

Grade 12	Unit 1: Senior Portfolio - Personal Expressive Writing		Suggested Length: 4 weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. Why are my memories, ideas, and beliefs important?</p> <p>2. What are personal expressive writings?</p> <p>3. What can I do to improve my personal expressive writings?</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>EIV-W-1 apply writing-to-learn strategies such as note taking, reflective response, response journals, and logs and writing-to-demonstrate-learning strategies in situations such as essays, open-response questions, and essay tests in multiple contexts</i> <input type="checkbox"/> <i>EIV-W-3 continue to develop personal (e.g., personal narratives, memoirs, personal essays) and literary writing (e.g., stories, poems, scripts, plays).</i> <input type="checkbox"/> <i>EIV-W-4 apply features of various genres (e.g., poems, short stories, plays, articles, speeches, brochures, manuals) in writings.</i> <input type="checkbox"/> <i>EIV-W-6 apply writing process and criteria for effective writing to compile a collection of writings developed over time, as well as in on-demand writing situations.</i> <input type="checkbox"/> <i>EIV-W-7 critique own and others' works based on criteria for effective writing, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).</i> <input type="checkbox"/> <i>EIV-I-2 engage in decision-making, planning, and organizational procedures to make informed choices</i> <input type="checkbox"/> <i>EIV-I-3 apply logical and critical thinking strategies to accomplish projects and tasks</i> <input type="checkbox"/> <i>EIV-T-2 develop and evaluate the use of appropriate technology for selected purposes</i> <p><u>Core Content – Writing</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> WR-HS-1.1.0 Purpose/Audience: Students will establish and maintain a focused purpose to communicate with an authentic 	<ul style="list-style-type: none"> <input type="checkbox"/> Personal Narrative <input type="checkbox"/> Memoir <input type="checkbox"/> Personal Essay 	<ul style="list-style-type: none"> <input type="checkbox"/> Pre-assess interest in personal expressive writings through leading questions <input type="checkbox"/> Read, compare, contrast, criticize, discuss, analyze and

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	<p>audience by</p> <ul style="list-style-type: none"> <input type="checkbox"/> Narrowing the topic to present an idea, theme or thesis <input type="checkbox"/> Choosing a perspective authentic to the writer <input type="checkbox"/> Analyzing and addressing the needs of the intended audience <input type="checkbox"/> Adhering to the characteristics of the form <input type="checkbox"/> Applying a suitable tone <input type="checkbox"/> Allowing voice to emerge when appropriate DOK 4 <p><input type="checkbox"/> WR-HS-1.2.0 Idea Development/Support: Students will support main ideas and deepen the audience’s understanding of purpose by</p> <ul style="list-style-type: none"> <input type="checkbox"/> Developing logical, justified, and suitable explanations <input type="checkbox"/> Providing relevant elaboration <input type="checkbox"/> Explaining related connections or reflections <input type="checkbox"/> Applying idea development strategies appropriate to the form DOK 4 <p><input type="checkbox"/> WR-HS-2.3.0 Organization: Students will create unity and coherence to accomplish the focused purpose by</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engaging the audience <input type="checkbox"/> Establishing a context for reading when appropriate <input type="checkbox"/> Communicating ideas and support in a meaningful order <input type="checkbox"/> Applying transitions and transitional elements to guide the reader through the piece <input type="checkbox"/> Developing effective closure DOK 3 	<ul style="list-style-type: none"> <input type="checkbox"/> Metaphor <input type="checkbox"/> Personification <input type="checkbox"/> Simile <input type="checkbox"/> Conflict <input type="checkbox"/> Foreshadowing <input type="checkbox"/> Irony <input type="checkbox"/> Point of View <input type="checkbox"/> Resolution <input type="checkbox"/> Setting <input type="checkbox"/> Dialogue 	<p>evaluate examples of narratives, memoirs, and essays taken from magazines, mass market books, graduates, and Kentucky Writing Portfolio, benchmarks based on students’ individual writings,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognize, interpret, identify and apply the requirements of the Kentucky Writing Assessment Holistic Scoring Guide by Peer Review and Instructor Review <input type="checkbox"/> Review, apply, and select elements of the short story and poetic terms applicable to personal expressive writings by leading questions and inquiry and examining own students work <input type="checkbox"/> Learn to revise using the Error Checklist by example <input type="checkbox"/> Summarize and develop skills necessary to demonstrate characteristics of effective writing demonstrated in Kentucky’s Holistic Scoring Guide using leading questions and prompts, including <ul style="list-style-type: none"> <input type="checkbox"/> Purpose/Audience-focus, intent, tone, voice, form, thesis <input type="checkbox"/> Idea Development-elaboration, reflection, development strategies, logical development <input type="checkbox"/> Organization-unity, coherence, meaningful order, transitions, closure <input type="checkbox"/> Sentences-variety, construction <input type="checkbox"/> Language-diction, conciseness, correct grammar, <input type="checkbox"/> Correctness-usage, mechanics, spelling <input type="checkbox"/> Read-Around: Students arrange desks in circular format and read final drafts of personal expressive writings, each student must comment upon the work of the author with one positive comment, location of elements of a good story, and one suggestion for improvement <input type="checkbox"/> Portfolio Scoring ratings based on rubrics and Kentucky Holistic Scoring Guide <input type="checkbox"/> Peer Review (Cooperative Learning) where students group into fours and switch papers, searching for elements of a good story and “juice” (the true story behind the story) <input type="checkbox"/> Instructor Review (Progress-Based) Instructor reviews three drafts including Final draft based on rubrics and

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	<ul style="list-style-type: none"> ❑ WR-HS-2.4.0 Sentence Structure: Students will create effective sentences by <ul style="list-style-type: none"> ❑ Applying a variety of structures and lengths ❑ Maintaining parallel structure ❑ Developing complete and correct sentences unless using unconventional structures for effect when appropriate DOK 3 ❑ WR-HS-3.5.0 Language: Students will exemplify effective language choices by <ul style="list-style-type: none"> ❑ Applying correct grammar and usage ❑ Applying concise use of language ❑ Incorporating strong verbs, precise nouns, concrete details and sensory details ❑ Applying language appropriate to the content, purpose, and audience DOK 2 ❑ WR-HS-3.6.0 Correctness: Students will communicate clearly by <ul style="list-style-type: none"> ❑ Applying correct spelling ❑ Applying correct punctuation ❑ Applying correct capitalization ❑ Incorporating acceptable departure from standard correctness to enhance meaning when appropriate ❑ Incorporating appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources, documenting sources in text and/or on a Works Cited page) DOK 2 ❑ WR-HS-4.10.0 Revising (Content/Ideas) <ul style="list-style-type: none"> ❑ Reflecting to determine where to add, 		<p>Kentucky Holistic Scoring Guide</p> <ul style="list-style-type: none"> ❑ Students will write a personal piece for their senior portfolio based on the criteria outlined in the KY Holistic ❑ Students will edit and revise draft personal pieces

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	<p>delete, rearrange, define/redefine, or elaborate content</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conferencing with teacher, peer(s) to help determine where to add, delete, rearrange, define/redefine, or elaborate content <input type="checkbox"/> Checking for accuracy of content <input type="checkbox"/> Considering voice, tone, style, intended audience, coherence, transitions, pacing <input type="checkbox"/> Comparing with rubric criteria and anchor papers/models <input type="checkbox"/> Considering effectiveness of language usage and sentences to communicate ideas <p>Revising Skills Idea Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will narrow topic for selected writing. <input type="checkbox"/> Students will identify topic sentence of a paragraph that is purposefully placed to enhance reader awareness. <input type="checkbox"/> Students will select appropriate supporting details relevant to a specific writing category (e.g., dialogue, predictions, findings from research, needed definitions, causes and effects, comparisons, contrasts, reference to concepts). <input type="checkbox"/> Students will delete extraneous/irrelevant materials. <p>Organization</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position. <input type="checkbox"/> Students will compose effective and 		

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	<p>subtle transitions.</p> <ul style="list-style-type: none"> ❑ Students will develop effective introductions and closures for writing. ❑ Students will apply appropriate usage of parallelism (e.g. word forms, lists, phrases, clauses, sentences, organization, idea development). <p>Word Choice</p> <ul style="list-style-type: none"> ❑ Students will eliminate redundant words and phrases. ❑ Students will apply the most specific word for use in a sentence. <ul style="list-style-type: none"> ❑ WR-HS-4.11.0 Editing (Conventions and Mechanics) <ul style="list-style-type: none"> ❑ Checking for correctness with self, teacher, or peer(s) <ul style="list-style-type: none"> ❑ Language usage ❑ Sentence structure ❑ Spelling ❑ Capitalization ❑ Punctuation ❑ Documentation of sources ❑ Using resources to support editing (e.g., spell check, dictionaries, thesauri, handbooks) <p>Editing Skills Language Usage</p> <ul style="list-style-type: none"> ❑ Students will apply knowledge of subject/verb agreement with both singular and plural subjects. ❑ Students will apply knowledge of present, past and future tenses. ❑ Students will apply knowledge of comparative and superlative forms of adjectives and adverbs. 		

