

Length	Essential Questions	Content	Standards	Skills	Assessments
3 Weeks	<p>1. How can learning a systematic writing process affect the quality of a piece of writing?</p> <p>2. What is writing style and how can it affect our understanding of literature?</p> <p>3. What makes a piece of writing worth reading?</p> <p>4. Why is the proper command of grammar critical to the writing process?</p> <p>5. How can correct grammar increase the effectiveness of written communication?</p> <p>6. How does word choice affect the meaning of text?</p>	<p>Writing Process Unit</p> <p>*See <i>Elements of Writing</i> Chapters 1-3, 12-13. Review of Six Traits</p> <p>*See ADE website for samples Grammar and usage.</p> <p>*See <i>Elements of Writing</i> chapters 15-30.</p> <p><u>Suggested CTE Resources</u></p> <p>Informational Writing: Writing That Gets The World's Work Done. The Business Writer's Handbook. See IL for additional units</p>	<p>WHS-S1C2:Drafting PO2-Sequence ideas into a cohesive, meaningful order.</p> <p>WHS-S1C3:Revising PO8-Use references or resources materials to select more effective, precise language, such as skillful use of dictionary and thesaurus.</p> <p>WHS-S1C5:Publishing PO1-Prepare writing that follows a format for the intended purpose, such as for publication, sharing with others, display, or enter a contest. PO2-Techniques and principles of design and graphics to enhance the final project, such as charts, graphs, illustrations, margins, spacing, and tabs.</p> <p>WHS-S2C1:Ideas and Content PO1-Maintain a clear, narrow focus to support a topic. PO2-Write with an identifiable purpose and for a specific audience. PO3-Provide sufficient, relevant and carefully selected details for support. PO4-Demonstrate a thorough, balanced explanation of topic. PO5-Include ideas and details that show original perspective and insight.</p> <p>WHS-S2C2:Organization PO5-Employ a variety of paragraphing strategies, such as chronological, spatial and topical which enhance application and purpose.</p> <p>WHS-S2C3:Voice PO4-Use engaging and expressive language that shows a commitment to the topic. PO5-Use language appropriate to the purpose, topic, and audience.</p> <p>WHS-S2C4:Word Choice</p>	<p>Apply appropriately in a variety of writing samples, such as narratives, expository, compare/contrast, cause and effect.</p> <p>Write a multi-paragraph essay using all steps of the writing process</p> <p>Accurately edit and revise a five paragraph essay</p> <p>Accurately explain the purpose and application of the Six Traits</p> <p>Apply correct grammar and usage when writing</p> <p>Apply all necessary steps in the writing process to construct a process paper.</p>	<p>Performance-based projects Quizzes Tests Writing Prompts</p> <p>Performance-</p>

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	<p>systematic writing process affect the quality of a piece of writing?</p> <p>2. What is writing style and how can it affect our understanding of literature?</p> <p>3. What makes a piece of writing worth reading?</p> <p>4. Why is the proper command of grammar critical to the writing process?</p> <p>5. How can correct grammar increase the effectiveness of written communication?</p> <p>6. How does word choice affect the meaning of text?</p>	<p>Unit *See <i>Elements of Writing</i> Chapters 1-3, 12-13. Review of Six Traits *See ADE website for samples. Grammar and usage *See <i>Elements of Writing</i> chapters 15-30. <u>Suggested CTE Resources</u> Informational Writing: Writing That Gets The World's Work Done. The Business Writer's Handbook See IL for additional units</p>	<p>PO3-Use words that evoke clear images. PO4-Use literal and figurative language when appropriate. PO5-Use clichés only when appropriate to purpose.</p> <p>WHS-S2C5: Sentence Fluency PO1-Use a variety of sentence structures, such as compound, complex, compound-complex and length to reinforce relationships among ideas. PO2-Show extensive variation in sentence beginnings, length, and patterns. PO3-Demonstrate a natural, powerful flow when read out loud.</p> <p>WHS-S2C6: Conventions PO4-Use underlining or italics to correctly identify titles and vessels. PO5-Use of colon in business letter salutations and lists. PO6-Use of semicolon to punctuate compound/compound-complex sentences. PO8-Use of hyphens, dashes, parentheses, ellipses, and brackets. PO10-Use of paragraph breaks to indicate dialogue structure. PO11-Demonstrate control of grammar in writing: a. parts of speech b. verb tense c. SV agreement d. pronoun/antecedent agreement e. Parallel structure f. modifier placement g. comparative superlative h. homonyms PO12-Use appropriate MLA format in writing and citing sources.</p>	<p>Apply appropriately in a variety of writing samples, such as narratives, expository, compare/contrast, cause and effect.</p> <p>Write a multi-paragraph essay using all steps of the writing process</p> <p>Accurately edit and revise a five paragraph essay</p> <p>Accurately explain the purpose and application of the Six Traits</p> <p>Apply correct grammar and usage when writing.</p> <p>Apply all necessary steps in the writing process to construct a process paper.</p>	<p>based projects Quizzes Tests Writing Prompts</p>

