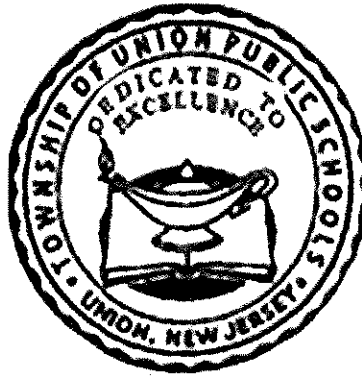


TOWNSHIP OF UNION PUBLIC SCHOOLS CURRICULUM GUIDE



English Department

**EN510S
Introduction to Writing and Style**

Adopted 06/2018

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

In this class, you will practice and experiment with clarity, structure, fluency, and rhetorical control as we compose, critique, and revise our writing projects. By looking carefully at style, you will improve your writing in ways that will help the rest of your educational career.

Standards At-A-Glance

| | Reading | Writing | Speaking and Listening | Language |
|---------------|--------------|--------------------|------------------------|-------------|
| Unit 1 | RL.11-12.1-4 | W.11-12.1, 11-12.6 | SL.11-12.1-5 | L.11-12.1-5 |
| Unit 2 | RL.11-12.1-9 | W.11-12.4 | SL.11-12.1-5 | L.11-12.1-5 |
| Unit 3 | RL.11-12.1-9 | W.11-12.6 | SL.11-12.1-5 | L.11-12.1-5 |
| Unit 4 | RL.11-12.1-9 | W.11-12.3A-E | SL.11-12.1-5 | L.11-12.1-5 |

Pacing Guide

| | Anticipated Length of Time (days) |
|--------|-----------------------------------|
| Unit 1 | 20 |
| Unit 2 | 25 |
| Unit 3 | 25 |
| Unit 4 | 20 |

Unit 1: Convince Me: Thesis/Main Argument

Unit Summary

We use argument throughout our lives. Learning to assemble arguments, fairly deal with opposing ideas, and support those ideas with facts is crucial. Identifying elements of argument is a game of strategy. Writers are active strategists who choose approaches and deal with opposing ideas in writing. They can also identify a failure in reasoning that can make an argument invalid.

This unit is intended to introduce students to the art of argumentative writing by familiarizing them with basic terms; allowing students to practice establishing the relationship between claims, reasons, and evidence; and analyzing an author's use of argument in a text. After completing this unit, the student will be able to recognize and use the language of evaluation in an appropriate way in developing and presenting an argument based on a critical presentation of the evidence.

Essential Questions

1. What is the proposition?
2. What are the potential issues?
3. What are the actual issues for this audience?
4. What is the thesis?
5. What reasons does the writer give for the audience accepting his/her thesis?
6. Evaluate: How thoroughly do the writer's claims address the actual issues?

READING

| Critical Knowledge and Skills | Standards |
|---|------------|
| Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | RL 11-12.1 |
| Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. | RL 11-12.2 |
| Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, | RL 11-12.3 |

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|--|-------------------|
| <p>how the characters are introduced and developed.</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> | <p>RL 11-12.4</p> |
|--|-------------------|

Suggested Materials/Educational Resources

<https://writingcenter.fas.harvard.edu/pages/essay-structure>
<https://www.essaywritinghelp.com/argumentative.htm>

| WRITING | |
|---|-----------------|
| Critical Knowledge and Skills | Standards |
| <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> | <p>W11-12.1</p> |

| | |
|---|------------|
| Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. | SL 11-12.3 |
| Suggested Materials/Educational Resources | |
| Analyzing and Evaluating Speeches--see list | |

| LANGUAGE | |
|---|-----------|
| Critical Knowledge and Skills | Standards |
| Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | L11-12.1 |
| Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. | L 11-12.3 |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. | L11-12.4 |
| A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. | |
| B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). | |
| D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | |
| Demonstrate understanding of figurative language, word relationships, and nuances | L11-12.5 |

| | |
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| <p>in word meanings.</p> <p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> | |
| <p>Suggested Materials/Educational Resources</p> | |
| <p>https://www.thoughtco.com/denotation-and-connotation-exercise-1692649 https://thebestschools.org/magazine/15-logical-fallacies-know/ http://dailynous.com/2017/01/27/logical-fallacies-funny-videos/ https://www.youtube.com/watch?v=fXLTQi7vVsl&disable_polymer=true</p> | |