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Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> <input type="checkbox"/> Students will apply knowledge of special problems in usage, (i.e., a/an, to/two/too, their/there/they're) and pronoun references and double negatives. <input type="checkbox"/> Students will apply knowledge of idiomatic expressions. <input type="checkbox"/> WR-HS-4.12.0 Publishing <ul style="list-style-type: none"> <input type="checkbox"/> Sharing final piece with intended audience 		

Grade 12	Unit 2: Senior Portfolio - Literary Writing		Suggested Length: 4 weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<ol style="list-style-type: none"> 1. What is literary writing? 2. What can literary writing teach me about the human condition? 3. Why do we read what we read? 	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>EIV-R-1 analyze, synthesize, and evaluate the four types of reading materials (literary, informational, practical/workplace, and persuasive) in both print and nonprint (e.g., computer, electronic media) formats to complete tasks and projects</i> <input type="checkbox"/> <i>EIV-R-2 respond critically to a variety of literary genres (e.g., novels, essays, short stories, poetry, drama), making connections among different periods, styles, cultures, and ethnicities.</i> <input type="checkbox"/> <i>EIV-R-3 continue to analyze authors' uses of literary terms and concepts (e.g., theme, symbolism, tone) from a variety of classic and contemporary readings.</i> <input type="checkbox"/> <i>EIV-R-4 select and read materials for enjoyment.</i> <input type="checkbox"/> <i>EIV-R-5 apply reading skills to complete diverse tasks and projects, which use materials relevant to individual postsecondary interests.</i> <input type="checkbox"/> <i>EIV-W-3 continue to develop personal (e.g.,</i> 		

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	<p><i>personal narratives, memoirs, personal essays) and literary writing (e.g., stories, poems, scripts, plays).</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> EIV-W-4 apply features of various genres (e.g., poems, short stories, plays, articles, speeches, brochures, manuals) in writings. <input type="checkbox"/> EIV-W-6 apply writing process and criteria for effective writing to compile a collection of writings developed over time, as well as in on-demand writing situations. <input type="checkbox"/> EIV-W-7 critique own and others' works based on criteria for effective writing, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling). <input type="checkbox"/> EIV-I-2 engage in decision-making, planning, and organizational procedures to make informed choices <input type="checkbox"/> EIV-I-3 apply logical and critical thinking strategies to accomplish projects and tasks <input type="checkbox"/> EIV-T-1 retrieve and transmit communications relevant to assigned tasks. <input type="checkbox"/> EIV-T-2 develop and evaluate the use of appropriate technology for selected purposes. <p><u>Core Content – Writing</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> WR-HS-1.1.0 Purpose/Audience: Students will establish and maintain a focused purpose to communicate with an authentic audience by <ul style="list-style-type: none"> <input type="checkbox"/> Narrowing the topic to present an idea, theme or thesis <input type="checkbox"/> Choosing a perspective authentic to the writer <input type="checkbox"/> Analyzing and addressing the needs of the intended audience <input type="checkbox"/> Adhering to the characteristics of the 	<ul style="list-style-type: none"> <input type="checkbox"/> Metaphor <input type="checkbox"/> Personification <input type="checkbox"/> Simile <input type="checkbox"/> Conflict <input type="checkbox"/> Foreshadowing <input type="checkbox"/> Irony <input type="checkbox"/> Point of View <input type="checkbox"/> Resolution <input type="checkbox"/> Setting <input type="checkbox"/> Dialogue <input type="checkbox"/> Alliteration 	<ul style="list-style-type: none"> <input type="checkbox"/> Pre-assess interest in literary writings through leading questions <input type="checkbox"/> Read, compare, criticize, discuss, analyze and evaluate examples of poems, short stories, and plays from magazines, mass market books, graduates, textbooks, and Kentucky Writing Portfolio benchmarks including works by contemporary and British authors (subject to change per semester depending on pre-assessment of students' interests) <input type="checkbox"/> Recognize, interpret, identify and apply the requirements of the Kentucky Writing Assessment

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	<p>form</p> <ul style="list-style-type: none"> <input type="checkbox"/> Applying a suitable tone <input type="checkbox"/> Allowing voice to emerge when appropriate DOK 4 <ul style="list-style-type: none"> <input type="checkbox"/> WR-HS-1.1.2 In Literary Writing, <ul style="list-style-type: none"> <input type="checkbox"/> Students will communicate to an audience about the human condition (e.g., by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image, or showing an extraordinary perception of the ordinary). <input type="checkbox"/> Students will apply characteristics of the selected form (e.g., short story, play/script, poem). <input type="checkbox"/> Students will sustain point of view. <input type="checkbox"/> Students will sustain a suitable tone or appropriate voice. <input type="checkbox"/> Students will apply fictional perspective in literary writing when appropriate. <input type="checkbox"/> WR-HS-1.2.0 Idea Development/Support: Students will support main ideas and deepen the audience’s understanding of purpose by <ul style="list-style-type: none"> <input type="checkbox"/> Developing logical, justified, and suitable explanations <input type="checkbox"/> Providing relevant elaboration <input type="checkbox"/> Explaining related connections or reflections <input type="checkbox"/> Applying idea development strategies appropriate to the form DOK 4 <input type="checkbox"/> WR-HS-2.3.0 Organization: Students will create unity and coherence to accomplish the focused purpose by <ul style="list-style-type: none"> <input type="checkbox"/> Engaging the audience <input type="checkbox"/> Establishing a context for reading when appropriate 	<ul style="list-style-type: none"> <input type="checkbox"/> Allusion <input type="checkbox"/> Assonance <input type="checkbox"/> Consonance <input type="checkbox"/> Couplet <input type="checkbox"/> Enjambment <input type="checkbox"/> Refrain <input type="checkbox"/> Rhyme <input type="checkbox"/> Rhyme Scheme <input type="checkbox"/> Slant Rhyme <input type="checkbox"/> Stanza <input type="checkbox"/> Characters <input type="checkbox"/> Climax <input type="checkbox"/> Plot <input type="checkbox"/> Suspense <input type="checkbox"/> Theme 	<p>Holistic Scoring Guide by Peer Review and Instructor Review</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review, apply, and select literary devices applicable to individual writings by leading questions and inquiry and examining own students work applicable to literary writings <input type="checkbox"/> Learn to revise using the Error Checklist <input type="checkbox"/> Summarize and develop skills necessary to demonstrate characteristics of effective writing demonstrated in Kentucky’s Holistic Scoring Guide using leading questions and prompts, including Purpose/Audience-focus, intent, tone, voice, form, thesis/Idea Development-elaboration, reflection, development strategies, logical development/Organization-unity, coherence, meaningful order, transitions, closure/Sentences-variety, construction/Language-diction, conciseness, correct grammar/Correctness-usage, mechanics, spelling <input type="checkbox"/> Read-Around: Students arrange desks in circular format and read final drafts of personal expressive writings, each student must comment upon the work of the author with one positive comment, location of elements of a good story, and one suggestion for improvement <input type="checkbox"/> Portfolio Scoring ratings based on rubrics and Kentucky Holistic Scoring Guide <input type="checkbox"/> Peer Review (Cooperative Learning) where students group into fours and switch papers, searching for elements of a good poem/story <input type="checkbox"/> Instructor Review (Progress-Based) Instructor reviews three drafts including Final draft based on rubrics and Kentucky Holistic Scoring Guide <input type="checkbox"/> Students will publish a literary piece for inclusion in the senior portfolio

Grade 12	Unit 2: Senior Portfolio - Literary Writing		Suggested Length: 4 weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> <input type="checkbox"/> Communicating ideas and support in a meaningful order <input type="checkbox"/> Applying transitions and transitional elements to guide the reader through the piece <input type="checkbox"/> Developing effective closure DOK 3 <input type="checkbox"/> WR-HS-2.4.0 Sentence Structure: Students will create effective sentences by <ul style="list-style-type: none"> <input type="checkbox"/> Applying a variety of structures and lengths <input type="checkbox"/> Maintaining parallel structure <input type="checkbox"/> Developing complete and correct sentences unless using unconventional structures for effect when appropriate DOK 3 <input type="checkbox"/> WR-HS-3.5.0 Language: Students will exemplify effective language choices by <ul style="list-style-type: none"> <input type="checkbox"/> Applying correct grammar and usage <input type="checkbox"/> Applying concise use of language <input type="checkbox"/> Incorporating strong verbs, precise nouns, concrete details and sensory details <input type="checkbox"/> Applying language appropriate to the content, purpose, and audience DOK 2 <input type="checkbox"/> WR-HS-3.6.0 Correctness: Students will communicate clearly by <ul style="list-style-type: none"> <input type="checkbox"/> Applying correct spelling <input type="checkbox"/> Applying correct punctuation <input type="checkbox"/> Applying correct capitalization <input type="checkbox"/> Incorporating acceptable departure from standard correctness to enhance meaning when appropriate <input type="checkbox"/> Incorporating appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, 		

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Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>listing sources, documenting sources in text and/or on a Works Cited page) DOK 2</p> <ul style="list-style-type: none"> ❑ WR-HS-4.10.0 Revising (Content/Ideas) <ul style="list-style-type: none"> ❑ Reflecting to determine where to add, delete, rearrange, define/redefine, or elaborate content ❑ Conferencing with teacher, peer(s) to help determine where to add, delete, rearrange, define/redefine, or elaborate content ❑ Checking for accuracy of content ❑ Considering voice, tone, style, intended audience, coherence, transitions, pacing ❑ Comparing with rubric criteria and anchor papers/models ❑ Considering effectiveness of language usage and sentences to communicate ideas <p>Revising Skills Idea Development</p> <ul style="list-style-type: none"> ❑ Students will narrow topic for selected writing. ❑ Students will identify topic sentence of a paragraph that is purposefully placed to enhance reader awareness. ❑ Students will select appropriate supporting details relevant to a specific writing category (e.g., dialogue, predictions, findings from research, needed definitions, causes and effects, comparisons, contrasts, reference to concepts). ❑ Students will delete extraneous/irrelevant materials. <p>Organization</p>		

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Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> <input type="checkbox"/> Students will correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position. <input type="checkbox"/> Students will compose effective and subtle transitions. <input type="checkbox"/> Students will develop effective introductions and closures for writing. <input type="checkbox"/> Students will apply appropriate usage of parallelism (e.g. word forms, lists, phrases, clauses, sentences, organization, idea development). <p>Word Choice</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will eliminate redundant words and phrases. <input type="checkbox"/> Students will apply the most specific word for use in a sentence. <ul style="list-style-type: none"> <input type="checkbox"/> WR-HS-4.11.0 Editing (Conventions and Mechanics) <ul style="list-style-type: none"> <input type="checkbox"/> Checking for correctness with self, teacher, or peer(s) <ul style="list-style-type: none"> <input type="checkbox"/> Language usage <input type="checkbox"/> Sentence structure <input type="checkbox"/> Spelling <input type="checkbox"/> Capitalization <input type="checkbox"/> Punctuation <input type="checkbox"/> Documentation of sources <input type="checkbox"/> Using resources to support editing (e.g., spell check, dictionaries, thesauri, handbooks) <p>Editing Skills</p> <p>Language Usage</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will apply knowledge of subject/verb agreement with both singular and plural subjects. <input type="checkbox"/> Students will apply knowledge of 		

Grade 12	Unit 2: Senior Portfolio - Literary Writing		Suggested Length: 4 weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>present, past and future tenses.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will apply knowledge of comparative and superlative forms of adjectives and adverbs. <input type="checkbox"/> Students will apply knowledge of special problems in usage, (i.e., a/n, to/two/too, their/there/they're) and pronoun reference and negatives. <input type="checkbox"/> Students will apply knowledge of idiomatic expressions. <ul style="list-style-type: none"> <input type="checkbox"/> WR-HS-4.12.0 Publishing <input type="checkbox"/> Sharing final piece with intended audience 		

