**CURRICULUM MAP Writing 6 Grades 9-10**

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

|  |  |
| --- | --- |
| 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 9-10 Specific Standard:**  Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. | 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? * How can we incorporate technology as a tool to publish our writing? * How can we conduct a research project? What does research entail? How is research used to broaden our cultural landscape?   **Topical Questions:**   * Why is it important to make your published work appealing to an audience? How does the use of technology enhance your final product? * How does technology contribute to the sharing and collaboration of literary works? * How can technology serve as a tool for updating and sharing written work? * How do e-databases support all forms of writing? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * Value of materials * How to alter their writing to suit different programs and technological formats * How their writing will be accessed and by whom once its published on the world wide web * How to access appropriate websites and other internet sources. * How to access and use e-databases. * How to identify credible sources. * How to organize an effective essay of various forms. * How to use Microsoft Word and other related publishing software. * How to develop an essay using sufficient and appropriate elements. * How to record and disseminate relevant info with diverse audiences. | **Students will be able to. . .**   * Use the internet to publish work * Use the internet to access proper and useful information * Use technology to present their writing * Write for blogs, web based documents * Write for PowerPoint and word processing programs * Write for social networking sites * Utilize electronic sources info gathering, organizing, and dissemination. * Select appropriate e-database articles. * Make use of varied credible sources in writing. * Write a fully developed essay. * Experiment with various organizational structures. * Determine the appropriate length and styles for various essays. * Collaborate and communicate effectively with various audiences. |
| **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  *Grimms Fairytales* by Wilhelm and Jakob Grimm  **Plays**  *Brighton Beach Memoirs* by Neil Simon  *A Doll’s House* by Henrik Ibsen  **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*  *Brighton Beach Memoirs* | |
| **VOCABULARY:** | |
| Internet, *Power Point*, Blog, Discussion board, *E-board*, URL, website, formatting, insert, slideshow, produce , publish, presentation | |
| **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?) | |
| * Teacher will use an online discussion forum where students will have to respond to a post by the teacher, and a response from another student to practice appropriateness on the internet and how to create writing discussions on a Blackboard or E-board type application. * Students will have to type their work on a regular basis to get used to using Word or any word processing program to focus and format their work appropriately. | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * Students will write a paper explaining appropriateness of voice, tone and content in different contexts. What does a sentence on Facebook look like? A blog? A word document? Aside from the writing portion students can make projects such as poster boards- do and don’t lists and scenarios (acting activities) to show how wording, style and voice can affect message. * Students will use technology to share their comprehension of a text- using a Power Point presentation (For example: group on a particular story- each student will have to create a slide on character, point of view, vocabulary, symbolism, popular quotes) | |
| **RESOURCES:** | |
| ClassJump.com | |
| **TECHNOLOGY INTEGRATION:** | |
| Smartboard, Power Point, Word Processor, Microsoft Publisher | |