| ASSESSMENT PLAN | |
|--|--|
| District/School Formative Assessment Plan | District/School Summative Assessment Plan |
| <p>Students will listen to various speeches and determine the following: (group)</p> <ol style="list-style-type: none"> 1. What is the speaker's claim? What does s/he want you to believe? 2. What reasons does s/he give for his claim? 3. What facts, quotations, evidence, or specific details does s/he give to support those reasons? 4. Is there a counterclaim? What is it? <p>Students will keep a journal on various chosen current event topics to choose to write a summative argumentative essay.</p> | <p>Students will listen to various speeches and determine the following: (self)</p> <ol style="list-style-type: none"> 1. What is the speaker's claim? What does s/he want you to believe? 2. What reasons does s/he give for his claim? 3. What facts, quotations, evidence, or specific details does s/he give to support those reasons? 4. Is there a counterclaim? What is it? <p>Students will write an argumentative essay on chosen current event topic that they have been following. (Example: Is Artificial Intelligence a Danger to Society?)</p> |
| District/School Texts | District/School Supplementary Materials |
| | <p>Key Terms for Argumentation</p> <p>Patrick Henry "Speech to the Second Virginia Convention" http://www.history.org/almanack/life/politics/giveme.cfm</p> <p>Thomas Jefferson "Declaration of Independence" http://www.wsu.edu/~dee/A</p> |

| | |
|--|--|
| | <p><u>MERICA/DECLAR.HTM</u></p> <p>Edgar Allan Poe "Sonnet—to Science" http://library.thinkquest.org/11840/Poe/science.html</p> <p>Billy Collins "The History Teacher" http://www.billy-collins.com/2005/06/the_history_tea.html</p> <p>Martin Luther King, Jr. "Address at the March on Washington— August 28, 1963" www.americanrhetoric.com/speeches/mlkihaveadream.htm</p> <p>Nelson Mandela "Inauguration Speech 1994" http://www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_2/mandela.htm</p> |
|--|--|

District/School Writing Tasks

| Task | Primary Focus | Secondary Focus |
|--|--|--|
| Group task--Students make a claim regarding the dumbest video on Youtube (or some other student-friendly topic). Have others make counterclaims, rebuttals, offer support, refutation, qualification | understanding of argumentative terminology--purpose of evidence in arguments | Judging merits of arguments; understanding the purpose of a counterclaim in making a good argument |
| Argumentative Essay--current events (from journal) | understanding of argumentation--good thesis, supporting evidence and refutation) | MLA documentation |

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS

- <https://www.cultofpedagogy.com/persuasive-writing/>
- <http://writing-speech.dartmouth.edu/teaching/first-year-writing-pedagogies-methods-design/teaching-argument>
- <https://www.learner.org/workshops/middlewriting/images/pdf/HomeBestPrac.pdf>
- <https://accidentalenglishteacher.com/2014/06/21/fun-with-argumentative-writing/>
- <https://lessonplans.dwrl.utexas.edu/assignment-type/class-exercise>

<http://www.saskdebate.com/media/2875/2007gamesandactivitiesguide.pdf>

<http://www.annenberghclassroom.org/page/monty-python-and-the-quest-for-the-perfect-fallacy>

<http://www.ascd.org/publications/educational-leadership/apr14/vol71/num07/Teaching-Argument-Writing-to-ELLs.aspx>

Unit 2: An Argument's Best Friends: Pathos, Ethos, Logos

Unit Summary

Stylistically, all good argumentative writing needs to include rhetoric--the art of persuasion. Rhetoric is the ability to recognize the means of persuasion in any given situation. Rhetorical analysis is determining how effective a communicator is at realizing and utilizing those means. This unit deals with learning and knowing the importance of how to argue effectively. The goal of writing is to appeal to an audience; this can be done using ethos, pathos and logos.

Ethos establishes the writer's credibility. In using ethos, the writer displays his/her expertise on a given topic and presents themselves as respectable authorities who their audience can trust to receive reliable and credible information.

Pathos is perhaps the most important rhetorical tool as it connects the writer to his/her intended audience through emotional means. This can be done through incorporating such things as personal anecdotes, humor and historical references.

Logos simply involves stating hard facts and other data. It is used to show examples and such that uphold any claims that are made in writing. If not for logos, the writing would be factually inaccurate.

This unit will stress how the three main ingredients of persuasion allow the writer to build a connection between themselves and their intended audiences. It is through argument, then, that all persons can adeptly learn how to effectively communicate beliefs, opinions, and ideas to a variety of different people and groups.

Essential Questions

1. How does a writer's point of view affect a text?
2. How does the rhetorical situation function?
3. How do the author's use of persuasive strategies affect the text and audience? (can also be a visual presentation)
4. How does one cite sources and support parenthetically?
5. How do I write a rhetorical analysis or visual analysis essay?

