**CURRICULUM MAP Writing 1 Grades 9-10**

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

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| Period of Study: | |
| **LITERACY STANDARDS/Goals** | **ENDURING UNDERSTANDINGS:** |
| **Writing 1: Text Types and Purposes**  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  **Grade 9-10 Specific Standard:**  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.  b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s  knowledge level and concerns.  c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  e. Provide a concluding statement or section that follows from and supports the argument presented. | Students will be able to use evidence and reasoning to write persuasively. |
| **ESSENTIAL QUESTION(S):** | |
| * **Overarching Questions:** * How do we develop an argument? * How can we provide reasonable evidence to support an argument? * How is consistency maintained in an argument? * How can writing be used to convince someone to do something they might not want to do? * Why is it necessary to support argumentative/persuasive ideas with compelling evidence and reasoning? * How do facts and evidence help us to formulate an argument and convince the reader? * What effective techniques or rhetorical strategies do writers employ to persuade an audience? * What is the writing process for a well written argument?   **Topical Questions:**   * What are 5 facts you can use in your writing to help persuade someone to think like you? Why would you include these in your article? Why are certain words able to evoke a specific reaction? * How can persuasive techniques be utilized to generate essays of controversial topics containing opinions and supporting facts and examples? * Can writing make a person change his or her view? * How can exploring a range of topics and texts provide a strong foundation for writing an argument? * How is clear evidence used to support claims? * What elements are necessary for formulating a clear argument? * How can we develop an effective counter claim? * How does research strengthen an argumentative essay? | |
| **KNOWLEDGE:** | **SKILLS:** |
| * **Students will know. . .** * The difference between persuasive, comparative and personal styles of response * How to present an argument using Standard Written English * How to maintain formal and objective tone * Persuasive Vocabulary * How to make a claim * How to develop counterclaims * Find evidence to support their claims * Use the writing process * How to research topics * How to take effective notes | * **Students will be able to. . .** * Distinguish how to write in different stylistic formats * Establish thesis and maintain focus of ideas * Use correct evidence to prove claims (thesis) * Use transitional words to maintain continuity * Present a claim and counterclaim in order to establish validity of argument * Conclude written piece to provide proper reflection and closure * Write a persuasive argument * Incorporate research to support their claims * Use transitional phrases in their writing * Correctly cite sources * Use details to develop their arguments * Use notes to develop their counterclaims |
| **CONTENT:** | |
| **Novels**  *Swallowing Stones* by Joyce McDonald  *Speak* by Laurie Halse Anderson  *Stuck in Neutral*  by Terry Trueman  *The Wave* by Todd Strasser  *Tuck Everlasting* by Natalie Babbitt  **Plays**  *Romeo and Juliet* by William Shakespeare  *Oedipus Rex* by Sophocles  *Macbeth* by William Shakespeare  **Short Stories**  “The Two Brothers” by Leo Tolstoy  “The Lottery” by Shirley Jackson  “The Scarlet Ibis” by James Hurst  **Nonfiction**  *Never Cry Wolf* by Farley Mowat  Terry Schiavo case  Cults (Waco, Texas)  **Speeches**  Speeches from various dictators. See link under resources  **Film**  *Bowling for Columbine*  *Bullies*  *My Sister’s Keeper*  *Million Dollar Baby* | |
| **VOCABULARY:** | |
| Persuasive, Claim, Argument, Relevant, Counterclaim, subjective and objective | |
| **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 write an ongoing journal that makes them explain their ideas, thoughts and views on a daily basis. This will enable them to get used to providing a *why* in writing. * Paragraph writing will occur on a regular basis where students must have a clear position (thesis statement), explanation, pieces of evidence and concluding sentence. This will enable them to see the pieces of a larger essay on a smaller scale and make the pieces more accessible. * When reading a text students will have to extrapolate quotes and proper information to prove their point in writing. Students will use proper citation, and use a checklist of the pieces so that they are aware of the steps and guidelines they must follow. * Student will write essays and expand into narrative writing. Students will be given prompts to provide ideas of tone, mood, and character- and then students will continue the story in their own style and creative means using proper standard written English.   + Ex. “It was a dark and stormy night…” (for mood and setting)   + Ex. Create a continuation of a play (For example *A Doll’s House* by Henrik Ibsen is in three acts, so tell students to create a fourth act. This will show comprehension and style and character understanding as well. * Teacher will assess students organizer methods (collection and rubric evaluation of graphic organizers) | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * Write a well developed argumentative essay in which you choose a position, use textual evidence to support your claim and correctly cite your sources.  1. Topics include: Gun control, dress code, censorship, abortion, euthanasia, protection of endangered wildlife, freedom to marry whom you choose, making your own choices in life, destiny versus freewill, cell phone use in school.   \*Topics correlate to the content above   * Write a letter to your parents asking them to change your curfew, allowance, computer usage, allowing you to date, etc. Provide at least three reasons to convince your parents to change their minds. * Silent debate (peer counter arguments) | |
| **RESOURCES:** | |
| [www.soundboard.com/sb/World\_**Dictator**\_**Speech**.aspx](http://www.soundboard.com/sb/World_Dictator_Speech.aspx)  <http://www.primaryresources.co.uk/english/englishD10.htm>  <http://www.webenglishteacher.com/argument.html>  MLA Handbook, Junior Great Books Shared Inquiry | |
| **TECHNOLOGY INTEGRATION:** | |
| SmartBoard, Internet, Projector | |