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4 weeks	<p>1. How can an understanding of literary elements expand the meaning and impact of a novel?</p> <p>2. How does the historical, cultural, and social background surrounding a work of literature enhance our understanding of theme?</p> <p>3. How does an expanded vocabulary increase reading comprehension?</p> <p>4. How does appropriate grammar and usage affect the clarity, coherence, and structure of writing?</p> <p>5. How can socio-economic factors affect characters in a work of fiction?</p>	<p>Short Story</p> <p>*Refer to Program Planner pages T12-T-24 and Teacher Resources</p> <p>Grammar and usage *See <i>Elements of Writing</i> chapters 15-30</p> <p>Vocabulary *See <i>Elements of Writing</i> chapter 35</p>	<p><u>RHS-S1C4:Reading Process-Vocabulary (7% AIMS)</u> PO3-Determine how the meaning of text is affected by word choice, such as literal versus figurative and idioms. PO5-Determine contextually appropriate synonyms and antonyms, etymologies, variant spellings and usages, employing dictionaries, thesauri, glossaries and the Internet.</p> <p><u>RHS-S2C1:Elements of Literature (26% AIMS)</u> PO1-Analyze the author’s use of literary elements, such as theme, moral, lesson or message, POV: first versus third, limited versus omniscient. Characterization: motives, actions, dialogue, qualities, Setting: historical period, place or situation. Plot: exposition, major/minor conflicts, rising action, climax, falling action, and resolution. PO2-Analyze the author’s use of figurative language such as simile, metaphor, personification, hyperbole, symbolism, allusion, imagery (short story). PO3-Compare and contrast the same theme in two different literary genres using structural features as a basis for comparison. (short story) PO4-Identify how an author’s choice of words and imagery sets the tone and advances the theme.</p> <p><u>WHS-S3C5:Literary Response</u> PO1-Analyze the author’s use of literary elements in a multi-paragraph literary response essay.</p>	<p>Select an appropriate literary passage. Student will explain how the author’s word choice creates inferences in meaning.</p> <p>Students will imitate a literary passage which shows how word choice affects meaning.</p> <p>Students will compose a literary analysis on three literary elements.</p> <p>Students will create a graphic organizer which organizes and explains the author’s use of figurative language in a selected passage.</p> <p>Students will compose a compare/contrast essay focusing on word choice and imagery of two different authors.</p> <p>Students will compose a targeted literary response focusing on theme or symbolism</p> <p>Students will, in a literary passage, identify and explain the writer’s use of literal, figurative and idiomatic language.</p> <p>Students will analyze how socio-economic factors influence characters’ actions.</p>	<p>Performance-based projects Quizzes Tests Writing Prompts</p>

