**CURRICULUM MAP Writing 5 Grades 11-12**

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

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Writing 5: Production and Distribution of Writing**  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **Grade 11-12 Specific Standard:**  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 55.) | Students will be able to utilize the writing process to develop and strengthen their writing. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * How can the writing process produce powerful and meaningful pieces of texts? * How does the writing process help create a sense of community? * How does editing and revising help develop more efficient writers? * Why is the writing process recursive? * How does a writer develop an idea into a polished piece of writing? * How can we engage in effective editing of our writing?   **Topical Questions:**   * 5a) What are the steps in the process from idea to finished product? * How did Stephen King get on the bestseller list? * 5b) How can we revise our writing by reevaluating the contents for the purpose of refining the focus of our writing? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * The elements of the writing process * The importance of revision * What constitutes a polished piece of writing | **Students will be able to. . .**   * Engage in the writing process for a variety of writing pieces * Utilize strategies to revise and strengthen writing * Set expectations for a sophisticated and polished piece of writing |
| **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:** | |
| Editing, revision, brainstorming, tweaking | |
| **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 journal about their learning after each step of the writing process (self-assessment) * Using a writing workshop model, students will engage in review and revision of a variety of written texts * Students create posters detailing and explaining the elements of the writing process for their peers | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * Students write peer-review sheets developed from a peer-review conference * Develop an idea through a variety of pre-writing activities such as brainstorming, mapping, etc. * Plan a written piece through outlining * Write a first draft using an outline/plan for guidance * Critique a written product in a peer-editing/peer-review group * Revise a written piece incorporating suggestions from peer-review * Publish a written piece on a class blog for peer-review and comment | |
| **RESOURCES:** | |
| Writing Process posters, [www.lehman.edu/deanedu/litstudies/nycwriting.html](http://www.lehman.edu/deanedu/litstudies/nycwriting.html) | |
| **TECHNOLOGY INTEGRATION:** | |
| Smart Board, laptops, teacher-created blog | |