

9th grade RWW CURRICULUM MAP 08-09

Erica Doyle and Jennifer Onopa

Essential Questions: How do words change worlds? How can literacy set us free?

Intro to RWW	Media Literacy	Human Rights	Utopia/Dystopia	Poetry	Open Unit/Reflection and Revision
<p><u>Unit Questions:</u></p> <p>How can we establish routines in reading and writing?</p>	<p><u>Unit Questions:</u></p> <p>What is the purpose of different media?</p> <p>How does media affect our view of the world?</p> <p>How does media impact the election?</p>	<p><u>Unit Questions:</u></p> <p>What are human rights?</p> <p>How are human rights maintained? Abused?</p> <p>What is globalization?</p> <p>How does globalization impact our rights?</p>	<p><u>Unit Questions:</u></p> <p>What does our future look like?</p>	<p><u>Unit Questions:</u></p> <p>What is the language of poetry?</p> <p>How have poets used poetry to express different ideas about the world</p>	<p><u>Unit Questions:</u></p> <p>How have we grown as readers and writers?</p> <p>How can we share our knowledge with the community?</p> <p>What steps do we need to take for our continued growth?</p>
<p><u>Texts:</u></p> <p>Mentor texts from class library</p>	<p><u>Texts:</u></p> <p>-selected media pieces from students</p> <p>-media selections from media lit websites</p> <p>-DVD <i>Journey Through the Red, White and Blue</i></p> <p>--Kelly Tsai video</p>	<p><u>Texts:</u></p> <p>-<i>Sold</i> by Patricia McCormick</p> <p>-excerpts from <i>Beasts of No Nation</i>, <i>Long Way Gone</i> (Ishmael Beah)</p> <p>--<i>Copper Sun</i> (Sharon Draper)</p> <p>-nonfiction texts on human rights, globalization</p> <p>--<i>Blood Diamond</i></p> <p>--<i>Born Into Brothels</i></p> <p>--<i>Ethnic Notions</i></p> <p>--<i>Who Killed Vincent Chin</i> or <i>Yellow Tale Blues</i></p>	<p><u>Texts:</u></p> <p>-<i>The Last Book in the Universe, 1984, V for Vendetta, the Matrix, Brave New World, Parable of the Sower, Fahrenheit 451</i></p>	<p><u>Texts:</u></p> <p><i>Bronx Masquerade</i> (Nikki Grimes) or <i>Orphea Proud</i> (sharon dennis wyeth), <i>Brutal Imagination</i> (Cornelius Eady), <i>Jane: A Murder</i></p>	<p><u>Texts:</u></p> <p>--Independent reading books</p> <p>--Whole class books from the year</p> <p>--Student-produced work</p>

<p><u>Strategies:</u></p> <p>Visualization, Making Connections</p> <p>Questioning</p> <p>Making Inferences Monitoring for Meaning Goal-setting Accountable talk Group-building understanding writing cycle</p>	<p><u>Strategies:</u></p> <p>-Analysis of media production, message, purpose, and audience</p> <p>-use and misuse of evidence</p> <p>-traits of ideas, organization, conventions</p> <p>-intro to literary criticism</p>	<p><u>Strategies</u></p> <p>-continue literary criticism (feminist lens, Marxist lens)</p> <p>-literary techniques (characterization, imagery, diction/style, mood, etc.)</p>	<p><u>Strategies:</u></p> <p>-literary criticism</p> <p>-literary techniques</p> <p>-interviewing</p> <p>-nonfiction reading (focus on scientific/technology topics)</p> <p>-literature circles</p>	<p><u>Strategies</u></p> <p>-metaphor, analogy, onomatopoeia, scansion, rhythm, meter, rhyme, personification</p> <p>-forms: persona, sonnet, pantoum, villanelle, sestina</p>	<p><u>Strategies:</u></p> <p>-Revision</p> <p>-Oral presentation</p> <p>-Goal-setting</p> <p>-Reflection/being metacognitive</p>
<p><u>Products:</u></p> <p>-Daily reader's notebook entries -First published piece of writing -Friday Fishbowl discussions</p>	<p><u>Products:</u></p> <p>-persuasive or informative piece of writing -production of a piece of media (PSA, print ad, or short video) -debates on different topics</p>	<p><u>Products</u></p> <p>-historical fiction or issue-based narrative writing piece</p>	<p><u>Products:</u></p> <p>-analytical/speculative essay about future, using evidence from readings, literature -lit circle presentations</p>	<p><u>Products:</u></p> <p>-poetry slam? -publish class poetry or writing anthology --compare/contrast essay</p>	<p><u>Products:</u></p> <p>-Roundtable -Portfolio of final work -Reflection paper/cover letter -Visual representation of the year's work</p>

10th grade RWW CURRICULUM MAP 08-09

Cynthia Kravetz and Hannah Russell

Essential Questions: Why do people write? Can words change the world?