Grade 12	Unit 3: Senior Portfolio - Transactive Writing		Suggested Length: 3 Weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. How will my writing abilities affect my marketable skills in the workplace?</p> <p>2. What types of writing might I encounter in the workplace?</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>EIV-R-1 analyze, synthesize, and evaluate the four types of reading materials (literary, informational, practical/workplace, and persuasive) in both print and nonprint (e.g., computer, electronic media) formats to complete tasks and projects</i> <input type="checkbox"/> <i>EIV-R-5 apply reading skills to complete diverse tasks and projects, which use materials relevant to individual postsecondary interests.</i> <input type="checkbox"/> <i>EIV-W-1 apply writing-to-learn strategies such as note taking, reflective response, response journals, and logs and writing-to-demonstrate-learning strategies in situations such as essays, open-response questions, and essay tests in multiple contexts</i> <input type="checkbox"/> <i>EIV-W-2 continue to develop transactive</i> 		

Grade 12	Unit 3: Senior Portfolio - Transactive Writing		Suggested Length: 3 Weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p><i>writing (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning), which applies knowledge of conventions of various print and nonprint materials (e.g., computer, media).</i></p> <ul style="list-style-type: none"> ❑ <i>EIV-W-4 apply features of various genres (e.g., poems, short stories, plays, articles, speeches, brochures, manuals) in writings.</i> ❑ <i>EIV-W-5 use handbooks, style manuals, and models to produce correct and effective communications and to document appropriately.</i> ❑ <i>EIV-W-6 apply writing process and criteria for effective writing to compile a collection of writings developed over time, as well as in on-demand writing situations.</i> ❑ <i>EIV-W-7 critique own and others' works based on criteria for effective writing, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).</i> ❑ <i>EIV-I-1 collect, analyze, synthesize, and evaluate information and ideas from a variety of sources to complete independent inquiry projects and tasks</i> ❑ <i>EIV-I-2 engage in decision-making, planning, and organizational procedures to make informed choices</i> ❑ <i>EIV-I-3 apply logical and critical thinking strategies to accomplish projects and tasks</i> ❑ <i>EIV-T-1 retrieve and transmit communications relevant to assigned tasks.</i> ❑ <i>EIV-T-2 develop and evaluate the use of appropriate technology for selected purposes</i> <p><u>Core Content – Writing</u></p>		

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Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> ❑ WR-HS-1.1.0 Purpose/Audience: Students will establish and maintain a focused purpose to communicate with an authentic audience by <ul style="list-style-type: none"> ❑ Narrowing the topic to present an idea, theme or thesis ❑ Choosing a perspective authentic to the writer ❑ Analyzing and addressing the needs of the intended audience ❑ Adhering to the characteristics of the form ❑ Applying a suitable tone ❑ Allowing voice to emerge when appropriate DOK 4 ❑ WR-HS-1.2.0 Idea Development/Support: Students will support main ideas and deepen the audience’s understanding of purpose by <ul style="list-style-type: none"> ❑ Developing logical, justified, and suitable explanations ❑ Providing relevant elaboration ❑ Explaining related connections or reflections ❑ Applying idea development strategies appropriate to the form DOK 4 ❑ WR-HS-2.3.0 Organization: Students will create unity and coherence to accomplish the focused purpose by <ul style="list-style-type: none"> ❑ Engaging the audience ❑ Establishing a context for reading when appropriate ❑ Communicating ideas and support in a meaningful order ❑ Applying transitions and transitional elements to guide the reader through the piece 	<ul style="list-style-type: none"> ❑ Letter ❑ Speech ❑ Editorial ❑ Feature article ❑ Brochure ❑ Proposal 	<ul style="list-style-type: none"> ❑ Read, compare, criticize, discuss, analyze and evaluate examples of practical/workplace writing from magazines, mass market books, graduates, textbooks, and Kentucky Writing Portfolio benchmarks ❑ Assess peer work using the requirements of the Kentucky Writing Assessment Holistic Scoring Guide ❑ Review, choose and apply text and language features applicable to practical/workplace writings ❑ Determine revisions using the Error Checklist ❑ Determine and select skills necessary to demonstrate characteristics of effective writing demonstrated in Kentucky’s Holistic Scoring Guide using leading questions and prompts, including Purpose/Audience-focus, intent, tone, voice, form, thesis/Idea Development-elaboration, reflection, development strategies, logical development/Organization-unity, coherence, meaningful order, transitions, closure/Sentences-variety, construction/Language-diction, conciseness, correct grammar/Correctness-usage, mechanics, spelling ❑ Peer Review (Cooperative Learning) where students group into select groups determined by each specific transactive writing and switch papers, searching for the appropriate elements of the given writing using handouts and rubrics to assess and measure performance ❑ Instructor Review (Progress-Based) Instructor reviews three drafts including Final draft based on rubrics and Kentucky Holistic Scoring Guide ❑ Students will edit transactive pieces for content and correctness ❑ Students will publish final transactive piece for senior portfolio

Grade 12	Unit 3: Senior Portfolio - Transactive Writing		Suggested Length: 3 Weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> <input type="checkbox"/> Developing effective closure DOK 3 <input type="checkbox"/> WR-HS-2.4.0 Sentence Structure: Students will create effective sentences by <ul style="list-style-type: none"> <input type="checkbox"/> Applying a variety of structures and lengths <input type="checkbox"/> Maintaining parallel structure <input type="checkbox"/> Developing complete and correct sentences unless using unconventional structures for effect when appropriate DOK 3 <input type="checkbox"/> WR-HS-3.5.0 Language: Students will exemplify effective language choices by <ul style="list-style-type: none"> <input type="checkbox"/> Applying correct grammar and usage <input type="checkbox"/> Applying concise use of language <input type="checkbox"/> Incorporating strong verbs, precise nouns, concrete details and sensory details <input type="checkbox"/> Applying language appropriate to the content, purpose, and audience DOK 2 <input type="checkbox"/> WR-HS-3.6.0 Correctness: Students will communicate clearly by <ul style="list-style-type: none"> <input type="checkbox"/> Applying correct spelling <input type="checkbox"/> Applying correct punctuation <input type="checkbox"/> Applying correct capitalization <input type="checkbox"/> Incorporating acceptable departure from standard correctness to enhance meaning when appropriate <input type="checkbox"/> Incorporating appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources, documenting sources in text and/or on a Works Cited page) DOK 2 <input type="checkbox"/> WR-HS-4.10.0 Revising (Content/Ideas) 		

Grade 12	Unit 3: Senior Portfolio - Transactive Writing		Suggested Length: 3 Weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> <input type="checkbox"/> Reflecting to determine where to add, delete, rearrange, define/redefine, or elaborate content <input type="checkbox"/> Conferencing with teacher, peer(s) to help determine where to add, delete, rearrange, define/redefine, or elaborate content <input type="checkbox"/> Checking for accuracy of content <input type="checkbox"/> Considering voice, tone, style, intended audience, coherence, transitions, pacing <input type="checkbox"/> Comparing with rubric criteria and anchor papers/models <input type="checkbox"/> Considering effectiveness of language usage and sentences to communicate ideas <p>Revising Skills</p> <p>Idea Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will narrow topic for selected writing. <input type="checkbox"/> Students will identify topic sentence of a paragraph that is purposefully placed to enhance reader awareness. <input type="checkbox"/> Students will select appropriate supporting details relevant to a specific writing category (e.g., dialogue, predictions, findings from research, needed definitions, causes and effects, comparisons, contrasts, reference to concepts). <input type="checkbox"/> Students will delete extraneous/irrelevant materials. <p>Organization</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position. <input type="checkbox"/> Students will compose effective and 		

Grade 12	Unit 3: Senior Portfolio - Transactive Writing		Suggested Length: 3 Weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>subtle transitions.</p> <ul style="list-style-type: none"> ❑ Students will develop effective introductions and closures for writing. ❑ Students will apply appropriate usage of parallelism (e.g. word forms, lists, phrases, clauses, sentences, organization, idea development). <p>Word Choice</p> <ul style="list-style-type: none"> ❑ Students will eliminate redundant words and phrases. ❑ Students will apply the most specific word for use in a sentence. <ul style="list-style-type: none"> ❑ WR-HS-4.11.0 Editing (Conventions and Mechanics) <ul style="list-style-type: none"> ❑ Checking for correctness with self, teacher, or peer(s) <ul style="list-style-type: none"> ❑ Language usage ❑ Sentence structure ❑ Spelling ❑ Capitalization ❑ Punctuation ❑ Documentation of sources ❑ Using resources to support editing (e.g., spell check, dictionaries, thesauri, handbooks) <p>Editing Skills</p> <p>Language Usage</p> <ul style="list-style-type: none"> ❑ Students will apply knowledge of subject/verb agreement with both singular and plural subjects. ❑ Students will apply knowledge of present, past and future tenses. ❑ Students will apply knowledge of comparative and superlative forms of adjectives and adverbs. ❑ Students will apply knowledge of special 		

Grade 12	Unit 3: Senior Portfolio - Transactive Writing		Suggested Length: 3 Weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>problems in usage, (i.e., a/n, to/two/too, their/there/they're) and pronoun reference and negatives.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will apply knowledge of idiomatic expressions. <input type="checkbox"/> WR-HS-4.12.0 Publishing <ul style="list-style-type: none"> <input type="checkbox"/> Sharing final piece with intended audience 		

