

**Southington Public Schools
Curriculum Map**

Subject: English Language Arts

Grade: Grade: 12, Writing Class-Level #2

UNIT TITLE	#1 Descriptive Writing	#2 Expository Writing	#3 Narrative Writing	#4 Persuasive Writing
CONTENT	<ul style="list-style-type: none"> • Supplemental Material <ul style="list-style-type: none"> ➤ <u>Grammar and Composition</u> Grade 9, Prentice Hall – Descriptive Writing p.523-528 ➤ Creative Writing from The Center for Learning – Descriptive Writing Handouts 30-35 ➤ Writing Short Stories from The Center for Learning – Handout 9-10 ➤ <u>Dictionary of Color</u> Ian Patterson – using language 	<ul style="list-style-type: none"> • The Wave <ul style="list-style-type: none"> ➤ Grammar & Composition • Read <ul style="list-style-type: none"> ➤ “Death Camp Escape” • Short Stories <ul style="list-style-type: none"> ➤ “Killing Mr. Griffin” • Supplemental Material <ul style="list-style-type: none"> ➤ <u>Grammar and Composition</u> Grade 9, Prentice Hall – Expository Writing p.510-515 ➤ <u>Read Magazine</u>: “Death Camp Escape” – for the lower levels (The Wave in play form) <p>Possible reading selections to include in this unit...</p> <ul style="list-style-type: none"> • Supplemental Novels: <ul style="list-style-type: none"> ➤ Killing Mr. Griffin Lois Duncan ➤ Daughters of Eve Lois Duncan ➤ The Chocolate War Robert Cormier ➤ The Devil in Vienna Doris Orgel • Non-Fiction <ul style="list-style-type: none"> ➤ Cambodian refugees – audio - experiences of the refugees and Khmer Rouge ➤ Website search – holocaust (original meaning “death by fire”) now deals with the time period – genocide around the world ➤ Speeches by the leaders – What did they promise the people? Did speeches move the people? 	<ul style="list-style-type: none"> • “Self-portrait on a Timeline” (Handout 69, p201, Creative Writing from Center for Learning) • Outline Puzzle • Supplemental Material <ul style="list-style-type: none"> ➤ <u>Grammar and Composition</u>: Grade 9, Prentice Hall – Narrative Writing p.528-533 ➤ Creative Writing from The Center for Learning – p201 	<ul style="list-style-type: none"> • Supplemental Material <ul style="list-style-type: none"> ➤ <u>Grammar and Composition</u> Grade 9, Prentice Hall – Persuasive Writing p.516-520 ➤ Worksheet on persuasive technique

