**CURRICULUM MAP Writing 6 Grades 11-12**

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

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Writing 6: Production and Distribution of Writing**  Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.  **Grade 11-12 Specific Standard:**  Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. | Students will be able to integrate technology to produce, publish, and collaborate on various writing projects. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * What role does technology play in fostering communication, collaboration and cooperation? * How can technology facilitate more efficient and organized production and publication procedures? * How does the individual use technology to market himself in the virtual world? * How does blogging, twittering and social networks help develop a diverse community of writers? * How has technology affected the gathering and dissemination of information? * 6a) How can we incorporate technology as a tool to publish our writing?   **Topical Questions:**   * How can technology serve as a tool for updating and sharing written work? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * How to use various search engines to gather information * How to select credible sources * How to use blogging to share their writing * How to respond and provide feedback | **Students will be able to. . .**   * Create a blog * Publish their work for public viewing * Collect sources via the internet * Refine internet searches to produce better products |
| **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:** | |
| * Wikispace, upload, download, published piece, proofreading, blog, query, PowerPoint | |
| **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**:   * Students will write in the perspective of various characters.   + Ex: Students will create a Facebook page for the various characters in \_\_\_\_\_\_\_\_\_\_\_. Students will then capture the personality of their characters by posting on each other’s walls. * Students will create and publish a final chapter to \_\_\_\_\_\_\_\_\_\_\_. Students will then critique the final chapter and describe what they liked/disliked about the section. * Students will write a sonnet (or possibly any other poetic form) as a group through chain email.   **Self assessment:**   * Create a blog in which you discuss the difficulties of creating the final chapter. * Describe what inspired you to write the final chapter as you did. * What changes would you make as a result of the feedback you received from your peers? | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * Students will participate in an online discussion board from the perspective of various literary characters. * Students will develop and publish the first chapter of the sequel to a text. * Create and maintain a class newspaper / newsletter. * Students will work to create a PowerPoint presentation to show the process of writing. * Request information through well-written email inquiries regarding internships, college admissions, summer jobs. * Writing and submitting a cover letter and resume for teacher and peer review. | |
| **RESOURCES:** | |
| * Internet * Publishing software * Microsoft PowerPoint, Word * SmartBoard * LCD Projector * Wordpress.com * MLA Handbook | |
| **TECHNOLOGY INTEGRATION:** | |
| * Wiki space * Blog * Internet. * Publishing software. * Microsoft PowerPoint, Word * SmartBoard * LCD Projector * Wordpress.com * MLA webpage link | |