Intro to RWW	Memoir	Literary Analysis	Project Interview	I-Search	Persuasion
<p>Unit Questions: How can we establish routines in reading and writing?</p> <p>Who are you as a reader and writer?</p>	<p>Unit Questions: How does a writer use memoir to explore his or her own identity?</p> <p>Can reading and writing memoir widen a person's "universe of obligation"? (connection to Humanities 10)</p>	<p>Unit Questions: How can we use critical lenses to "read the world?"</p> <p>How does reading with critical lenses sharpen one's reading?</p> <p>(What is the Marxist lens? Feminist lens? New Criticism?)</p>	<p>Unit Questions: Are we connected the personal stories of others?</p> <p>Can history be told through the stories of individuals?</p> <p>Can listening to and writing about the stories of others widen a person's "universe of obligation"? (connection to Humanities 10)</p>	<p>Unit Questions: What are the differences between narrative writing and expository writing?</p> <p>Can a writer use narrative writing to convey facts and information?</p>	<p>Unit Questions:</p> <p>Do you have the power to change people's minds?</p> <p>Can we change the world?</p>
<p>Texts: Mentor texts from class library</p> <p>Independent Reading Books</p>	<p>Texts: Selected vignettes from <i>Black White and Jewish</i> by Rebecca Walker</p> <p><i>Indian Education</i> by Sherman Alexie</p>	<p>Texts: HBO's <i>The Wire</i></p> <p>Sylvia Plath writing</p> <p>Poetry</p> <p>Modern Media: Advertisements</p> <p>Short Stories</p>	<p>Texts: Selected excerpts from <i>Gig</i></p> <p>Selected excerpts from <i>Where I Come From</i></p>	<p>Texts: Student selected research materials</p> <p>(documentary, photograph, surveys, charts, graphs, interviews, speeches, websites, articles, reference books)</p>	<p>Texts:</p> <p>Selected newspaper pieces</p>

<p>Reading/Writing Strategies:</p> <p>Visualization,</p> <p>Making Connections</p> <p>Questioning</p> <p>Making Inferences</p> <p>Monitoring for Meaning</p> <p>Goal-setting</p> <p>Accountable talk</p>	<p>Reading/Writing Strategies:</p> <p>Annotating and responding to text (making connections, determining significance)</p> <p>“blowing up a moment” in writing (ideas)</p> <p>showing instead of telling in writing (word choice)</p> <p>choosing what’s important in order to convey deeper meaning (ideas)</p> <p>understanding form – vignettes that center around a theme (organization)</p>	<p>Reading/Writing Strategies:</p> <p>Creating On, Between, and Beyond the Lines Questions</p> <p>Understanding writers' craft/literary elements & devices</p> <p>Making Inferences</p> <p>Discussion Skills</p> <p>Methods of Questioning the text</p> <p>Goal-Setting</p>	<p>Reading/Writing Strategies:</p> <p>Transcribing recorded speech (word choice, sentence fluency)</p> <p>Creating a first person narrator that is not the author (considering viewpoints)</p>	<p>Reading/Writing Strategies:</p> <p>Using signal words to understand non-fiction text</p> <p>Using non-fiction text features - captions, headings, graphics, subtitles, charts</p> <p>Distinguishing between different types of sources/evaluating validity of sources</p>	<p>Reading/Writing Strategies:</p> <p>Creating tension in writing</p> <p>Acknowledging alternative points of view</p> <p>Using evidence to support and opinion</p>
<p>Products/Assessments:</p> <p>Daily reader's notebook entries</p> <p>First published piece of writing</p> <p>Book Reviews</p> <p>Friday Fishbowl discussions</p>	<p>Products/Assessments:</p> <p>A collection of 4 vignettes that center around a particular theme connected to the writer’s identity</p> <p>Project Reflection</p>	<p>Products/Assessments:</p> <p>Literary Analysis Paper</p> <p>Advertising Analysis mini-essay</p> <p>Project Reflection</p>	<p>Products/Assessments:</p> <p>Written transcript of interview and 2 page monologue written in the voice of the interview subject</p> <p>Project Reflection</p>	<p>Products/Assessments:</p> <p>8-10 page paper that conveys information and the story of the search for that information (with footnotes and bibliography)</p> <p>Project Reflection</p>	<p>Products/Assessments:</p> <p>Persuasive Project based on student selected issue</p> <p>Project Reflection</p>