<p>STATE STANDARDS</p>	<p>IIIA Students use descriptive, narrative, expository, persuasive and poetic modes.</p> <p>IIIB Students prepare, publish and/or present work appropriate to audience, purpose and task.</p> <p>IVB Students speak and write using standard language structures and diction appropriate to audience and task.</p> <p>IVC Students use Standard English for composing and revising written text.</p>	<p>IIIB Students explore multiple responses to literature.</p> <p>IIIA Students use descriptive, narrative, expository, persuasive and poetic modes.</p> <p>IIIB Students prepare, publish and/or present work appropriate to audience, purpose and task.</p> <p>IVB Students speak and write using standard language structures and diction appropriate to audience and task.</p> <p>IVC Students use Standard English for composing and revising written text.</p>	<p>IIIA Students use descriptive, narrative, expository, persuasive and poetic modes.</p> <p>IIIB Students prepare, publish and/or present work appropriate to audience, purpose and task.</p> <p>IVB Students speak and write using standard language structures and diction appropriate to audience and task.</p> <p>IVC Students use Standard English for composing and revising written text.</p>	<p>ID Students communicate with others to create interpretations of written, oral and visual texts.</p> <p>IIIA Students use descriptive, narrative, expository, persuasive and poetic modes.</p> <p>IIIB Students prepare, publish and/or present work appropriate to audience, purpose and task.</p> <p>IVB Students speak and write using standard language structures and diction appropriate to audience and task.</p> <p>IVC Students use Standard English for composing and revising written text.</p>
<p>ASSESSMENT</p>	<p><u>PERFORMANCE TASK</u></p> <p>Memoir – which can be a humorous retrospective, or inflation of the truth</p> <p>G To choose an event in your life from which you learned a lesson and can look back on now and see humor in it.</p> <p>R Author of a humorous story or anecdote.</p> <p>S You have learned a lesson from an experience in your life. While it was perhaps not funny at the time you can now see the humor in it, such as, taking your driver’s test and failing because in reverse, you could not tell your right from your left.</p> <p>P Write a memoir that explains the incident and what you learned from it. Include</p>	<p><u>PERFORMANCE TASK</u></p> <p>Have our experiences and knowledge influenced who we’ve become?</p> <p>G To write an account of what has happened to the major characters of <i>The Wave</i> over a ten year period.</p> <p>R Assume the identity of any one of the main characters, and provide information for a “Where are You Now” sheet.</p> <p>A Teacher</p> <p>S Ten years have passed; Gordon High School is holding a reunion, for David’s and Laurie’s class. The students who were in Ben Ross’s history class and part of the Wave experiment plan to attend.</p>	<p><u>PERFORMANCE TASK</u></p> <p>Personal Narrative</p> <p>G To tell a personal story that sets you apart from others.</p> <p>R Author</p> <p>A Admission Officer or prospective employer.</p> <p>S You are applying for admission to a school or for a job. You are expected to write a brief sketch of your life highlighting your strengths and possible contributions to the school or place of employment.</p> <p>P Write an essay that explains who you are, what makes you special, and what makes you valuable to the school or job.</p> <p>S Narrative Rubric</p>	<p><u>PERFORMANCE TASK</u></p> <p>Does Southington High School need improved security?</p> <p>G Convince the Board of Education how increased security would positively or negatively impact the school community.</p> <p>R Concerned student</p> <p>A Board of Education Members</p> <p>S The Board of Education is considering putting metal detectors in the High School and allowing the police access to lockers for random searches.</p> <p>P Write a letter to the Board of Education promoting or contesting the proposal.</p>

<p>ASSESSMENT</p>	<p>literary devices that create a humorous effect. S Descriptive Rubric</p>	<p>P Write an account that explains the effect the Wave experiment had on choices each character made in later life. Include career and personal choices. S Adhering to an Expository Rubric</p>		<p>S Developing and Supporting a Critical Stance Rubric</p> <p>Research Element: Find specific examples, from reliable sources (ie. newspapers, newscasts, magazines, and reliable internet sources CNN, MSNBC, etc...) of how security has or has not been effective thwarting school violence, use these examples to support your argument.</p>
	<p><u>OTHER EVIDENCE</u></p> <p>Student use Literary Devices, such as:</p> <p>Comparison: I watched these ants for two days, and they accomplished nothing. It was exactly like watching highway construction.</p> <p>Hyperbole: If you were to eat this entire experiment, you would turn into a giant pimple and explode.</p> <p>Observations: We need a big ant to illustrate an important scientific concept, the same concept that is illustrated by all science fair projects, namely, “Look! I did a science fair project!”</p> <p>Amusing Look at a Normal Occurrence: Dogs operate on a wise survival principle that you should immediately eat anything that falls on the kitchen floor, because if it turns out not to be food, you can throw it up later.</p>	<p><u>OTHER EVIDENCE</u></p> <ul style="list-style-type: none"> • Group work – “Where Were You Then?” sheet– based on specific characters • Group work – “Where are You Now?” sheet – What did the characters learn? • Reading Progress Sheets • Journal tracking evidence of conformity and/or individuality throughout the novel • Group work – Create a motto item – one member gives a 5 minute presentation on the benefits of the motto to SHS • Produce Initial Draft • Practice word choice – connotation and denotation, conciseness, charged words • Peer Edit/ Conference • Revision based on Conferences • Create Final Copy 	<p><u>OTHER EVIDENCE</u></p> <ul style="list-style-type: none"> • Create a personal timeline – highlighting specific points or events in your life (Handout 69) • Outline of your strengths, contributions, and achievements • Discuss tone using models (overheads?) • Produce Initial Draft • Practice word choice – connotation and denotation, conciseness, charged words • Peer Edit/ Conference • Revision based on Conferences • Create Final Copy 	<p><u>OTHER EVIDENCE</u></p> <ul style="list-style-type: none"> • Note taking – positions, judgments with support, interpretation, and source information • Graphic Organizer – to aid in the decision of argument – pro/con • Presentation of the argument, thesis • Recognize the difference between Standard and Nonstandard English and use language appropriately. (Present samples one paragraph written in both Standard and Nonstandard English for student comparison, DOL, Writing Style Fitness, review samples of student work.) • Produce Initial Draft • Practice word choice – connotation and denotation, conciseness, charged words • Peer Edit/ Conference • Revision based on Conferences • Create Final Copy