Grade 12	Unit 4: Portfolio Wildcard		Suggested Length: 3 Weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. If you had only one form to write (personal, literary, transactive), which would it be? And why?</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>ELA-EIV-I-1 collect, analyze, synthesize, and evaluate information and ideas from a variety of sources to complete independent inquiry projects and tasks</i> <input type="checkbox"/> <i>The Program of Studies and Core Content depend on students' choice in this unit. The type of piece selected must represent a new writing from Units 1-3.</i> <p><u>Core Content – Writing</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> WR-HS-1.1.0 Purpose/Audience: Students will establish and maintain a focused purpose to communicate with an authentic audience by <ul style="list-style-type: none"> <input type="checkbox"/> Narrowing the topic to present an idea, theme or thesis <input type="checkbox"/> Choosing a perspective authentic to the writer <input type="checkbox"/> Analyzing and addressing the needs of the intended audience <input type="checkbox"/> Adhering to the characteristics of the 	<ul style="list-style-type: none"> <input type="checkbox"/> See units 1-3 	<ul style="list-style-type: none"> <input type="checkbox"/> Read, compare, criticize, discuss, analyze and evaluate examples of chosen type (personal, literary, transactive) of writing from magazines, mass market books, graduates, textbooks, and Kentucky Writing Portfolio benchmarks <input type="checkbox"/> Become familiar with the requirements of the Kentucky Writing Assessment Holistic Scoring Guide <input type="checkbox"/> Review and apply text and language features applicable to chosen writing <input type="checkbox"/> Learn to revise using the Error Checklist <input type="checkbox"/> Learn skills necessary to demonstrate characteristics of

Grade 12	Unit 4: Portfolio Wildcard		Suggested Length: 3 Weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>form</p> <ul style="list-style-type: none"> <input type="checkbox"/> Applying a suitable tone <input type="checkbox"/> Allowing voice to emerge when appropriate DOK 4 <p><input type="checkbox"/> WR-HS-1.2.0 Idea Development/Support: Students will support main ideas and deepen the audience’s understanding of purpose by</p> <ul style="list-style-type: none"> <input type="checkbox"/> Developing logical, justified, and suitable explanations <input type="checkbox"/> Providing relevant elaboration <input type="checkbox"/> Explaining related connections or reflections <input type="checkbox"/> Applying idea development strategies appropriate to the form DOK 4 <p><input type="checkbox"/> WR-HS-2.3.0 Organization: Students will create unity and coherence to accomplish the focused purpose by</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engaging the audience <input type="checkbox"/> Establishing a context for reading when appropriate <input type="checkbox"/> Communicating ideas and support in a meaningful order <input type="checkbox"/> Applying transitions and transitional elements to guide the reader through the piece <input type="checkbox"/> Developing effective closure DOK 3 <p><input type="checkbox"/> WR-HS-2.4.0 Sentence Structure: Students will create effective sentences by</p> <ul style="list-style-type: none"> <input type="checkbox"/> Applying a variety of structures and lengths <input type="checkbox"/> Maintaining parallel structure <input type="checkbox"/> Developing complete and correct sentences unless using unconventional structures for effect when appropriate DOK 3 		<p>effective writing demonstrated in Kentucky’s Holistic Scoring Guide, including</p> <ul style="list-style-type: none"> <input type="checkbox"/> Purpose/Audience-focus, intent, tone, voice, form, thesis <input type="checkbox"/> Idea Development-elaboration, reflection, development strategies, logical development <input type="checkbox"/> Organization-unity, coherence, meaningful order, transitions, closure <input type="checkbox"/> Sentences-variety, construction <input type="checkbox"/> Language-diction, conciseness, correct grammar, <input type="checkbox"/> Correctness-usage, mechanics, spelling <input type="checkbox"/> Portfolio Scoring <input type="checkbox"/> Peer Review <input type="checkbox"/> Instructor Review (Progress-Based)

Grade 12	Unit 4: Portfolio Wildcard		Suggested Length: 3 Weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> ❑ WR-HS-3.5.0 Language: Students will exemplify effective language choices by <ul style="list-style-type: none"> ❑ Applying correct grammar and usage ❑ Applying concise use of language ❑ Incorporating strong verbs, precise nouns, concrete details and sensory details ❑ Applying language appropriate to the content, purpose, and audience DOK 2 ❑ WR-HS-3.6.0 Correctness: Students will communicate clearly by <ul style="list-style-type: none"> ❑ Applying correct spelling ❑ Applying correct punctuation ❑ Applying correct capitalization ❑ Incorporating acceptable departure from standard correctness to enhance meaning when appropriate ❑ Incorporating appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources, documenting sources in text and/or on a Works Cited page) DOK 2 ❑ WR-HS-4.8.0 Prewriting: <ul style="list-style-type: none"> ❑ Establishing a purpose and central/controlling idea or focus ❑ Identifying and analyzing the audience ❑ Determining the most appropriate form to meet the needs of purpose and audience ❑ Generating ideas (e.g., mapping, webbing, note taking, interviewing, researching, and other writing-to-learn activities) ❑ Organizing ideas – examining other models of good writing and appropriate 		

Grade 12	Unit 4: Portfolio Wildcard		Suggested Length: 3 Weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>text structures to match purpose and organize information</p> <ul style="list-style-type: none"> ❑ WR-HS-4.9.0 Drafting <ul style="list-style-type: none"> ❑ Writing draft(s) for an intended audience ❑ Developing topic, elaborating ideas, exploring sentence variety and language use ❑ WR-HS-4.10.0 Revising (Content/Ideas) <ul style="list-style-type: none"> ❑ Reflecting to determine where to add, delete, rearrange, define/redefine, or elaborate content ❑ Conferencing with teacher or peer(s) to help determine where to add, delete, rearrange, define/redefine, or elaborate content ❑ Checking for accuracy of content ❑ Considering voice, tone, style, intended audience, coherence, transitions, pacing ❑ Comparing with rubric criteria and anchor papers/models ❑ Considering effectiveness of language usage and sentences to communicate ideas <p>Revising Skills Idea Development</p> <ul style="list-style-type: none"> ❑ Students will narrow topic for selected writing. ❑ Students will identify topic sentence of a paragraph that is purposefully placed to enhance reader awareness. ❑ Students will select appropriate supporting details relevant to a specific writing category (e.g., dialogue, predictions, findings from research, needed definitions, causes and effects, comparisons, contrasts, reference to 		

Grade 12	Unit 4: Portfolio Wildcard		Suggested Length: 3 Weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>concepts).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will delete extraneous/irrelevant materials. <p>Organization</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position. <input type="checkbox"/> Students will compose effective and subtle transitions. <input type="checkbox"/> Students will develop effective introductions and closures for writing. <input type="checkbox"/> Students will apply appropriate usage of parallelism (e.g. word forms, lists, phrases, clauses, sentences, organization, idea development). <p>Word Choice</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will eliminate redundant words and phrases. <input type="checkbox"/> Students will apply the most specific word for use in a sentence. <ul style="list-style-type: none"> <input type="checkbox"/> WR-HS-4.11.0 Editing (Conventions and Mechanics) <ul style="list-style-type: none"> <input type="checkbox"/> Checking for correctness with self, teacher, or peer(s) <ul style="list-style-type: none"> <input type="checkbox"/> Language usage <input type="checkbox"/> Sentence structure <input type="checkbox"/> Spelling <input type="checkbox"/> Capitalization <input type="checkbox"/> Punctuation <input type="checkbox"/> Documentation of sources <input type="checkbox"/> Using resources to support editing (e.g., spell check, dictionaries, thesauri, handbooks) <p>Editing Skills</p>		

Grade 12	Unit 4: Portfolio Wildcard		Suggested Length: 3 Weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>Language Usage</p> <ul style="list-style-type: none"> ❑ Students will apply knowledge of subject/verb agreement with both singular and plural subjects. ❑ Students will apply knowledge of present, past and future tenses. ❑ Students will apply knowledge of comparative and superlative forms of adjectives and adverbs. ❑ Students will apply knowledge of special problems in usage, (i.e., a/an, to/two/too, their/there/they're) and pronoun references and double negatives. ❑ Students will apply knowledge of idiomatic expressions. <ul style="list-style-type: none"> ❑ WR-HS-4.12.0 Publishing ❑ Sharing final piece with intended audience 		

Grade 12	Unit 5: Letter to the Reviewer		Suggested Length: 3 Weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<ul style="list-style-type: none"> ❑ Why care about what I have written? ❑ Why is reflection important to my everyday life? ❑ What is my own definition of good writing? 	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>EIV-W-1 apply writing-to-learn strategies such as note taking, reflective response, response journals, and logs and writing-to-demonstrate-learning strategies in situations such as essays, open-response questions, and essay tests in multiple contexts</i> ❑ <i>EIV-W-4 apply features of various genres (e.g., poems, short stories, plays, articles, speeches, brochures, manuals) in writings.</i> ❑ <i>EIV-W-5 use handbooks, style manuals, and models to produce correct and effective communications and to document</i> 		

Grade 12	Unit 5: Letter to the Reviewer		Suggested Length: 3 Weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p><i>appropriately.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> EIV-W-6 apply writing process and criteria for effective writing to compile a collection of writings developed over time, as well as in on-demand writing situations. <input type="checkbox"/> EIV-W-7 critique own and others' works based on criteria for effective writing, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling). <input type="checkbox"/> EIV-I-1 collect, analyze, synthesize, and evaluate information and ideas from a variety of sources to complete independent inquiry projects and tasks <input type="checkbox"/> EIV-I-2 engage in decision-making, planning, and organizational procedures to make informed choices <input type="checkbox"/> EIV-I-3 apply logical and critical thinking strategies to accomplish projects and tasks <input type="checkbox"/> EIV-T-1 retrieve and transmit communications relevant to assigned tasks. <input type="checkbox"/> EIV-T-2 develop and evaluate the use of appropriate technology for selected purposes. <p><u>Core Content – Writing</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> WR-HS-1.1.0 Purpose/Audience: Students will establish and maintain a focused purpose to communicate with an authentic audience by <ul style="list-style-type: none"> <input type="checkbox"/> Narrowing the topic to present an idea, theme or thesis <input type="checkbox"/> Choosing a perspective authentic to the writer <input type="checkbox"/> Analyzing and addressing the needs of the intended audience <input type="checkbox"/> Adhering to the characteristics of the form 	<ul style="list-style-type: none"> <input type="checkbox"/> Reflection <input type="checkbox"/> Good Writing <input type="checkbox"/> Letter to the Reviewer 	<ul style="list-style-type: none"> <input type="checkbox"/> Read, compare, criticize, discuss, analyze and evaluate letters to the reviewer taken from graduates and Kentucky Writing Portfolio benchmarks <input type="checkbox"/> Become familiar with the requirements of the Kentucky Writing Assessment Holistic Scoring Guide <input type="checkbox"/> Review and apply text and language features applicable to reflective writing <input type="checkbox"/> Learn to revise using the Error Checklist <input type="checkbox"/> Learn skills necessary to demonstrate characteristics of effective writing demonstrated in Kentucky's Holistic Scoring Guide, including <input type="checkbox"/> Purpose/Audience-focus, intent, tone, voice, form, thesis