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6 Weeks	<p>1. What are some effective techniques for writing a personal narrative based on a real life event?</p> <p>2. What are some effective techniques for writing an expository style based on observation and/or experience?</p> <p>3. What are the specific steps in creating a complete research document?</p> <p>4. How is the linkage between parenthetical citations in a research document and the final work cited page connected to avoid plagiarism?</p> <p>5. How does the value of organized note taking and careful resource selection contribute to the final quality of a research document?</p> <p>6. How does appropriate grammar and usage affect the clarity, coherence, and structure of writing?</p>	<p>Non-fiction *See <i>Elements of Writing</i> chapter 11 and 33 for research; chapter 4-8 and 10 for expressive and expository. Grammar and usage *See <i>Elements of Writing</i> chapters 15-30. Vocabulary *See <i>Elements of Writing</i> chapter 35. <u>Suggested CTE Resources</u> Informational Writing: Writing That Gets The World's Work Done. The Business Writer's Handbook.</p>	<p>RHS-S3C1:Expository Text (22% AIMS) PO2-Distinguish supported inferences from unsupported inferences in expository selections such editorials, newspaper articles, essays, reviews, and critiques. PO7- Make relevant inferences by synthesizing concepts and ideas from a single reading selection.</p> <p>WHS-S3C1:Writing Applications-Expressive PO1-Write a reflective personal narrative that: a. describes a sequence of events and communicates significance to audience b. sets scenes and incidents in specific times and places c. describes with specific detail and sensory imagery d. describes with specific detail actions, gestures, and feelings of characters e. uses interior monologue f. uses figurative language.</p> <p>WHS-S3C6:Writing Applications-Research Paper PO1-Write a research report that: a. incorporates evidence in support of thesis b. integrates information from a variety of primary and/or secondary sources c. makes distinctions between relative value and significance of specific data d integrates direct quotes e uses internal citations f. includes work cited page (see conventions)</p> <p>RHS-S3C1: (22% AIMS) PO4-Organize information from both primary and secondary sources by taking notes, outlining ideas, and paraphrasing information.</p> <p>RHS-S1C4:Reading Process-Vocabulary (7% AIMS) PO3-Determine how the meaning of text is affected by word choice, such as literal versus figurative and idioms. PO5-Determine contextually appropriate synonyms and antonyms, etymologies, variant spellings and usages, employing dictionaries, thesauri, glossaries and the Internet.</p>	<p>Expository Option: Students will compose a paragraph linking any nonfiction selection to a contemporary event.</p> <p>Expressive Option: Students will compose a personal narrative based on a real event in their lives, a relatives or a close friends.</p> <p>Expository Option: Students will compose an expository essay discussing a topic related to national/global economic events.</p> <p>Expressive Option: Students will write a narrative piece relating how they were personally affected by a form of discrimination or bias.</p> <p>Research Paper: Create a complete research document using MLA guidelines of 8-10 pages citing primary and secondary sources.</p> <p>In a research document, accurately employ direct and embedded parenthetical citations.</p> <p>Research Option: Research a topic related to economic factors affecting the country or globe.</p>	<p>Performance-based projects Quizzes Tests Writing Prompts Research Project</p>

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3 Weeks	<p>1. How does our understanding of the elements of plot help us to analyze a work of short fiction?</p> <p>2. How does the author's use of literary elements in a work of short fiction create a more vivid experience for the reader?</p> <p>3. How does an expanded vocabulary increase reading comprehension?</p> <p>4. How does appropriate grammar and usage affect the clarity, coherence, and structure of writing?</p> <p>5. How do historical and economic factors influence the plot of a novel?</p>	<p>Novel 1</p> <p>Grammar and usage *See <i>Elements of Writing</i> chapters 15-30</p> <p>Vocabulary *See <i>Elements of Writing</i> chapter 35</p> <p>*See grade level protected novel list</p>	<p><u>RHS-S1C4:Reading Process-Vocabulary (7% AIMS)</u> PO3-Determine how the meaning of text is affected by word choice, such as literal versus figurative and idioms. PO5-Determine contextually appropriate synonyms and antonyms, etymologies, variant spellings and usages, employing dictionaries, thesauri, glossaries and the Internet.</p> <p><u>RHS-S2C1:Elements of Literature (26% AIMS)</u> PO1-Analyze the author's use of literary elements, such as theme, moral, lesson or message, POV: first versus third, limited versus omniscient. Characterization: motives, actions, dialogue, qualities, Setting: historical period, place or situation. Plot: exposition, major/minor conflicts, rising action, climax, falling action, and resolution. PO2-Analyze the author's use of figurative language such as simile, metaphor, personification, hyperbole, symbolism, allusion, imagery (novel). PO3-Compare and contrast the same theme in two different literary genres using structural features as a basis for comparison. (novel) PO4-Identify how an author's choice of words and imagery sets the tone and advances the theme.</p> <p><u>WHS-S3C5:Literary Response</u> PO1-Analyze the author's use of literary elements in a multi-paragraph literary response essay.</p>	<p>Select an appropriate literary passage. Student will explain how the author's word choice creates inferences in meaning.</p> <p>Students will imitate a literary passage which shows how word choice affects meaning.</p> <p>Students will compose a literary analysis on three literary elements.</p> <p>Students will create a graphic organizer which catalogues and explains the author's use of figurative language in a selected passage.</p> <p>Students will compose a compare/contrast essay focusing on word choice and imagery of two different authors.</p> <p>Students will compose a targeted literary response focusing on theme or symbolism.</p> <p>Students will, in a literary passage, identify and explain the writer's use of literal, figurative and idiomatic language.</p> <p>Students will write a literary analysis of the economic influence on plot.</p>	<p>Performance-based projects Quizzes Tests Writing Prompts</p>