<p>ASSESSMENT</p>	<p>Details: It looks depressed, like an ant that has been informed that all 86,845 members of its immediate family were crushed to death trying to lift a giant Tootsie Roll.</p> <p>Personification: Every single time two ants met, they'd stop and exchange "high-fives" with their antennae, along with, I assume, some type of pleasantry ("Hi, Bob!").</p> <ul style="list-style-type: none"> • Quizzes • Produce Initial Draft • Practice word choice – connotation and denotation, conciseness, charged words • Peer Edit/ Conference • Revision based on Conferences • Create Final Copy 			
<p>SKILLS</p>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • listen to or read a variety of genres to use as models for writing in different modes. • write to delight in the imagination. • apply the most effective processes to create and present a written, oral or visual piece • use sentence patterns typical of spoken and written language to produce text. • evaluate the impact of language as related to audience and purpose. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • develop and defend multiple responses to literature using individual connections and relevant text references. • develop a critical stance and cite evidence to support the stance. • use the appropriate features of persuasive, narrative, expository or poetic writing. • revise texts for organization, elaboration, fluency and clarity. • use sentence patterns typical of spoken and written language to produce text. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • listen to or read a variety of genres to use as models for writing in different modes. • write to delight in the imagination. • determine purpose, point of view and audience, and choose an appropriate written, oral or visual format. • apply the most effective processes to create and present a written, oral or visual piece. • revise texts for organization, elaboration, fluency and clarity. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • respond to the ideas of others and recognize the validity of differing views. • use the appropriate features of persuasive, narrative, expository or poetic writing. • determine purpose, point of view and audience, and choose an appropriate written, oral or visual format. • apply the most effective processes to create and present a written, oral or visual piece.

SKILLS	<ul style="list-style-type: none"> • recognize the difference between Standard and nonstandard English and use language appropriately. • demonstrate proficient use of proper mechanics, usage and spelling skills. • use resources for proofreading and editing. 	<ul style="list-style-type: none"> • evaluate the impact of language as related to audience and purpose. • recognize the difference between Standard and nonstandard English and use language appropriately. 	<ul style="list-style-type: none"> • use sentence patterns typical of spoken and written language to produce text. • evaluate the impact of language as related to audience and purpose. • recognize the difference between Standard and nonstandard English and use language appropriately. • demonstrate proficient use of proper mechanics, usage and spelling skills. • use resources for proofreading and editing. 	<ul style="list-style-type: none"> • revise texts for organization, elaboration, fluency and clarity. • research information from multiple sources for a specific purpose. • use sentence patterns typical of spoken and written language to produce text. • recognize the difference between Standard and nonstandard English and use language appropriately. • demonstrate proficient use of proper mechanics, usage and spelling skills. • use resources for proofreading and editing.
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