**CURRICULUM MAP Writing 8 Grades 11-12**

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

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Writing 8: Research to Build and Present Knowledge**  Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  **Grade 11-12 Specific Standard:**  Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a  standard format for citation. | Students will be able to accurately assess, gather, and cite credible and varied sources. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * How can respectfully using others ideas and intellectual property enhance a greater world view? * How does the individual determine what is relevant in the information age? * What is the value of gathering credible sources? * How does proper citation of sources eliminate plagiarism? * Why is it important to use legitimate sources that are relevant to the topic? * Why is it important to give proper attribution to research sources? * Why is stealing ideas wrong? * How can glean relevant information from print as well as digital texts as we engage in research?   **Topical Questions:**   * How can we use both print as well as digital information to gather meaningful information during the research process? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * How to accurately cite sources * How to select relevant sources * How to use multiple sources * How to determine credible sources from non-credible sources | **Students will be able to. . .**   * Create a works cited pages * Avoid plagiarism by using proper citing techniques (quotations, paraphrasing, etc) * Use various sources |
| **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:** | |
| Database, GALE group, Relevant and valid vs. irrelevant and non-credible (Wikipedia), bias, | |
| **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 both an APA and MLA bibliography. * Students will use appropriate footnoting and citing sources techniques to avoid plagiarism.   **Self assessment:**   * Students will use MLA and APA handbooks to verify the validity of their work. * How did you determine which sources were relevant to your research? * What was difficult in finding relevant sources? | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * Mini-lesson: the difference between paraphrasing and quoting. * ‘Telephone’ activity (either orally or written). Students given a factual statement, the statement must passed among 2-3 other classmates to be re-phrased and eventually checked for accuracy. * Mini-lesson: use of a thesaurus as a tool to be used in paraphrasing. * Mini-lesson: effective methods to pull and pare quotes. * Explore [www.noodletools.com](http://www.noodletools.com) to assist students with citing work used. * Mini-lesson: correct ways for citing information from various formats to include, text, internet, video etc. * Take students to library or computer lab and demonstrate effective use of databases (GALEgroup). * Students will research a chosen topic using valid and credible resources and compare and contrast that info with info found via a general google search. * ‘Shrinking notes’ activity (ehow.com) | |
| **RESOURCES:** | |
| [www.noodletools.com](http://www.noodletools.com), thesaurus, MLA handbook, APA handbook | |
| **TECHNOLOGY INTEGRATION:** | |
| [www.noodletools.com](http://www.noodletools.com), SmartBoard, LCD projector | |