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1 Week		Galileo Generated writing and reading exams	Provide time for review and present district mandated writing prompt; expository and multiple choice test generated by Galileo		

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4 Weeks	<p>1. What are some real world applications of functional writing? 2. What are some effective techniques for writing persuasive prose? 3. How does appropriate grammar and usage affect the clarity, coherence, and structure of writing?</p>	<p>Non-fiction *See <i>Elements of Writing</i> chapter 9 and 36, <i>Elements of Literature</i> unit planner and <i>Workplace Writing</i> text Grammar and usage *See <i>Elements of Writing</i> chapters 15-30 Vocabulary *See <i>Elements of Writing</i> chapter 35. <u><i>Suggested CTE Resources</i></u> Informational Writing: Writing That Gets The World's Work Done. The Business Writer's Handbook.</p>	<p><u>RHS-S3C2:Functional Text (15% AIMS)</u> PO3-Analyze the effectiveness of functional texts, such as warranties, product information, consumer publications, workplace documents to achieve its stated purpose.</p> <p><u>RHS-S3C3:Persuasive Text (15% AIMS)</u> PO1-Describe the central argument and its elements ie: cause and effect, analogy, authority, emotion, and logic in persuasive text. PO2-Describe how persuasive techniques ie: repetition, sentence variety, understatement/overstatement contribute to the power of the text.</p> <p><u>WHS-S3C2: Expository Writing</u> PO1 Write a multi-paragraph essay that:</p> <ol style="list-style-type: none"> includes background information to set up thesis as appropriate states a thesis with a narrow focus includes evidence in support of a thesis in the form of details, facts, examples, or reasons communicates information and ideas from primary and/or secondary sources accurately and coherently, as appropriate attributes sources of information as appropriate includes a topic sentence for each body paragraph includes relevant factors and variables that need to be considered includes visual aids to organize and record information on charts, data tables, maps, and graphs as appropriate includes an effective conclusion <p><u>WHS-S3C3:Writng Applications-Functional</u> PO1-Write a business letter and/ or memo that:</p> <ol style="list-style-type: none"> presents information purposefully and briefly to the intended audience follows a conventional format, such as block, modified block, memo, or email. 	<p>Functional Option: Students will read an article such as from Consumer Reports or a business journal and test its effectiveness.</p> <p>Functional Option: Students will create an imaginary product and write a warranty and product description.</p> <p>Persuasive Option: Create a graphic organizer analyzing an author's argumentative technique from a teacher's selected persuasive passage.</p> <p>Persuasive Option: Compose a paragraph describing the elements of either cause and effect or authoritative persuasive text.</p> <p>Functional Option: Compose a letter of complaint or a commendation to a real business.</p> <p>Functional Option: Students will conduct job search project wherein they will write cover letters, resumes, letters of recommendation, conduct mock interviews, and complete job applications.</p>	<p>Performance-based projects Quizzes Tests Writing Prompts</p>