Grade 12	Unit 5: Letter to the Reviewer		Suggested Length: 3 Weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> <input type="checkbox"/> Applying a suitable tone <input type="checkbox"/> Allowing voice to emerge when appropriate DOK 4 <input type="checkbox"/> WR-HS-1.1.1 In Reflective Writing, <ul style="list-style-type: none"> <input type="checkbox"/> Students will evaluate personal progress toward meeting goals in literacy skills <input type="checkbox"/> Students will analyze needs of the intended audience <input type="checkbox"/> Students will sustain suitable tone or appropriate voice <input type="checkbox"/> WR-HS-1.2.1 In Reflective Writing, <ul style="list-style-type: none"> <input type="checkbox"/> Students will develop the connection between literacy skills (reading and writing) and understanding of content knowledge. <input type="checkbox"/> Students will describe own literacy skills, strategies, or processes, or areas of growth. <input type="checkbox"/> Students will analyze own decisions about literacy skills. <input type="checkbox"/> Students will evaluate own strengths and areas for growth. <input type="checkbox"/> Students will support claims about self. <input type="checkbox"/> WR-HS-1.2.0 Idea Development/Support: Students will support main ideas and deepen the audience’s understanding of purpose by <ul style="list-style-type: none"> <input type="checkbox"/> Developing logical, justified, and suitable explanations <input type="checkbox"/> Providing relevant elaboration <input type="checkbox"/> Explaining related connections or reflections <input type="checkbox"/> Applying idea development strategies appropriate to the form DOK 4 <input type="checkbox"/> WR-HS-2.3.0 Organization: Students will 		<ul style="list-style-type: none"> <input type="checkbox"/> Idea Development-elaboration, reflection, development strategies, logical development <input type="checkbox"/> Organization-unity, coherence, meaningful order, transitions, closure <input type="checkbox"/> Sentences-variety, construction <input type="checkbox"/> Language-diction, conciseness, correct grammar, <input type="checkbox"/> Correctness-usage, mechanics, spelling <input type="checkbox"/> Portfolio Scoring <input type="checkbox"/> Peer Review <input type="checkbox"/> Instructor Review (Progress-Based) <input type="checkbox"/> Students will edit chosen wild card piece <input type="checkbox"/> Students will publish pieces for senior portfolio <input type="checkbox"/> Students will write, edit, and revise a letter to the editor <input type="checkbox"/> Publish a final draft of the letter to the editor

Grade 12	Unit 5: Letter to the Reviewer		Suggested Length: 3 Weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>create unity and coherence to accomplish the focused purpose by</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engaging the audience <input type="checkbox"/> Establishing a context for reading when appropriate <input type="checkbox"/> Communicating ideas and support in a meaningful order <input type="checkbox"/> Applying transitions and transitional elements to guide the reader through the piece <input type="checkbox"/> Developing effective closure DOK 3 <p><input type="checkbox"/> WR-HS-2.3.1 In Reflective Writing,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will engage the interest of the reader. <input type="checkbox"/> Students will establish a context for the reader. <input type="checkbox"/> Students will communicate ideas and details in a logical, meaningful order. <input type="checkbox"/> Students will apply the acceptable format of the genre. <input type="checkbox"/> Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader. <input type="checkbox"/> Students will apply effective paragraphing. <input type="checkbox"/> Students will create effective conclusions. <p><input type="checkbox"/> WR-HS-2.4.0 Sentence Structure: Students will create effective sentences by</p> <ul style="list-style-type: none"> <input type="checkbox"/> Applying a variety of structures and lengths <input type="checkbox"/> Maintaining parallel structure <input type="checkbox"/> Developing complete and correct sentences unless using unconventional structures for effect when appropriate DOK 3 		

Grade 12	Unit 5: Letter to the Reviewer		Suggested Length: 3 Weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> ❑ WR-HS-3.5.0 Language: Students will exemplify effective language choices by <ul style="list-style-type: none"> ❑ Applying correct grammar and usage ❑ Applying concise use of language ❑ Incorporating strong verbs, precise nouns, concrete details and sensory details ❑ Applying language appropriate to the content, purpose, and audience DOK 2 ❑ WR-HS-3.6.0 Correctness: Students will communicate clearly by <ul style="list-style-type: none"> ❑ Applying correct spelling ❑ Applying correct punctuation ❑ Applying correct capitalization ❑ Incorporating acceptable departure from standard correctness to enhance meaning when appropriate ❑ Incorporating appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources, documenting sources in text and/or on a Works Cited page) DOK 2 ❑ WR-HS-4.10.0 Revising (Content/Ideas) <ul style="list-style-type: none"> ❑ Reflecting to determine where to add, delete, rearrange, define/redefine, or elaborate content ❑ Conferencing with teacher or peer(s) to help determine where to add, delete, rearrange, define/redefine, or elaborate content ❑ Checking for accuracy of content ❑ Considering voice, tone, style, intended audience, coherence, transitions, pacing ❑ Comparing with rubric criteria and 		

Grade 12	Unit 5: Letter to the Reviewer		Suggested Length: 3 Weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>anchor papers/models</p> <ul style="list-style-type: none"> ❑ Considering effectiveness of language usage and sentences to communicate ideas <p>Revising Skills Idea Development</p> <ul style="list-style-type: none"> ❑ Students will narrow topic for selected writing. ❑ Students will identify topic sentence of a paragraph that is purposefully placed to enhance reader awareness. ❑ Students will select appropriate supporting details relevant to a specific writing category (e.g., dialogue, predictions, findings from research, needed definitions, causes and effects, comparisons, contrasts, reference to concepts). ❑ Students will delete extraneous/irrelevant materials. <p>Organization</p> <ul style="list-style-type: none"> ❑ Students will correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position. ❑ Students will compose effective and subtle transitions. ❑ Students will develop effective introductions and closures for writing. ❑ Students will apply appropriate usage of parallelism (e.g. word forms, lists, phrases, clauses, sentences, organization, idea development). <p>Word Choice</p> <ul style="list-style-type: none"> ❑ Students will eliminate redundant words and phrases. 		

Grade 12	Unit 5: Letter to the Reviewer		Suggested Length: 3 Weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> <input type="checkbox"/> Students will apply the most specific word for use in a sentence. <input type="checkbox"/> WR-HS-4.11.0 Editing (Conventions and Mechanics) <ul style="list-style-type: none"> <input type="checkbox"/> Checking for correctness with self, teacher, or peer(s) <ul style="list-style-type: none"> <input type="checkbox"/> Language usage <input type="checkbox"/> Sentence structure <input type="checkbox"/> Spelling <input type="checkbox"/> Capitalization <input type="checkbox"/> Punctuation <input type="checkbox"/> Documentation of sources <input type="checkbox"/> Using resources to support editing (e.g., spell check, dictionaries, thesauri, handbooks) Editing Skills Language Usage <ul style="list-style-type: none"> <input type="checkbox"/> Students will apply knowledge of subject/verb agreement with both singular and plural subjects. <input type="checkbox"/> Students will apply knowledge of present, past and future tenses. <input type="checkbox"/> Students will apply knowledge of comparative and superlative forms of adjectives and adverbs. <input type="checkbox"/> Students will apply knowledge of special problems in usage, (i.e., a/an, to/two/too, their/there/they're) and pronoun references and double negatives. <input type="checkbox"/> Students will apply knowledge of idiomatic expressions. <input type="checkbox"/> WR-HS-4.12.0 Publishing <ul style="list-style-type: none"> <input type="checkbox"/> Sharing final piece with intended audience 		

Grade 12	Unit 6: MAC BETH	Suggested Length: 4 weeks	
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. Who was the most influential monarch in England during the Renaissance?</p> <p>2. What significance did her reign have on the arts?</p> <p>3. How did the rebirth of “classical antiquity influence Shakespeare’s writing?</p> <p>4. How do the images used in the play add to the darkness of the play’s mood?</p> <p>5. Salvation vs. Damnation/Fate vs. Choice/Adam vs. Eve are three themes discussed in Mac Beth.</p> <p>6. How do these</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>EIV-R-1 analyze, synthesize, and evaluate the four types of reading materials (literary, informational, practical/workplace, and persuasive) in both print and nonprint (e.g., computer, electronic media) formats to complete tasks and projects</i> <input type="checkbox"/> <i>EIV-R-2 respond critically to a variety of literary genres (e.g., novels, essays, short stories, poetry, drama), making connections among different periods, styles, cultures, and ethnicities.</i> <input type="checkbox"/> <i>EIV-R-3 continue to analyze authors’ uses of literary terms and concepts (e.g., theme, symbolism, tone) from a variety of classic and contemporary readings.</i> <input type="checkbox"/> <i>EIV-W-1 apply writing-to-learn strategies such as note taking, reflective response, response journals, and logs and writing-to-demonstrate-learning strategies in situations such as essays, open-response questions, and essay tests in multiple contexts</i> <input type="checkbox"/> <i>EIV-SLO-2 apply and respond to verbal and nonverbal elements of delivery (e.g., gestures, facial expressions, tone, volume, rate).</i> <input type="checkbox"/> <i>EIV-SLO-3 apply strategies for critical listening and observing skills to complete tasks or projects</i> <input type="checkbox"/> <i>EIV-I-2 engage in decision-making, planning, and organizational procedures to make informed choices</i> <input type="checkbox"/> <i>EIV-I-3 apply logical and critical thinking strategies to accomplish projects and tasks</i> <p><u>Core Content - Reading</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> RD-12-1.0.1 Students will interpret literal 	<ul style="list-style-type: none"> <input type="checkbox"/> Plot <input type="checkbox"/> Setting 	<ul style="list-style-type: none"> <input type="checkbox"/> Students will summarize the origins of the Renaissance and the rebirth of classical antiquity as outlined in their

