

# **CURRICULUM MAP for GRADE 12 ENGLISH EXPOSITORY AND CREATIVE WRITING**

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## **COURSE OVERVIEW: EXPOSITORY & CREATIVE WRITING**

Semester 1: Expository Writing is a skills-based course designed to help prepare students for the types of analytical reading, writing and thinking they'll need to do after graduating from Four Rivers. At the beginning of the semester, students start with a unit on Media Literacy and the Tech Landscape, wherein they discuss media bias and current tech themes, culminating in a research paper on a modern topic about technology and community. We later move into work on the senior Energy and Climate interdisciplinary expedition, wherein students produce a documentary film on an issue related to sustainability. That includes background research and a debate. As they move into documentary production, they'll complete a unit on Story and Screen. In this unit, they examine the fundamentals of documentary storytelling, including narrative writing for film and film editing techniques to support the production of their class documentary.

Semester 2: Creative Writing is a writing-intensive course designed to foster creative writing and analysis skills. The course is divided into fiction and poetry. Students read stories and poems from a variety of different styles, authors and time periods, and analyze what makes each piece

effective. These mentor texts are juxtaposed with shorter writing exercises. There is time each week for critique as well as independent writing. To finish the year in May, students revise their writing independently and with peers to produce a portfolio of their best work.

#### SEMESTER 1 UNITS:

1. Media Literacy and the Tech Landscape (September)
2. Research Writing (early October)
3. Expedition Background Knowledge (late October and November)
4. Story and Screen/ Expedition (November - February break)

#### SEMESTER 2 UNITS

1. Fiction (February - March)
2. Poetry (March - April)
3. Revision-fest (May)

## SEMESTER 1: EXPOSITORY WRITING

### GUIDING QUESTIONS

- Media Literacy and the Tech Landscape
  - How can I evaluate trustworthiness and bias in media?
  - How do technology and society reciprocally influence each other, and why is that important?
- Research Writing
  - How can I effectively convey the most important aspects of my topic?
  - How do I organize an extended research project?
- Expedition Background Knowledge
  - How do we stop the climate crisis?
- Story and Screen
  - How does a visual medium tell a story?
  - How do directorial choices influence the tone and meaning of a film?

### MAJOR TEXTS & RESOURCES

- Resources from AdFontes Media's Media Bias training
- Journal articles, blogs, TED talks on the modern tech landscape
- Boston Public Library databases, individual research articles
- *Regeneration* text
- 60-second documentaries
- selections from *Documentary Storytelling* by Sheila Curran Bernard
- selections from *Documentary Filmmaking: A Contemporary Field Guide* by John Hewitt and Gustavo Vazquez

### MAJOR LEARNING EXPERIENCES

- Source evaluation practice
- Technology and Community research paper
- Expedition pitches

- Documentary topic debate
- Documentary analysis short paper
- Expedition fieldwork
- Expert interviews
- Documentary filmmaking

## COURSE STANDARDS

### CRITICAL THINKERS: READING & ANALYSIS

Students can independently analyze a variety of texts and synthesize information from multiple sources and perspectives.

LEARNING TARGETS (Common Core Frameworks in parens)	FORMATIVE ASSESSMENTS (for learning)	SUMMATIVE ASSESSMENTS (of learning)
<ul style="list-style-type: none"> <li>• I can determine multiple themes or central ideas of a text. (RL.11-12.2)</li> <li>• I can objectively summarize an informational text.(RL.11-12.2)</li> <li>• I can cite strong and thorough evidence to support analysis of informational text. (RI.11-12.1)</li> <li>• I can analyze visual media using appropriate terminology. (RI.11-12.7)</li> <li>• I can determine a director's purpose in visual media. (RI.11-12.6)</li> <li>• I can evaluate the effectiveness of a director's choices in visual media. (RI.11.-12.5)</li> <li>• I can determine an author's point of view or purpose in a text with effective rhetoric. (RI.11-12.6)</li> <li>• I can evaluate multiple sources of information presented in different media or formats in order to address a question or solve a problem. (RI.11-12.7)</li> </ul>	<ul style="list-style-type: none"> <li>• Conferencing</li> <li>• Reading annotations</li> <li>• Small-group discussions</li> <li>• Whole-group discussion</li> <li>• Essay drafts</li> <li>• Research notes</li> <li>• Research paper drafts</li> </ul>	<ul style="list-style-type: none"> <li>• Short analysis papers</li> <li>• Tech and Community research paper</li> <li>• Debate notes</li> <li>• Documentary analysis paper</li> </ul>

### COMMUNICATORS: WRITING

Students can write informative and explanatory compositions with strong ideas, effective organization, and purposeful use of language.

