**CURRICULUM MAP Writing 7 Grades 9-10**

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

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Writing 7: Research to Build and Present Knowledge**  Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  **Grade 9-10 Specific Standard:**  Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when  appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  a. Explore topics dealing with different cultures and world viewpoints. | Students will be able to understand and use research methods and processes to build knowledge. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * How can proper management of information lead to greater personal power? * How can the process of finding information for a research project help in finding info about potential careers? * How does the study of research methods help the individual find what he or she needs? * How does research help build a better understanding of the subject under investigation? * Why is it important to us a variety of sources when researching a topic? * How have various Americans been motivated to contribute to American society? * How does a research paper allow us to argue and support an idea? * How can meaningful research projects sharpen inquiry and synthesis skills? * How is plagiarism avoided? What makes information useful?   **Topical Questions:**   * Why is it important to have more than one source of information in your writing? What are the benefits of exploring other cultures and writing about them? * What research steps do writers use? * 7b) What is research? * 7c) How can engaging in meaningful research to explore a variety of viewpoints across cultures and time periods broaden our capacity to effectively inquire about a topic, synthesize relevant information and make insightful connections? * How can a thesis relating to multi-cultural topics best be supported by research? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * How to conduct research * Resources to access for good researching * How to use the research to prove their argument * How to conduct short as well as more sustained research project. * How to generate and answer questions. * How use databases, and historical archives. * How to identify and synthesize multiple credible sources. * How to organize an effective essay of various forms. * How to develop an essay using sufficient and appropriate elements to show thorough understanding. * How to record and disseminate relevant info with diverse audiences. * How to topics of varying cultures and worldviews. | **Students will be able to. . .**   * To determine the proper resources needed to address their topic * Determine validity of documents included in their resources * How to cite clearly and accurately to avoid plagiarism * Synthesize information gathered to enhance their writing * Use common organization skills to gather resources successfully * Generate a research topic * Utilize electronic sources info gathering, organizing, and dissemination. * Answer question with supporting evidence. * 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  **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  *The New York Times*  **Film**  *Radio Flyer*  *Brighton Beach Memoirs* | |
| **VOCABULARY:** | |
| Research, Citation, Work cited, bibliography, support, evidence, accuracy, plagiarism, MLA, APA, database, relevant, synthesize, topic, thesis | |
| **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 be aware of appropriateness of internet resources when conducting research by giving reasoning to why where they found the information is credible. * Students will follow the techniques and guidelines of MLA, APA citation in their research writing works. | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| I-Search: a self generated topic that students research and produce a paper as a preliminary product.  Students will be given a topic/author/book/time period to research to enhance a unit that has been ongoing in their class. This research paper will help students further their research and citation skills, and see the importance of gathering information to enhance their knowledge on a subject. | |
| **RESOURCES:** | |
| MLA and APA Handbook  www.citationmachine.net | |
| **TECHNOLOGY INTEGRATION:** | |
| Smart Board, lap tops and various interactive websites | |