Grade 12	Unit 6: MAC BETH		Suggested Length: 4 weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>themes still influence society today?</p> <p>7. What is a soliloquy?</p> <p>8. Why are they important to the theater?</p>	<p>or non-literal meanings of words in a passage. DOK 2</p> <ul style="list-style-type: none"> ❑ RD-12-2.0.1 Students will paraphrase information in a passage. DOK 2 ❑ RD-12-2.0.2 Students will identify essential information from a passage needed to accomplish a task. DOK 1 ❑ RD-12-2.0.3 Students will apply the information contained in a passage to accomplish a task/procedure or to answer questions about a passage. DOK 2 ❑ RD-12-2.0.6 Students will explain the main ideas of a passage and identify the key ideas or information that support them. DOK 3 ❑ RD-12-3.0.1 Students will explain or analyze how a conflict in a passage is resolved. DOK 3 ❑ RD-12-3.0.2 Students will identify or explain an author's purpose in a passage. DOK 3 ❑ RD-12-3.0.6 Students will analyze the relationship between a speaker's or character's motivation and behavior in a passage, as revealed by the dilemmas. DOK 3 ❑ RD-12-3.0.7 Students will analyze or evaluate the use of supporting details as they relate to the author's message. DOK 3 ❑ RD-12-4.0.1 Students will analyze the content or make connections as it applies to students' lives (text-to-self), real-world issues (text-to-world) or other texts (text-to-text). ❑ RD-12-4.0.2 Students will use evidence from a passage to formulate opinions in response to a reading passage. ❑ RD-12-5.0.2 Students will analyze or evaluate the effectiveness of literary 	<ul style="list-style-type: none"> ❑ Style and Tone ❑ Imagery ❑ Theme ❑ Mood ❑ Characterization ❑ Conflict ❑ Antagonist ❑ Soliloquy ❑ Foreshadowing ❑ Ambition ❑ Allusion ❑ Irony ❑ Corruption ❑ Suspense ❑ Comic Relief ❑ Paradox ❑ Classical Antiquity ❑ Blank Verse ❑ Iambic Pentameter ❑ Tragedy ❑ Tragic Hero ❑ Tragic Flaw 	<p>text.</p> <ul style="list-style-type: none"> ❑ Students will analyze the themes, images, and critical analysis of Mac Beth's character. ❑ Students will read and interpret Acts I-V of Mac Beth. ❑ Students will read the play aloud in class. ❑ Students will paraphrase sections of the play, both orally and in written format. ❑ <u>Review Questions Acts I-V</u>: Students will complete short answer and fill in the blank questions about each act of Mac Beth. These will be discussed in class and will be part of the study guide for the test. ❑ <u>Critical Analysis</u>: Students will read the critical essay, "from On the Knocking at the Gate in Mac Beth", on pg. 330 of <u>Elements of Literature</u>. They will be given three questions that ask them to critically analyze the meaning of the essay. These will be answered in short essay format. ❑ After reading and discussing the play, students will watch the Orson Welles and another version of Mac Beth. ❑ Discussion of the play vs. movie. What were the differences in the movie? How were these differences used to illustrate the ambition and evil nature of Mac Beth and his wife? ❑ The concepts of paradox, soliloquy, and comic relief will be discussed. Students will be given examples from the play. ❑ <u>Final Test</u>: Students will be tested on their knowledge of the Renaissance and Mac Beth. The test will consist of MC, Short Essay, and Critical Analysis of the movie version.

Grade 12	Unit 6: MAC BETH		Suggested Length: 4 weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>elements (e.g., theme, characterization, setting, point of view, conflict and resolution, plot structure) within a passage. DOK 3</p> <ul style="list-style-type: none"> ❑ RD-12-5.0.3 Students will analyze the author's use of literary devices in a passage (e.g., symbolism, irony, analogies, imagery, figurative language). DOK 3 		

Grade 12	Unit 7: Songs of Ancient Heroes (runs simultaneously with Unit 1)		Suggested Length: 8 weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. What are the historical and social forces that shaped the Anglo-Saxon era and the writings of that time?</p> <p>2. How are Anglo-Saxon writings relevant to modern readers and writers?</p> <p>3. Where and how did the English language begin?</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>EIV-R-1 analyze, synthesize, and evaluate the four types of reading materials (literary, informational, practical/workplace, and persuasive) in both print and nonprint (e.g., computer, electronic media) formats to complete tasks and projects</i> ❑ <i>EIV-R-2 respond critically to a variety of literary genres (e.g., novels, essays, short stories, poetry, drama), making connections among different periods, styles, cultures, and ethnicities.</i> ❑ <i>EIV-R-3 continue to analyze authors' uses of literary terms and concepts (e.g., theme, symbolism, tone) from a variety of classic and contemporary readings.</i> ❑ <i>EIV-R-4 select and read materials for enjoyment.</i> ❑ <i>EIV-R-5 apply reading skills to complete diverse tasks and projects, which use materials relevant to individual postsecondary interests.</i> ❑ <i>EIV-W-1 apply writing-to-learn strategies</i> 		

Grade 12	Unit 7: Songs of Ancient Heroes (runs simultaneously with Unit 1)		Suggested Length: 8 weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p><i>such as note taking, reflective response, response journals, and logs and writing-to-demonstrate-learning strategies in situations such as essays, open-response questions, and essay tests in multiple contexts</i></p> <ul style="list-style-type: none"> ❑ EIV-W-4 apply features of various genres (e.g., poems, short stories, plays, articles, speeches, brochures, manuals) in writings. ❑ EIV-SLO-2 apply and respond to verbal and nonverbal elements of delivery (e.g., gestures, facial expressions, tone, volume, rate). ❑ EIV-SLO-3 apply strategies for critical listening and observing skills to complete tasks or projects <p><u>Core Content – Reading</u></p> <ul style="list-style-type: none"> ❑ RD-12-1.0.1 Students will interpret literal or non-literal meanings of words in a passage. DOK 2 ❑ RD-12-2.0.1 Students will paraphrase information in a passage. DOK 2 ❑ RD-12-2.0.2 Students will identify essential information from a passage needed to accomplish a task. DOK 1 ❑ RD-12-2.0.3 Students will apply the information contained in a passage to accomplish a task/procedure or to answer questions about a passage. DOK 2 ❑ RD-12-2.0.6 Students will explain the main ideas of a passage and identify the key ideas or information that support them. DOK 3 ❑ RD-12-2.0.7 Students will make inferences, draw conclusions or make generalizations based on evidence from a passage. DOK 3 ❑ RD-12-3.0.2 Students will identify or analyze an author's purpose in a passage. 	<ul style="list-style-type: none"> ❑ Kenning ❑ In media res ❑ Epic poem ❑ Elegy ❑ Metaphor ❑ Caesura ❑ Alliteration ❑ Archetypal hero ❑ Archetype 	<ul style="list-style-type: none"> ❑ Watch the video "The Anglo Saxons" as an introductory lesson about Anglo Saxon life and complete a study guide about the video. ❑ Watch "A Living language, Part I" as background on Old English, the language of the Anglo Saxons ❑ Use the internet to view and listen to selections of Old English ❑ Take notes on the characteristics of an epic and archetypal hero ❑ Analyze, synthesize, criticize, and evaluate poems based on key terms, vocabulary and leading questions, including, but not limited to, some of the following: <ul style="list-style-type: none"> ❑ The Anglo Saxons 449-1066: Beowulf (excerpts), Gilgamesh (excerpts), The Seafarer trans. Burton Raffel ❑ Paraphrase sections of the poems listed above ❑ Identify alliteration and kennings in the poem "Beowulf" ❑ Compare the heroes in the poems listed above using a Venn diagram ❑ Define and identify poetic terms

Grade 12	Unit 7: Songs of Ancient Heroes (runs simultaneously with Unit 1)		Suggested Length: 8 weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>DOK 2</p> <ul style="list-style-type: none"> ❑ RD-12-3.0.7 Students will analyze or evaluate the use of supporting details as they relate to the author's message. DOK 3 ❑ RD-12-4.0.1 Students will analyze the content or make connections as it applies to students' lives (text-to-self), real-world issues (text-to-world) or other texts (text-to-text). ❑ RD-12-4.0.2 Students will use evidence from a passage to formulate opinions in response to a reading passage. ❑ RD-12-5.0.2 Students will analyze or evaluate the effectiveness of literary elements (e.g., theme, characterization, setting, point of view, conflict and resolution, plot structure) within a passage. DOK 3 ❑ RD-12-5.0.3 Students will analyze the author's use of literary devices in a passage (e.g., symbolism, irony, analogies, imagery, figurative language). DOK 3 <p><u>Core Content – Writing</u></p> <ul style="list-style-type: none"> ❑ WR-HS-1.1.0 Purpose/Audience: Students will establish and maintain a focused purpose to communicate with an authentic audience by <ul style="list-style-type: none"> ❑ Narrowing the topic to present an idea, theme or thesis ❑ Choosing a perspective authentic to the writer ❑ Analyzing and addressing the needs of the intended audience ❑ Adhering to the characteristics of the form ❑ Applying a suitable tone ❑ Allowing voice to emerge when 		<ul style="list-style-type: none"> ❑ Read "Life in 999: A Grim Struggle" on page 47 of the text. Use a Venn diagram to compare/contrast Anglo Saxon life to modern life. ❑ Read & interpret "Head of Humbaba" on page 53. ❑ <u>Students may choose to do one of the following culminating activities for this unit: Write a feature article about the epic poem, <i>Beowulf</i>; create a comic book version either <i>Beowulf</i> or <i>Gilgamesh</i>; or rewrite a section of <i>Beowulf</i> from either Grendel's or Grendel's Mother's point of view.</u> ❑ <u>Complete a unit test composed of multiple choice, short answer, and open response questions.</u>

Grade 12	Unit 7: Songs of Ancient Heroes (runs simultaneously with Unit 1)		Suggested Length: 8 weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p style="text-align: center;">appropriate DOK 4</p> <ul style="list-style-type: none"> ❑ WR-HS-1.1.2 In Literary Writing, <ul style="list-style-type: none"> ❑ Students will communicate to an audience about the human condition (e.g., by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image, or showing an extraordinary perception of the ordinary). ❑ Students will apply characteristics of the selected form (e.g., short story, play/script, poem). ❑ Students will sustain point of view. ❑ Students will sustain a suitable tone or appropriate voice. ❑ Students will apply fictional perspective in literary writing when appropriate. ❑ WR-HS-1.2.0 Idea Development/Support: Students will support main ideas and deepen the audience’s understanding of purpose by <ul style="list-style-type: none"> ❑ Developing logical, justified and suitable explanations ❑ Providing relevant elaboration ❑ Explaining related connections or reflections ❑ Applying idea development strategies appropriate to the form DOK4 ❑ WR-HS-1.2.2 In Personal Expressive/Literary Writing, <ul style="list-style-type: none"> ❑ Students will communicate theme/main idea through use of literary elements appropriate to the genre: <ul style="list-style-type: none"> ❑ Students will develop characters (fictional/non-fictional) through emotions, actions, reactions, actions, 		