LEARNING TARGETS (Common Core Frameworks in parens)	FORMATIVE ASSESSMENTS (for learning)	SUMMATIVE ASSESSMENTS (of learning)
<ul style="list-style-type: none"> <li>• I can write an analysis of substantive topics or text using valid reasoning and sufficient evidence. (W.11-12.1)</li> <li>• I can use the 6 + 1 Traits to write informative and explanatory texts. (W.11-12.2)</li> <li>• I can produce clear and coherent writing appropriate to task, purpose and audience. (W.11-12.4)</li> <li>• I can follow a standard format for citation. (W.11-12.8)</li> </ul>	<ul style="list-style-type: none"> <li>• Conferencing</li> <li>• Essay drafts</li> <li>• Research paper annotated bibliography</li> <li>• Documentary scripts</li> </ul>	<ul style="list-style-type: none"> <li>• Tech and Community research paper</li> <li>• Short analytical responses</li> <li>• Documentary analysis paper</li> </ul>

<ul style="list-style-type: none"> <li>• I can adjust my writing practices for different timeframes, tasks, purposes, and audiences. (W.11-12.10)</li> <li>• I can conduct research projects to answer a question or solve a problem. (W.11-12.7)</li> <li>• I can synthesize multiple sources on a subject. (W.11-12.7)</li> <li>• I can use advanced searches effectively. (W.11-12.8)</li> <li>• I can selectively integrate information into text, maintaining the flow of the piece. (W.11-12.8)</li> </ul>		
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## COMMUNICATORS: SPEAKING

Students can communicate thoughtfully and deliberately through discussions and presentations.

LEARNING TARGETS (Common Core Frameworks in parens)	FORMATIVE ASSESSMENTS (for learning)	SUMMATIVE ASSESSMENTS (of learning)
<ul style="list-style-type: none"> <li>• I can participate effectively in a range of collaborative discussions with diverse partners. (SL.11-12.1)</li> <li>• I can present information appropriate to purpose, audience and task. (SL.11-12.4)</li> <li>• I can adapt my speech for a variety of contexts and tasks, using formal English when indicated or appropriate. (SL.11-12.6)</li> <li>• I can strategically use digital media in presentations to enhance understanding of information and to add interest. (SL.11-12.5)</li> </ul>	<ul style="list-style-type: none"> <li>• Small group discussions</li> <li>• Debate practice</li> <li>• Interview practice</li> <li>• Self evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Debate</li> <li>• Expedition presentations</li> </ul>

## EFFECTIVE LEARNERS: DIV 3 HOWLs

Students can demonstrate college readiness and intellectual independence by engaging with the course content and submitting work with attention to deadlines and craftsmanship.

LEARNING TARGETS	FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS
<ul style="list-style-type: none"> <li>• I can stay on top of my assigned homework.</li> <li>• I can divide a project into multiple steps.</li> <li>• I can come prepared to class with my required materials.</li> <li>• I can keep track of my progress in a course.</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal conferencing</li> <li>• Self-assessments</li> </ul>	<ul style="list-style-type: none"> <li>• HOWLs tracking chart</li> <li>• Assessment tracking chart</li> <li>• Assessments submitted on time</li> </ul>

## SEMESTER 2: CREATIVE WRITING

### GUIDING QUESTIONS

- Poetry
  - How do poets use language and structure to create tone and meaning?
- Fiction
  - What are the most important elements of fiction?
  - How can I craft an effective story?
- Revision-fest
  - How can I revise a creative piece?
  - How can my peers help me in my quest for quality work?

## MAJOR TEXTS & RESOURCES

- Fiction
  - “The Chaser” by John Collier
  - “Sweat” by Zora Neale Hurston
  - “The Things They Carried” by Tim O’Brien
  - “Hills Like White Elephants” by Ernest Hemingway
  - “The Last Voyage of the Ghost Ship” by Gabriel Garcia Marquez
  - “Cathedral” by Raymond Carver
  - Various pieces of flash fiction
- Poetry
  - Paula Gunn Allen
  - Margaret Atwood
  - Jimmy Santiago Baca
  - Elizabeth Bishop
  - Gwendolyn Brooks
  - Charles Bukowski
  - Sandra Cisneros
  - e.e. cummings
  - Laura Da’
  - Carol Ann Duffy
  - T.S. Eliot
  - Martin Espada
  - Nikki Giovanni
  - Joy Harjo
  - Jane Hirschfield
  - Langston Hughes
  - Audre Lorde
  - Sjohnna McCray
  - Pablo Neruda
  - Aimee Nezhukumatathil
  - Mary Oliver
  - Gary Soto
  - Danez Smith
  - Alice Walker
  - William Carlos Williams
- selections from *Now Write!* by Sherry Ellis
- selections from *Bird By Bird* by Anne Lamott