READING

| Critical Knowledge and Skills | Standards |
|--|------------|
| Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | RL 11-12.1 |

| | |
|--|-------------------|
| <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> | <p>RL 11-12.2</p> |
| <p>Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> | <p>RL 11-12.3</p> |
| <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> | <p>RL 11-12.4</p> |
| <p>Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> | <p>RL 11-12.5</p> |
| <p>Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> | <p>RL 11-12.6</p> |
| <p>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the</p> | <p>RL 11-12.7</p> |
| <p>http://newvoices-wings.haydenmcneil.com/we-are-all-the-same/ source text. (e.g., Shakespeare and other authors.)</p> | <p>RL 11-12.9</p> |

Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

Suggested Materials/Educational Resources

<https://learning.blogs.nytimes.com/2014/01/17/skills-practice-persuading-an-audience-using-logos-pathos-and-ethos/>
https://www.storyboardthat.com/articles/e/ethos-pathos-logos2?utm_expid=58652488-31.4jv2-zaZSRedpq0A9bEW9g.1&utm_referrer=https%3A%2F%2Fwww.google.com%2F
<http://newvoices-wings.haydenmcneil.com/we-are-all-the-same/>
<http://youthvoices.net/discussion/gun-control-persuasion-article-analysis> (gun control--controversial topic)

WRITING

Critical Knowledge and Skills

Standards

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W11-12.1

Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information/.

W11-12.6

Suggested Materials/Educational Resources

https://www.youtube.com/watch?v=2q4_M3J-N3o
<https://www.youtube.com/watch?v=rFcCFEeOEeg>
<https://www.youtube.com/watch?v=6LxFkpXEp7Q>
<https://nerdymates.com/blog/rhetorical-essay>
<https://owl.english.purdue.edu/owl/owlprint/725/>

SPEAKING AND LISTENING

Critical Knowledge and Skills

Standards

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL 11-12.1

B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL 11-12.2

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL 11-12.3

Suggested Materials/Educational Resources

LANGUAGE

Critical Knowledge and Skills

Standards

| | |
|--|------------------|
| <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>L11-12.1</p> |
| <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> | <p>L 11-12.3</p> |
| <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> | <p>L11-12.4</p> |
| <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> | |
| <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> | |
| <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> | |
| <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> | <p>L11-12.5</p> |
| <p>Suggested Materials/Educational Resources</p> | |
| <p>http://missokeefe.tripod.com/dystopian_literature_circles.htm</p> | |

| <p>ASSESSMENT PLAN</p> | |
|---|--|
| <p>District/School Formative Assessment Plan</p> | <p>District/School Summative Assessment Plan</p> |
| <p>Various In-Class Activities (group visual analysis) Student created blog for current events topic for Unit 1</p> | <p>Rhetorical Analysis Essay-student chosen topic Oral presentation/video for argumentative</p> |

| | | |
|--|--|--------------------------|
| | current events blog/essay | |
| District/School Texts | District/School Supplementary Materials | |
| | Vocabulary/Important ideas for Rhetorical Analysis | |
| | Multimodal texts (YouTube videos, performances, digital stories) | |
| District/School Writing Tasks | | |
| Task | Primary Focus | Secondary Focus |
| Rhetorical Commercials | Students' understanding of pathos, ethos and logos | creativity |
| Rhetorical Analysis Essay or Visual Analysis | Describe and analyze as well as EVALUATE. | Choice of topic/argument |

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS

- <http://www.nbpts.org/how-i-taught-my-high-school-students-to-analyze-a-complex-text/>
- <http://georgehwilliams.pbworks.com/w/page/14266873/Ethos-Pathos-Logos-The-3-Rhetorical-Appeals>
- <http://www.beatlestour.org/the-top-20-example-topics-for-a-rhetorical-analysis-essay/>
- <http://www.gerardmarty.com/14-intriguing-rhetorical-analysis-essay-writing-prompts.htm>

Unit 3: Memories of Me--The Memoir

Unit Summary

As a result of this unit on memoir, students will understand that universal experiences can be expressed through personal memoirs/narrative. Students will understand how an author uses literary techniques to create a more effective memoir. Students will use this knowledge to complete their own personal narrative which might be used for their own college application essay.