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2 Weeks	How do I prepare for AIMS?	Site based materials see IL and <i>Elements of Writing</i> chapter 37.	<p>RHS-S1C4:Reading Process-Vocabulary (7% AIMS) PO3-Determine how the meaning of text is affected by word choice, such as literal versus figurative and idioms. PO5-Determine contextually appropriate synonyms and antonyms, etymologies, variant spellings and usages, employing dictionaries, thesauri, glossaries and the internet.</p> <p>Intensive two week review focusing on test taking skills RHS-S1C6: Comprehension Strategies (7%) PO1- Predict text content using prior knowledge and text features PO2- Generate clarifying questions in order to comprehend text6 PO3- Use graphic organizers in order to clarify the meaning of the text PO4- Connect information and events in text to experience and to related text and sources PO5- Apply knowledge of organizational structures of text to aid comprehension.</p>		

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3 Weeks	<p>1. How does our understanding of the elements of plot help us to analyze a work of short fiction?</p> <p>2. How does the author's use of literary elements in a work of short fiction create a more vivid experience for the reader?</p> <p>3. How does an expanded vocabulary increase reading comprehension?</p> <p>4. How does appropriate grammar and usage affect the clarity, coherence, and structure of writing?</p> <p>5. How do historical and economic factors influence the plot of a novel?</p>	<p>Novel 2 (Recommend non-fiction selection, but fiction acceptable)</p> <p>Grammar and usage *See <i>Elements of Writing</i> chapters 15-30</p> <p>Vocabulary *See <i>Elements of Writing</i> chapter 35</p> <p>*See grade level protected novel list</p>	<p><u>RHS-S1C4:Reading Process-Vocabulary (7% AIMS)</u> PO3-Determine how the meaning of text is affected by word choice, such as literal versus figurative and idioms. PO5-Determine contextually appropriate synonyms and antonyms, etymologies, variant spellings and usages, employing dictionaries, thesauri, glossaries and the Internet.</p> <p><u>RHS-S2C1:Elements of Literature (26% AIMS)</u> PO1-Analyze the author's use of literary elements, such as theme, moral, lesson or message, POV: first versus third, limited versus omniscient. Characterization: motives, actions, dialogue, qualities, Setting: historical period, place or situation. Plot: exposition, major/minor conflicts, rising action, climax, falling action, and resolution. PO2-Analyze the author's use of figurative language such as simile, metaphor, personification, hyperbole, symbolism, allusion, imagery (novel). PO3-Compare and contrast the same theme in two different literary genres using structural features as a basis for comparison. (novel) PO4-Identify how an author's choice of words and imagery sets the tone and advances the theme.</p> <p><u>WHS-S3C5:Literary Response</u> PO1-Analyze the author's use of literary elements in a multi-paragraph literary response essay.</p>	<p>Select an appropriate literary passage. Student will explain how the author's word choice creates inferences in meaning.</p> <p>Students will imitate a literary passage which shows how word choice affects meaning.</p> <p>Students will compose a literary analysis on three literary elements.</p> <p>Students will create a graphic organizer which catalogues and explains the author's use of figurative language in a selected passage.</p> <p>Students will compose a compare/contrast essay focusing on word choice and imagery of two different authors.</p> <p>Students will compose a targeted literary response focusing on theme or symbolism.</p> <p>Students will, in a literary passage, identify and explain the writer's use of literal, figurative and idiomatic language.</p> <p>Students will write a literary analysis of the economic influence on plot.</p>	<p>Performance-based projects Quizzes Tests Writing Prompts</p>

