**CURRICULUM MAP Writing 2 Grades 9-10**

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

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| UNIT TITLE: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Writing 2: Text Types and Purposes**  Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  **Grade 9-10 Specific Standard:**  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.  c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.  e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | Students will be able to write expository texts. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * What is a writer’s responsibility / duty in informing readers? * How does writing to inform help us better express our ideas? * What effective techniques or rhetorical strategies do writers employ to inform an audience? * What’s the best way to explain a task? * What are the different ways to explain a procedure to another person? * How can we write informative/explanatory texts to examine and convey complex ideas, concepts, and information? * How do we select and sift through information that is relevant to our topic? How can we integrate information in various forms into our topic? How can we use narratives to engage our readers? How can we use narrative techniques to improve our writing?   **Topical Questions:**   * **a**: What do graphs, tables, pictures, or other visual aid do to enhance your writing? How do these things help a reader to understand your topic better? * **d**: Why is it important to use language that is specific to your topic? Why should you use vocabulary that is aligned with your audience? * How do writers develop and demonstrate technical writing skills that provide information related to real-world tasks? * How can an author explain a task? * How can we effectively introduce a topic; organize complex ideas, concepts, and information in order to make important connections and distinctions between concepts as we convey our ideas through writing? * How do the use of quotations and clear examples enhance the development of a selected topic? * How can we establish a clear tone through formal writing by using appropriate transitions? * How can we conclude an argument so that the reader is motivated to think about the argument made? * How does organization of information create an effective expository essay? | |
| **KNOWLEDGE:** | **SKILLS:** |
| * **Students will know. . .** * The difference between explanatory and informative texts * How to introduce a topic * How to use rhetorical techniques to engage the audience * How to write for a specific audience * How to organize complex ideas * How to use multimedia to enhance writing * How to select significant and relevant facts * How to introduce a topic * How to use an outline to organize ideas * How to use domain specific vocabulary to support analysis of topic * Elements of an expository response | * **Students will be able to. . .** * Create a topic/thesis statement * Maintain and establish a formal style in writing * Create cohesion within their writing * Format writing so that ideas are organized and structured * Use other types of resources to enhance their arguments * Choose and develop a topic * Use relevant facts, details and quotations in their writing * Write an effective expository essay * Write an effective conclusion that summarizes key details |
| **CONTENT:** | |
| **Novels**  Independent reading library  *Swallowing Stones* by Joyce McDonald  *Speak* by Laurie Halse Anderson  *Stuck in Neutral*  by Terry Trueman  *The Odyssey* by Homer  Greek Mythology  **Plays**  *Romeo and Juliet* by William Shakespeare  *Oedipus Rex* by Sophocles  **Short Stories**  “The Two Brothers” by Leo Tolstoy  “The Lottery” by Shirley Jackson  “The Scarlet Ibis” by James Hurst  “The Most Dangerous Game” by Richard Connell  **Nonfiction**  *Never Cry Wolf* by Farley Mowat  Terry Schiavo case  **Film**  *Bowling for Columbine*  *Bullies*  *My Sister’s Keeper* | |
| **VOCABULARY:** | |
| Expository, Explanatory, Informative, Rhetoric, Tone | |
| **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 critique written works using a checklist and rubric to see what works and what does not in a particular piece of writing. This can be either a peer’s work, or a published author.   + Students will answer questions such as: *What works about this thesis statement? What can this writer do to improve the flow of his/her sentences? How can the writer adjust and enhance their message using different word choice? Or, how did the writer effectively create the argument, style , tone, etc.?* * Students will begin to use the terminology associated with essay writing: topic sentences, thesis, evidence, quote, body, conclusion, opening, transitions, etc.   + This can occur in a multitude of ways- ex. In reflection pieces about their writing. *What was the hardest part? What is your strength in this essay? What is your weakness? What sentence do you particularly feel is strong and why?* * 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. * Students when reading a text will have to extrapolate quotes and proper information to prove their point in writing. Proper citation will occur, and a checklist of the pieces should be given to the students so that they are aware of the steps and guidelines they must take. | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * Write a book review based upon your independent reading book. Consider the following question when writing your review: *What works about this thesis statement? What can this writer do to improve the flow of his/her sentences? How can the writer adjust and enhance their message using different word choice? Or, how did the writer effectively create the argument, style, tone, etc.?* * Create a “How to Manual” explaining the steps and procedures for a chosen and researched topic. * Create a Brochure informing the reader about your neighborhood, country or your favorite vacation destination. OR Create a Brochure informing the reader about the setting in your independent reading book. | |
| **RESOURCES:** | |
| <http://www.readwritethink.org/classroom-resources/student-interactives/readwritethink-printing-press-30036.html>  <http://teacher.scholastic.com/writewit/bookrev/>  <http://www.writersweekly.com/this_weeks_article/000553_11062002.html> | |
| **TECHNOLOGY INTEGRATION:** | |
| Computers with internet access | |