ehow.com](http://www.ehow.com) – go to eHow as a walkthrough guide to gain understanding about i-Search  www.lsc.sas.cornell.edu/LSC\_Resources/cornellsystem.pdf  [www.englishcompanion.com](http://www.englishcompanion.com) | |
| **TECHNOLOGY INTEGRATION:** | |
| PowerPoint | |