Grade 12	Unit 7: Songs of Ancient Heroes (runs simultaneously with Unit 1)		Suggested Length: 8 weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>reactions, descriptions, thoughts, or dialogue when appropriate.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will develop plot/story line appropriate to form <input type="checkbox"/> Students will develop an appropriate setting, mood, scene, image, or feeling. <input type="checkbox"/> Students will incorporate literary or poetic devices (e.g., simile, metaphor, personification) for an intentional effect. <input type="checkbox"/> Students will incorporate reflection and insight and analysis when appropriate. <p><input type="checkbox"/> WR-HS-2.3.0 Organization: Students will create unity and coherence to accomplish the focused purpose by</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engaging the audience <input type="checkbox"/> Establishing a context for reading when appropriate <input type="checkbox"/> Communicating ideas and support in a meaningful order <input type="checkbox"/> Applying transitions and transitional elements to guide the reader through the piece <input type="checkbox"/> Developing effective closure DOK 3 <p><input type="checkbox"/> WR-HS-2.3.2 In Personal Expressive/Literary Writing,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will engage the interest of the reader. <input type="checkbox"/> Students will communicate ideas and details in meaningful order. <input type="checkbox"/> Students will apply organizational devices (e.g., foreshadowing, flashback) when appropriate. <input type="checkbox"/> Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader. 		

Grade 12	Unit 7: Songs of Ancient Heroes (runs simultaneously with Unit 1)		Suggested Length: 8 weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> <input type="checkbox"/> Students will apply effective paragraphing. <input type="checkbox"/> Students will arrange poetic stanzas in a way that enhances the meaning through the use of white space, line breaks, and shape. <input type="checkbox"/> Students will create effective conclusions. <input type="checkbox"/> WR-HS-2.4.0 Sentence Structure: Students will create effective sentences by <ul style="list-style-type: none"> <input type="checkbox"/> Applying a variety of structures and lengths <input type="checkbox"/> Maintaining parallel structure <input type="checkbox"/> Developing complete and correct sentences unless using unconventional structures for effect when appropriate DOK 3 <input type="checkbox"/> WR-HS-2.4.2 In Personal Expressive/Literary Writing, <ul style="list-style-type: none"> <input type="checkbox"/> Students will develop sentences of various structures and lengths for effect. <input type="checkbox"/> Students will maintain parallel structure. <input type="checkbox"/> Students will develop complete sentences or apply unconventional structures for an intentional effect when appropriate. <input type="checkbox"/> Students will arrange poetic language in meaningful order. <input type="checkbox"/> Students will apply poetic line breaks effectively. <input type="checkbox"/> WR-HS-3.5.0 Language: Students will exemplify effective language choices by <ul style="list-style-type: none"> <input type="checkbox"/> Applying correct grammar and usage <input type="checkbox"/> Applying concise use of language <input type="checkbox"/> Incorporating strong verbs, precise nouns, concrete details, and sensory 		

Grade 12	Unit 7: Songs of Ancient Heroes (runs simultaneously with Unit 1)		Suggested Length: 8 weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>details</p> <ul style="list-style-type: none"> ❑ Applying language appropriate to the content, purpose, and audience DOK 2 ❑ WR-HS-3.5.2 In Personal Expressive/Literary Writing, <ul style="list-style-type: none"> ❑ Students will adhere to standard guidelines for usage and grammar or apply nonstandard for an intentional effect. ❑ Students will incorporate language based on economy, precision, richness, or impact on the reader. ❑ Students will develop ideas through descriptive or figurative language. ❑ WR-HS-3.6.0 Correctness: Students will communicate clearly by <ul style="list-style-type: none"> ❑ Applying correct spelling ❑ Applying correct punctuation ❑ Applying correct capitalization ❑ Incorporating acceptable departure from standard correctness to enhance meaning when appropriate ❑ Incorporating appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources, documenting sources in text and/or on a Works Cited page) DOK 2 ❑ WR-HS-4.8.0 Prewriting <ul style="list-style-type: none"> ❑ Establishing a purpose and central/controlling idea or focus ❑ Identifying and analyzing the audience ❑ Determining the most appropriate form to meet the needs of purpose and audience 		

Grade 12	Unit 7: Songs of Ancient Heroes (runs simultaneously with Unit 1)		Suggested Length: 8 weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> <input type="checkbox"/> Generating ideas (e.g., mapping, webbing, note taking, interviewing, researching, and other writing-to-learn activities) <input type="checkbox"/> Organizing ideas – examining other models of good writing, appropriate text structures to match purpose, various ways to organize information <input type="checkbox"/> WR-HS-4.9.0 Drafting <ul style="list-style-type: none"> <input type="checkbox"/> Writing draft(s) for an intended audience <input type="checkbox"/> Developing topic, elaborating ideas, exploring sentence variety and language use <input type="checkbox"/> WR-HS-4.10.0 Revising (Content/Ideas) <ul style="list-style-type: none"> <input type="checkbox"/> Reflecting to determine where to add, delete, rearrange, define/redefine, or elaborate content <input type="checkbox"/> Conferencing with teacher, peer(s) to help determine where to add, delete, rearrange, define/redefine, or elaborate content <input type="checkbox"/> Checking for accuracy of content <input type="checkbox"/> Considering voice, tone, style, intended audience, coherence, transitions, pacing <input type="checkbox"/> Comparing with rubric criteria and anchor papers/models <input type="checkbox"/> Considering effectiveness of language usage and sentences to communicate ideas Revising Skills Idea Development <ul style="list-style-type: none"> <input type="checkbox"/> Students will narrow topic for selected writing. <input type="checkbox"/> Students will identify topic sentence of a paragraph that is purposefully placed to 		

Grade 12	Unit 7: Songs of Ancient Heroes (runs simultaneously with Unit 1)		Suggested Length: 8 weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>enhance reader awareness.</p> <ul style="list-style-type: none"> ❑ Students will select appropriate supporting details relevant to a specific writing category (e.g., dialogue, predictions, findings from research, needed definitions, causes and effects, comparisons, contrasts, reference to concepts). ❑ Students will delete extraneous/irrelevant materials. <p>Organization</p> <ul style="list-style-type: none"> ❑ Students will correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position. ❑ Students will compose effective and subtle transitions. ❑ Students will develop effective introductions and closures for writing. ❑ Students will apply appropriate usage of parallelism (e.g. word forms, lists, phrases, clauses, sentences, organization, idea development). <p>Word Choice</p> <ul style="list-style-type: none"> ❑ Students will eliminate redundant words and phrases. ❑ Students will apply the most specific word for use in a sentence. <ul style="list-style-type: none"> ❑ WR-HS-4.11.0 Editing (Conventions and Mechanics) <ul style="list-style-type: none"> ❑ Checking for correctness with self, teacher, or peer(s) <ul style="list-style-type: none"> ❑ Language usage ❑ Sentence structure ❑ Spelling 		

Grade 12	Unit 7: Songs of Ancient Heroes (runs simultaneously with Unit 1)		Suggested Length: 8 weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> <input type="checkbox"/> Capitalization <input type="checkbox"/> Punctuation <input type="checkbox"/> Documentation of sources <input type="checkbox"/> Using resources to support editing (e.g., spell check, dictionaries, thesauri, handbooks) <p>Editing Skills Language Usage</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will apply knowledge of subject/verb agreement with both singular and plural subjects. <input type="checkbox"/> Students will apply knowledge of present, past and future tenses. <input type="checkbox"/> Students will apply knowledge of comparative and superlative forms of adjectives and adverbs. <input type="checkbox"/> Students will apply knowledge of special problems in usage, (i.e., a/an, to/two/too, their/there/they're) and pronoun references and double negatives. <input type="checkbox"/> Students will apply knowledge of idiomatic expressions. <ul style="list-style-type: none"> <input type="checkbox"/> WR-HS-4.12.0 Publishing <ul style="list-style-type: none"> <input type="checkbox"/> Sharing final piece with intended audience 		

Grade 12	Unit: 8: Tell Me A Story		Suggested Length: 3-4 Weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
1. What historical and social forces influenced the	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>EIV-R-1 analyze, synthesize, and evaluate the four types of reading materials (literary, informational, practical/workplace, and persuasive) in both print and nonprint (e.g.,</i> 		

Grade 12		Unit: 8: Tell Me A Story	Suggested Length: 3-4 Weeks	
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:	
<p>literary works of the Middle Ages?</p> <p>2. What literary elements are found in the literature of the Middle Ages?</p> <p>3. How did the English language from the time of the Anglo-Saxons to the Middle Ages?</p> <p>4. How does life in the Middle Ages compare to modern life?</p> <p>5. How have the roles of women in society changed since the Middle Ages? How are they the same?</p>	<p><i>computer, electronic media) formats to complete tasks and projects</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> EIV-R-2 respond critically to a variety of literary genres (e.g., novels, essays, short stories, poetry, drama), making connections among different periods, styles, cultures, and ethnicities. <input type="checkbox"/> EIV-R-3 continue to analyze authors' uses of literary terms and concepts (e.g., theme, symbolism, tone) from a variety of classic and contemporary readings. <input type="checkbox"/> EIV-R-4 select and read materials for enjoyment. <input type="checkbox"/> EIV-R-5 apply reading skills to complete diverse tasks and projects, which use materials relevant to individual postsecondary interests. <input type="checkbox"/> EIV-W-1 apply writing-to-learn strategies such as note taking, reflective response, response journals, and logs and writing-to-demonstrate-learning strategies in situations such as essays, open-response questions, and essay tests in multiple contexts <input type="checkbox"/> EIV-W-4 apply features of various genres (e.g., poems, short stories, plays, articles, speeches, brochures, manuals) in writings. <input type="checkbox"/> EIV-SLO-2 apply and respond to verbal and nonverbal elements of delivery (e.g., gestures, facial expressions, tone, volume, rate). <input type="checkbox"/> EIV-SLO-3 apply strategies for critical listening and observing skills to complete tasks or projects <p><u>Core Content – Reading</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> RD-12-1.0.1 Students will interpret literal or non-literal meanings of words in a passage. DOK 2 	<ul style="list-style-type: none"> <input type="checkbox"/> Frame story <input type="checkbox"/> Ballade <input type="checkbox"/> Refrain <input type="checkbox"/> Imagery 	<ul style="list-style-type: none"> <input type="checkbox"/> View a PowerPoint presentation with guided notes on the Middle Ages and the life of Chaucer. <input type="checkbox"/> Read the following ballads: <i>Lord Randall; Edward, Edward; Get Up and Bar the Door; Frankie and Johnny</i> 	