## MAJOR LEARNING EXPERIENCES

- Coursepack annotations
- Whole-class analytical discussions
- Independent writing sessions with prompts
- Whole-class peer editing
- Small-group peer editing
- Portfolio creation
- Writer’s cafe

## COURSE STANDARDS

## READING & ANALYSIS

Students can independently analyze a variety of texts and synthesize information from multiple sources and perspectives.

LEARNING TARGETS (Common Core Frameworks in parens)	FORMATIVE ASSESSMENTS (for learning)	SUMMATIVE ASSESSMENTS (of learning)
<ul style="list-style-type: none"> <li>• I can analyze the development of the theme or central idea over the course of the text. (RL.11-12.2)</li> <li>• I can analyze the impact of author's choices on the development and relationship of elements of a story or drama. (RL.11-12.3)</li> <li>• I can analyze the overall impact of word choices on meaning and tone. (RL.11-12.4)</li> <li>• I can analyze figurative language, word relationships and nuances in word meanings. (L.11-12.5)</li> <li>• I can analyze how an author's choices about how to structure specific parts of a text contribute to the overall structure, meaning and aesthetic impact. (RL.11-12.5)</li> </ul>	<ul style="list-style-type: none"> <li>• Coursepack annotation HW</li> <li>• Whole-group discussions</li> <li>• Small-group discussions</li> <li>• Exit tickets</li> </ul>	<ul style="list-style-type: none"> <li>• Fiction analysis assessment</li> <li>• Poetry analysis assessment</li> <li>• Coursepack annotations</li> </ul>

## CREATIVE WRITING

Students can write poetry and fiction with purposeful use of language, structure, and literary techniques.

LEARNING TARGETS (MA Frameworks in parens)	FORMATIVE ASSESSMENTS (for learning)	SUMMATIVE ASSESSMENTS (of learning)
<ul style="list-style-type: none"> <li>• I can produce clear and coherent writing appropriate to task, purpose and audience. (W.11-12.4)</li> <li>• I can use the 6 + 1 Traits to write effective narratives and poetry. (W.11-12.3)</li> <li>• I can adjust my writing practices for different timeframes, tasks, purposes, and audiences. (W.11-12.10)</li> <li>• I can use technology to produce, publish, and update writing products in response to ongoing feedback. (W.11-12.6)</li> </ul>	<ul style="list-style-type: none"> <li>• Conferencing</li> <li>• Peer editing</li> <li>• Portfolio drafts</li> <li>• Exit tickets</li> </ul>	<ul style="list-style-type: none"> <li>• Creative writing final portfolio</li> <li>• Portfolio reflections</li> </ul>

## SPEAKING

Students can communicate thoughtfully and deliberately during discussions and presentations.

LEARNING TARGETS (MA Frameworks in parens)	FORMATIVE ASSESSMENTS (for learning)	SUMMATIVE ASSESSMENTS (of learning)
<ul style="list-style-type: none"> <li>• I can initiate collaborative discussions. (SL.11-12.1)</li> <li>• I can participate effectively in a range of collaborative discussions with diverse partners. (SL.11-12.1)</li> <li>• I can express my own ideas and build on other's ideas. (SL.11-12.1)</li> <li>• I can adapt my speech for a variety of contexts and</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Small-group and portfolio group discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion overall grade</li> <li>• Portfolio group self-assessment</li> <li>• Writer's cafe</li> </ul>

tasks, using formal English when indicated or appropriate. (SL.11-12.6)		
<p style="text-align: center;"><b>DIV 3 HOWLS</b></p> <p>Students can demonstrate college readiness and intellectual independence by engaging with the course content and submitting work with attention to deadlines and craftsmanship.</p>		
LEARNING TARGETS	FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS
<ul style="list-style-type: none"> <li>• I can stay on top of my assigned homework.</li> <li>• I can divide a project into multiple steps.</li> <li>• I can come prepared to class with my required materials.</li> <li>• I can keep track of my progress in a course.</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal conferencing</li> <li>• Self-assessments</li> </ul>	<ul style="list-style-type: none"> <li>• HOWLS tracking chart</li> <li>• Assessment tracking chart</li> <li>• Assessments submitted on time</li> </ul>