**CURRICULUM MAP Writing 8 Grades 9-10**

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 9-10 Specific Standard:**  Gather relevant information from multiple authoritative print and digital sources, using  advanced searches effectively; assess the usefulness of each source in answering the research  question; integrate information into the text selectively to maintain the flow of ideas | 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:** | |
| **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  *Animal Farm* George Orwell  *Lord of the Flies*William Golding  **Plays**  *Brighton Beach Memoirs* by Neil Simon  **Short Stories**  “A Wife’s Story” by Ursula Le Guin  “The Tell-Tale Heart” by Edgar Allan Poe  “The Cask of Amontillado” by Edgar Allan Poe  **Nonfiction**  Available biographies and autobiographies  **Film**  *Bowling for Columbine*  *Brighton Beach Memoirs* | |
| **VOCABULARY:** | |
| Database, GALEgroup, 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 | |