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

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

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| 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 9-10 Specific Standard:**  Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).  b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). | 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? * How is writing a part of our everyday lives? When do we use writing?   **Topical Questions:**   * When using primary and secondary sources, how can you determine what to incorporate into your writing? How can you put information from various sources into your own words? How can you cite your sources? * How do good writers use evidence to support their claims? * What does Orwell’s “lost” introduction to Animal Farm tell us about his purpose? * d) How can we effectively analyze relevant information provided in literary and informational texts? * How might a newspaper misinform the public showing lack of journalistic integrity? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * How to integrate information from fiction and non-fiction texts * How to select and incorporate evidence from literary or informational texts into writing. * How to use texts to support analysis, and research. * How to identify and incorporate various literary elements and themes. * How to evaluate the sequence of events, causal relationships and make connections. * How to evaluate writing and arguments for logic and support. * How to determine the thematic and structural differences among various genres. * How to analyze various genres according to structure, information, and author’s purpose. | **Students will be able to. . .**   * Incorporate evidence from fictional texts into writing * Incorporate evidence from non-fiction texts into writing * Use evidence to support, reflect and respond * Utilize evidence from literary or informational texts in responses. * Use and select texts to support analysis, reflection, and research. * Identify and include various literary elements and themes in responses. * Evaluate the sequence of events, causal relationships and make connections. * Evaluate writing and arguments for logic and support. * Respond to thematic and structural differences among various genres. * Analyze various genres according structure, information and author’s purpose. |
| **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:** | |
| Evidence, Research, Synthesize, Informational, Citation, Analysis | |
| **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 when reading a text will have to extrapolate quotes and proper information to prove their point in writing. Proper citation will occur, and a checklist of the pieces should be given to the students so that they are aware of the steps and guidelines they must take. * Students will work together to develop a rubric that looks at the various aspects of the writing product: meaning, development, organization, language, and grammar/conventions.   Self-Assessment   * After a prolonged writing process, determine the steps you took and which were effective and which were not (writing reflection sheets, exit cards, etc.). | |
| **ACTIVITIES:** | |
| * Students will write an essay after completing a pre-writing activity. Then, students will number all of the parts of the essay based on the various requirements of that assignment. If all of the numbers are not there, then they will rewrite accordingly. * Students will conduct research on a topic and will use pre-writing techniques to use that research to compose a first draft of that essay. Students will work together to edit and revise their work. * Students will write essays integrating fictional and non-fictional texts. For example, William Golding’s Pulitzer Prize speech regarding *Lord of the Flies* with the text. Students will have to draw upon ideas and topics that Golding shares about the novel and connect it to particular scenes and characters that are being addressed. | |
| **RESOURCES:** | |
| www.Readwritethink.org  [www.teachingliterature.org](http://www.teachingliterature.org)  <http://www.dailygrammar.com/>  [www.collegeboard.com](http://www.collegeboard.com) | |