Essential Questions

1. How do authors use literary devices and themes to create a memoir?
2. How are universal human experiences exhibited in contemporary literature?
3. Why does memoir enhance self reflection?
4. How do significant experiences transform perspective and memory?
5. What is the difference between a memoir and an autobiography?

| READING | |
|---|------------|
| Critical Knowledge and Skills | Standards |
| Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | RL 11-12.1 |
| Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. | RL 11-12.2 |
| Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed. | RL 11-12.3 |
| Determine the meaning of words and phrases as they are used in the text, | RL 11-12.4 |

including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

RL 11-12.5

RL 11-12.6

RL 11-12.7

RL 11-12.9

Suggested Materials/Educational Resources

Storyboard.that

<http://www.oprah.com/spirit/essential-things-to-write-down-memoir-ideas/all>

<http://arsonistsguide.com/memoirizer.html>

WRITING

| Critical Knowledge and Skills | Standards |
|---|-----------------|
| <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> | <p>W11-12.1</p> |
| <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> | <p>W11-12.3</p> |
| <p>A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> | |
| <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> | |
| <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> | |
| <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> | |
| <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> | |
| <p>Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to</p> | <p>W11-12.6</p> |

Suggested Materials/Educational Resources

LANGUAGE

Critical Knowledge and Skills

Standards

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L11-12.1

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L 11-12.3

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

L11-12.4

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L11-12.5

Suggested Materials/Educational Resources

| ASSESSMENT PLAN | | |
|--|---|--|
| District/School Formative Assessment Plan | | District/School Summative Assessment Plan |
| 52 Short Memoir Topics--300-500 words each | | Students create their own movie or book (photos--memoir maker) for one of their memoir topics. Personal Narrative |
| District/School Texts | | District/School Supplementary Materials |
| | | <i>Tuesdays with Morrie</i> by Mitch Albom |
| District/School Writing Tasks | | |
| Task | Primary Focus | Secondary Focus |
| Short Memoir Tasks (52 topics) Personal Narrative (College Essay) | Narration--whetting the appetite of people without revealing too much of the story Answering the prompt in a creative and effective manner | Persuasion-- use of persuasive language and techniques in attracting audiences Thinking outside of the box |

| INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS |
|---|
| https://thewritelife.com/how-to-write-a-memoir/ |

Unit 4: Communicating with Flair: Style and Grammar

Unit Summary

Proper style and correct grammar are essential to being taken seriously in all written and oral communication. Students need to learn how to write clearly and concisely and in a particular style which might depend on the intended audience.

This unit will be a part and parcel of all the other units in this elective. Specific topics will be addressed at various times depending on the needs of the classroom and/or individual students. An online version of *The Elements of Style* will be utilized for these purposes.

Essential Questions

1. How can I avoid wordiness and ambiguity in my writing?
2. What is the difference between passive and active voice, and which voice should I be using?
3. What are vivid verbs and how can I use them to make my writing better?
4. What is the difference between concrete and abstract writing?
5. How do I punctuate quotations?
6. What is parallel structure?

READING

| Critical Knowledge and Skills | Standards |
|---|------------|
| Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.) | RL 11-12.1 |
| Suggested Materials/Educational Resources | |
| | |

WRITING

| Critical Knowledge and Skills | Standards |
|---|-----------|
| D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Use technology, including the Internet, to | W11-12.1 |

| | |
|---|-----------------------|
| produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information/. | W11-12.3 W.11-12.6 |
| Suggested Materials/Educational Resources | |
| https://writingcenter.fas.harvard.edu/pages/tips-grammar-punctuation-and-style | |

| SPEAKING AND LISTENING | |
|--|-------------------|
| Critical Knowledge and Skills | Standards |
| <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> | <p>SL 11-12.1</p> |
| <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> | <p>SL 11-12.2</p> |
| <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises,</p> | <p>SL 11-12.3</p> |

| | |
|--|--|
| links among ideas, word choice, points of emphasis, and tone used. | |
| Suggested Materials/Educational Resources | |
| | |

| LANGUAGE | |
|---|------------------|
| Critical Knowledge and Skills | Standards |
| Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | L11-12.1 |
| Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. | L 11-12.3 |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. | L11-12.4 |
| A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. | |
| B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). | |
| D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | |
| Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | L11-12.5 |
| Suggested Materials/Educational Resources | |
| https://www.ed.ac.uk/files/atoms/files/grammar_for_academic_writing_ism.pdf | |

| ASSESSMENT PLAN | | |
|--|--|--|
| District/School Formative Assessment Plan | | District/School Summative Assessment Plan |
| Kahoot Quizzes Practice exercises | | Rubrics for writing Proofreading tasks such as SAT grammatical passages |
| District/School Texts | | District/School Supplementary Materials |
| | | http://www.jlakes.org/ch/web/The-elements-of-style.pdf (The Elements of Style-online edition) Teacher created |
| District/School Writing Tasks | | |
| Task | Primary Focus | Secondary Focus |
| all written tasks given | evidence based grammatical and punctuation prowess | establishing a writing voice |

| INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS |
|---|
| https://www.learner.org/workshops/middlewriting/images/pdf/HomeBestPrac.pdf |
| https://wac.colostate.edu/books/style/chapter8.pdf |