**CURRICULUM MAP Writing 10 Grades 11-12**

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

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Writing 10: Range of Writing**  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  **Grade 11-12 Specific Standard:**  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and  audiences. | Students will be able to contribute and participate in a varied daily writing program. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * Why does an educated person write daily? * How does the use of daily writing create literate individuals who can function in the world? * How does a daily writing routine help us to reflect upon the world around us? * How does writing daily help us to improve our writing practice and technique? * How does daily writing help to build a literate society? * How does a society use social media to communicate ideas and interests?   **Topical Questions:**   * How can we write several papers which vary in length, task, purpose complexity and intended audiences over on a regular basis? * Why do we text, blog, Tweet, and use Facebook to message each other? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * How to write various types of responses * How to address their audience based on the task * How to effectively use domain vocabulary | **Students will be able to. . .**   * Write various types of responses (reflective, persuasive, research). * Complete tasks in the time allotted. * Develop a daily writing routine * Identify steps in the long-term writing process |
| **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  “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 | |
| **VOCABULARY:** | |
| Reflective writing, persuasive writing, research, narrative, expository, memoir, first person narrative, point of view, cause and effect, eyewitness account, interview/report, descriptive, opposing ideas, response, informative, process, citations | |
| **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.). | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * 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 | |