**CURRICULUM MAP Writing 3 Grades 9-10**

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 9-10 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, 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.  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 consciousnesses 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? * How can we write well developed narratives drawn from experiences or events? * How does audience inform structure and purpose?   **Topical Questions:**   * **a**: Why is it important to engage your reader right away? What are some techniques to do this? What happens when an author is unclear? * **b**: How can you use dialogue to show what the characters in your narrative are feeling? * **f**: How can you include slang/dialect in your writing to make it more realistic? * How can writing help the writer communicate his/her feelings and express his/her creativity? * **b:** What stories do you like? Why do you like them? * **c:** How can we use writing techniques, well-chosen details, and well-structured event sequences to write an effective narrative? * How can narrative techniques such as the insertion of dialogue, description, multiple plot lines, characterization enhance our writing of a good narrative? * How can we incorporate an awareness of audience by providing a clear voice and diction keeping in mind a variety of cultural contexts? * How does an author/writer share their deepest stories? | | |
| **KNOWLEDGE:** | **SKILLS:** | |
| **Students will know. . .**   * How to identify a narrative * How to establish voice * How to engage and shift diction based on audience * How to write creatively using a narrative * How to develop real or imagined experiences * How to sequence their ideas * How to select a point of view and develop a narrator * How to introduce conflict * How to use narrative techniques, such as dialogue, voice, tone and sensory details | **Students will be able to. . .**   * Write narratives * Use narrative techniques such as dialogue, characterization and description * Distinguish and maintain voice in a particular context (based on cultural, historical, time or place) * Use a variety of styles of writing to engage specific audience * Use a variety of techniques that build a sequence * Establish multiple points of view * Brainstorm ideas/events * Write an effective narrative response * Use dialogue to develop characters * Use sensory details to create vivid images * Develop a conflict and the resolution * Write to a specific audience | |
| **CONTENT:** | | |
| **Novels**  Independent reading library  *House on Mango Street* by Sandra Cisneros  *Speak* by Laurie Halse Anderson  *Stuck in Neutral*  by Terry Trueman  *Living Up the Street* by Gary Soto  *Night* by Elie Wiesel  *The Pearl* by John Steinbeck  *Anthem* by Ayn Rand  *If You Come Softly* by Jacqueline Woodson  **Plays**  *Brighton Beach Memoirs* by Neil Simon  *A Doll’s House* by Henrik Ibsen  *Romeo and Juliet* by William Shakespeare  **Short Stories**  “A Wife’s Story” by Ursula K. LeGuin  “The Tell-Tale Heart” by Edgar Allan Poe  “The Cask of Amontillado” by Edgar Allan Poe  “The Scarlet Ibis” by James Hurst  **Nonfiction**  Available biographies and autobiographies  **Film**  *Radio Flyer*  *Ferris Bueller’s Day Off*  *Brighton Beach Memoirs* | | |
| **VOCABULARY:** | | |
| Voice, Tone, Perspective, Sequence, Characterization, Conflict, Author’s purpose | | |
| **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?) | | |
| * 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. * Student will write, not only in essay styles, but begin to write a narrative. Prompts may be given to give ideas of tone, mood, and character- and then students can 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, tell students to create a fourth act. This will show comprehension and style and character understanding as well. * Students will use themes, concepts, point of view, and techniques from examples to practice their own narratives.   + Example #1: After reading “The Metamorphosis” by Franz Kafka, students will write a paper that shows their won metamorphosis into an idea that demonstrates their inner self. Students will use the style and organization that Kafka himself uses and give a paragraph reflection at the end explaining their process and why.   + Example #2: Students will have to role play and be a reporter and write an editorial of a scene in a work they have been reading (The fears of the townspeople in *Beowulf*), obituary (of Emily Grierson in “A Rose for Emily” or Willy Loman in *Death of a Salesman*), review of a product (Antigerisol in “Tomorrow, tomorrow and tomorrow” by Kurt Vonnegut)   + Examples #3: Retell the story of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in a new characters perspective that was not given the “spotlight” (Caliban in *The Tempest)* | | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | | |
| * After reading Sandra Cisnero’s *House on Mango Street*, write a narrative vignette on one of the following topics: Your name, your house, your family, your hair, your neighbors or your culture * Using the techniques of a narrative response, write an additional chapter to \_\_\_\_\_\_\_\_\_\_.   Ex. “The Most Dangerous Game” by Richard Connell ends with Rainsford killing the Gerneral and sleeping in his bed. Connell leaves the reader wondering what Rainsford will do now that the General is dead. Will he simply go home? Or does he become the next General Zaroff? In a original narrative account, describe Rainsford’s adventure when he wakes up the next morning.   * Maintain a daily diary in which you discuss important events, emotions, memories, questions, etc. Be sure to write in the first person narrative and follow the techniques of a narrative response. | | |
| **RESOURCES:** | | |
| <http://www.tengrrl.com/tens/006.shtml>  <http://www.greatsource.com/iwrite/students/s_narr_graph_org.html>  <http://diary.writing.my/tips/DiaryWriting.html> | | |
| **TECHNOLOGY INTEGRATION:** | | |
| Computers with Internet access and Microsoft Word  Smartboard | | |