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4 weeks	<p>1. How does a poet's use of figurative language affect imagery?</p> <p>2. Why is precise word choice important to a poet?</p> <p>3. How does an expanded vocabulary increase reading comprehension?</p> <p>4. How does appropriate grammar and usage affect the clarity, coherence, and structure of writing?</p>	<p>Poetry *See <i>Elements of Literature</i> Unit 9</p> <p>Grammar and usage *See <i>Elements of Writing</i> chapters 15-30</p> <p>Vocabulary *See <i>Elements of Writing</i> chapter 35</p>	<p><u>RHS-S1C4:Reading Process-Vocabulary (7% AIMS)</u> PO3-Determine how the meaning of text is affected by word choice, such as literal versus figurative and idioms. PO5-Determine contextually appropriate synonyms and antonyms, etymologies, variant spellings and usages, employing dictionaries, thesauri, glossaries and the internet.</p> <p><u>RHS-S2C1:Elements of Literature (26% AIMS)</u> PO1-Analyze the poet's use of literary elements, such as theme, moral, lesson or message, POV: first versus third, limited versus omniscient. Characterization: motives, actions, dialogue, qualities, Setting: historical period, place or situation. Plot: exposition, major/minor conflicts, rising action, climax, falling action, and resolution. PO2-Analyze the author's use of figurative language such as simile, metaphor, personification, hyperbole, symbolism, allusion, imagery (poetry). PO3-Compare and contrast the same theme in two different literary genres using structural features as a basis for comparison. (poetry) PO4-Identify how an poet's choice of words and imagery sets the tone and advances the theme.</p> <p><u>WHS-S3C5:Literary Response</u> PO1-Analyze the poet's use of literary elements in a multi-paragraph literary response essay.</p>	<p>Select an appropriate literary passage. Student will explain how the poet's word choice creates inferences in meaning.</p> <p>Students will imitate a literary passage which shows how word choice affects meaning.</p> <p>Students will compose a literary analysis on three literary elements.</p> <p>Students will create a graphic organizer which catalogues and explains the poet's use of figurative language in a selected passage.</p> <p>Students will compose a compare/contrast essay focusing on word choice and imagery of two different poets.</p> <p>Students will compose a targeted literary response focusing on theme, symbolism, and imagery.</p> <p>Students will, in a literary passage, identify and explain the writer's use of literal, figurative and idiomatic language.</p>	<p>Performance-based projects Quizzes Tests Writing Prompts</p>

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4 Weeks	<p>1. How is drama similar/different as compared to other literary genres?</p> <p>2. How can drama enhance our lives and culture?</p> <p>3. How does an expanded vocabulary increase reading comprehension?</p> <p>4. How does appropriate grammar and usage affect the clarity, coherence, and structure of writing?</p> <p>5. How does drama reflect our world? Can we relate common themes such as greed, authority, and abuse of power to modern public figures or institutions?</p>	<p>Drama *See <i>Elements of Literature</i> Unit 8 and selected approved dramas on protected novel list</p> <p>Grammar and usage *See <i>Elements of Writing</i> chapters 15-30</p> <p>Vocabulary *See <i>Elements of Writing</i> chapter 35</p>	<p><u>RHS-S1C4:Reading Process-Vocabulary (7% AIMS)</u> PO3-Determine how the meaning of text is affected by word choice, such as literal versus figurative and idioms. PO5-Determine contextually appropriate synonyms and antonyms, etymologies, variant spellings and usages, employing dictionaries, thesauri, glossaries and the internet.</p> <p><u>RHS-S2C1:Elements of Literature (26% AIMS)</u> PO1-Analyze the author’s use of literary elements, such as theme, moral, lesson or message, POV: first versus third, limited versus omniscient. Characterization: motives, actions, dialogue, qualities, Setting: historical period, place or situation. Plot: exposition, major/minor conflicts, rising action, climax, falling action, and resolution. PO2-Analyze the author’s use of figurative language such as simile, metaphor, personification, hyperbole, symbolism, allusion, imagery (drama). PO3-Compare and contrast the same theme in two different literary genres using structural features as a basis for comparison. (drama) PO4-Identify how an author’s choice of words and imagery sets the tone and advances the theme.</p> <p><u>WHS-S3C5:Literary Response</u> PO1-Analyze the author’s use of literary elements in a multi-paragraph literary response essay.</p>	<p>Select an appropriate literary passage. Student will explain how the author’s word choice creates inferences in meaning.</p> <p>Students will imitate a literary passage which shows how word choice affects meaning.</p> <p>Students will compose a literary analysis on three literary elements.</p> <p>Students will create a graphic organizer which catalogues and explains the author’s use of figurative language in a selected passage.</p> <p>Students will compose a targeted literary response focusing on theme or symbolism.</p> <p>Students will, in a literary passage, identify and explain the writer’s use of literal, figurative and idiomatic language.</p> <p>Students will compare/contrast themes of greed, power, and authority found in works of drama and our modern world.</p>	<p>Performance-based projects Quizzes Tests Writing Prompts</p>

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1 Week		Galileo Generated writing and reading exams	Provide time for review and present district mandated writing prompt; literary response and multiple choice generated by Galileo		