**CURRICULUM MAP Writing 9 Grades 11-12**

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

|  |  |
| --- | --- |
| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Writing 9: Research to Build and Present Knowledge**  Draw evidence from literary or informational texts to support analysis, reflection, and research.  **Grade 11-12 Specific Standard:**  Draw evidence from literary or informational texts to support analysis, reflection, and  research.  a. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American  literature, including how two or more texts from the same period treat similar themes or topics”).  b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g.,  *The Federalist*, presidential addresses]”). | Students will be able to incorporate evidence from fiction and non-fiction into their writing. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * How can understanding literature in various forms help society improve * How does the use of multiple sources create sound opinions about relevant topics? * How do concrete facts from informational texts help support analysis, reflection and research? * Why is it important to use an author’s exact words to support our criticism of a “text”? * How does criticism affect your reading of a text? * How are we influenced by what other people say about a book? * Why do the opinions of other people matter?   **Topical Questions:**   * What do Freud’s views of the Oedipal Complex affect the reading and interpretation of Hamlet? * b) How did Freud’s views of the Oedipal complex in Hamlet affect various movie versions (Lawrence Olivier, Mel Gibson)? * d) How can we effectively analyze relevant information provided in literary and informational texts? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * How to draw evidence from the text. * How to make connections between texts with similar themes. * How to identify a controlling idea between texts | **Students will be able to. . .**   * Develop a controlling idea * Utilize evidence from the text to support the controlling idea * Analyze fiction and non-fiction texts |
| **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:** | |
| * Proposition, thesis, refutation, premise, theme, precedent, claim, evidence, argument, deductive / inductive reasoning, subordination, coordination | |
| **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 be able to write a controlling idea essay. * Ex. What do the poem \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and the story \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reveal about life? * Students will write a critical lens essay. * Ex. Explain how the quote relates to two works of literature we have read in class. * “Power corrupts, absolute powers corrupts absolutely.”   **Self assessment**:   * Students will use the New York State Regents rubric. * Students will use a teacher constructed graphic organizers/organizational template to outline their essay. * What are my strengths and weaknesses in writing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * Cognitive and thematic mapping with overlapping themes. * Venn diagram to see similarities / differences between texts (biographical vs. literary - eg. Mary Shelley - *Frankenstein*) * Compare/reconcile the cultural and religious background of an author to one of their works * Prepare a position paper between two differing literary character which might lead to a class debate. (Eg. Is Frankenstein justified in trying to destroy his own father?) | |
| **RESOURCES:** | |
| * Factual historical information to relate to novel / story. | |
| **TECHNOLOGY INTEGRATION:** | |
| * SmartBoard, online databases, LCD projector. | |