Grade 12

Unit: 8: Tell Me A Story

Suggested Length: 3-4 Weeks

Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> ❑ RD-12-2.0.1 Students will paraphrase information in a passage. DOK 2 ❑ RD-12-2.0.2 Students will identify essential information from a passage needed to accomplish a task. DOK 1 ❑ RD-12-2.0.3 Students will apply the information contained in a passage to accomplish a task/procedure or to answer questions about a passage. DOK 2 ❑ RD-12-2.0.6 Students will explain the main ideas of a passage and identify the key ideas or information that support them. DOK 3 ❑ RD-12-3.0.1 Students will explain or analyze how a conflict in a passage is resolved. DOK 3 ❑ RD-12-3.0.2 Students will analyze an author's purpose in a passage. DOK 3 ❑ RD-12-3.0.7 Students will analyze or evaluate the use of supporting details as they relate to the author's message. DOK 3 ❑ RD-12-4.0.1 Students will analyze the content or make connections as it applies to students' lives (text-to-self,) real-world issues (text-to-world) or other texts (text-to-text). ❑ RD-12-5.0.2 Students will analyze or evaluate the effectiveness of literary elements (e.g., theme, characterization, setting, point of view, conflict and resolution, plot structure) within a passage. DOK 3 ❑ RD-12-5.0.3 Students will analyze the author's use of literary devices in a passage (e.g., symbolism, irony, analogies, imagery, figurative 	<ul style="list-style-type: none"> ❑ Couplet ❑ Iambic pentameter ❑ Character ❑ Satire ❑ Personification ❑ Symbol ❑ Irony ❑ Incremental repetition 	<ul style="list-style-type: none"> ❑ Identify the characteristics of a ballad as found on page 96 of the text and analyze the above poems for these characteristics ❑ <u>Write a ballad incorporating the characteristics noted on page 96 of the text. Students may also choose to write a newspaper article telling the story of one the ballads read in class or write and essay comparing/contrasting several versions of the same ballad (Lord Randall, for example).</u> ❑ Listen to a recording the Prologue to the <i>Canterbury Tales</i> read in Middle English. ❑ Read and interpret passages from <i>Canterbury Tales</i>. ❑ Identify and analyze the following literary elements in <i>Canterbury Tales</i>: frame story, characterization, imagery, and iambic pentameter. ❑ Paraphrase selected passages from <i>Canterbury Tales</i>. ❑ <u>After researching medieval occupations, create a new pilgrim to incorporate in Chaucer's poem and write a tale for him/her, following Chaucer's style and using the established poetic elements of the poem.</u> ❑ <u>Complete a unit test consisting of multiple choice, short answers and matching sections, with open response questions.</u>

Grade 12	Unit: 8: Tell Me A Story	Suggested Length: 3-4 Weeks	
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>language). DOK 3</p> <p><u>Core Content – Writing</u></p> <ul style="list-style-type: none"> ❑ WR-HS-1.1.0 Purpose/Audience: Students will establish and maintain a focused purpose to communicate with an authentic audience by <ul style="list-style-type: none"> ❑ Narrowing the topic to present an idea, theme or thesis ❑ Choosing a perspective authentic to the writer ❑ Analyzing and addressing the needs of the intended audience ❑ Adhering to the characteristics of the form ❑ Applying a suitable tone ❑ Allowing voice to emerge when appropriate DOK 4 ❑ WR-HS-1.1.2 In Literary Writing, <ul style="list-style-type: none"> ❑ Students will communicate to an audience about the human condition (e.g., by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image, or showing an extraordinary perception of the ordinary). ❑ Students will apply characteristics of the selected form (e.g., short story, play/script, poem). ❑ Students will sustain point of view. ❑ Students will sustain a suitable tone or appropriate voice. ❑ Students will apply fictional perspective in literary writing when appropriate. ❑ WR-HS-1.2.0 Idea Development/Support: Students will support main ideas and 		

Grade 12		Unit: 8: Tell Me A Story		Suggested Length: 3-4 Weeks	
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:		
	<p>deepen the audience’s understanding of purpose by</p> <ul style="list-style-type: none"> <input type="checkbox"/> Developing logical, justified and suitable explanations <input type="checkbox"/> Providing relevant elaboration <input type="checkbox"/> Explaining related connections or reflections <input type="checkbox"/> Applying idea development strategies appropriate to the form DOK 4 <ul style="list-style-type: none"> <input type="checkbox"/> WR-HS-1.2. 2 In Personal Expressive/ Literary Writing, <ul style="list-style-type: none"> <input type="checkbox"/> Students will communicate theme/main idea through use of literary elements appropriate to the genre: <ul style="list-style-type: none"> <input type="checkbox"/> Students will develop characters (fictional/non-fictional) through emotions, actions, reactions, actions, reactions, descriptions, thoughts, or dialogue when appropriate. <input type="checkbox"/> Students will develop plot/story line appropriate to form. <input type="checkbox"/> Students will develop an appropriate setting, mood, scene, image, or feeling. <input type="checkbox"/> Students will incorporate literary or poetic devices (e.g., simile, metaphor, personification) for an intentional effect. <input type="checkbox"/> Students will incorporate reflection and insight and analysis when appropriate. <input type="checkbox"/> WR-HS-2.3.0 Organization: Students will create unity and coherence to accomplish the focused purpose by <ul style="list-style-type: none"> <input type="checkbox"/> Engaging the audience <input type="checkbox"/> Establishing a context for reading when appropriate <input type="checkbox"/> Communicating ideas and support in a meaningful order 				

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	<ul style="list-style-type: none"> <input type="checkbox"/> Applying transitions and transitional elements to guide the reader through the piece <input type="checkbox"/> Developing effective closure DOK 3 <input type="checkbox"/> WR-HS-2.3.2 In Personal Expressive/Literary Writing, <ul style="list-style-type: none"> <input type="checkbox"/> Students will engage the interest of the reader. <input type="checkbox"/> Students will communicate ideas and details in meaningful order. <input type="checkbox"/> Students will apply organizational devices (e.g. foreshadowing, flashback) when appropriate. <input type="checkbox"/> Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader. <input type="checkbox"/> Students will apply effective paragraphing. <input type="checkbox"/> Students will arrange poetic stanzas in a way that enhances the meaning through the use of white space, line breaks, and shape. <input type="checkbox"/> Students will create effective conclusions. <input type="checkbox"/> WR-HS-2.4.0 Sentence Structure: Students will create effective sentences by <ul style="list-style-type: none"> <input type="checkbox"/> Applying a variety of structures and lengths <input type="checkbox"/> Maintaining parallel structure <input type="checkbox"/> Developing complete and correct sentences unless using unconventional structures for effect when appropriate DOK 3 <input type="checkbox"/> WR-HS-2.4.2 In Personal Expressive/Literary 				

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	<p>Writing,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will develop sentences of various structures and lengths for effect. <input type="checkbox"/> Students will maintain parallel structure. <input type="checkbox"/> Students will develop complete sentences or apply unconventional structures for an intentional effect when appropriate. <input type="checkbox"/> Students will arrange poetic language in meaningful order. <input type="checkbox"/> Students will apply poetic line breaks effectively. <ul style="list-style-type: none"> <input type="checkbox"/> WR-HS-3.5.0 Language: Students will exemplify effective language choices by <ul style="list-style-type: none"> <input type="checkbox"/> Applying correct grammar and usage <input type="checkbox"/> Applying concise use of language <input type="checkbox"/> Incorporating strong verbs, precise nouns, concrete details, and sensory details <input type="checkbox"/> Applying language appropriate to the content, purpose, and audience DOK 2 <input type="checkbox"/> WR-HS-3.5.2 In Personal Expressive/Literary Writing, <ul style="list-style-type: none"> <input type="checkbox"/> Students will adhere to standard guidelines for usage and grammar or apply nonstandard for an intentional effect. <input type="checkbox"/> Students will incorporate language based on economy, precision, richness, or impact on the reader. <input type="checkbox"/> Students will develop ideas through descriptive or figurative language. <input type="checkbox"/> WR-HS-3.6.0 Correctness: Students will communicate clearly by <ul style="list-style-type: none"> <input type="checkbox"/> Applying correct spelling <input type="checkbox"/> Applying correct punctuation 		

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	<ul style="list-style-type: none"> <input type="checkbox"/> Applying correct capitalization <input type="checkbox"/> Incorporating acceptable departure from standard correctness to enhance meaning when appropriate <input type="checkbox"/> Incorporating appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources, documenting sources in text and/or on a Works Cited page) DOK 2 <input type="checkbox"/> WR-HS-4.8.0 Prewriting <ul style="list-style-type: none"> <input type="checkbox"/> Establishing a purpose and central/controlling idea or focus <input type="checkbox"/> Identifying and analyzing the audience <input type="checkbox"/> Determining the most appropriate form to meet the needs of purpose and audience <input type="checkbox"/> Generating ideas (e.g., mapping, webbing, note taking, interviewing, researching, and other writing-to-learn activities) <input type="checkbox"/> Organizing ideas – examining other models of good writing, appropriate text structures to match purpose, various ways to organize information <input type="checkbox"/> WR-HS-4.9.0 Drafting <ul style="list-style-type: none"> <input type="checkbox"/> Writing draft(s) for an intended audience <input type="checkbox"/> Developing topic, elaborating ideas, exploring sentence variety and language use <input type="checkbox"/> WR-HS-4.10.0 Revising (Content/Ideas) <ul style="list-style-type: none"> <input type="checkbox"/> Reflecting to determine where to add, delete, rearrange, define/redefine, or elaborate content <input type="checkbox"/> Conferencing with teacher or peer(s) to 				

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Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>help determine where to add, delete, rearrange, define/redefine, or elaborate content</p> <ul style="list-style-type: none"> <input type="checkbox"/> Checking for accuracy of content <input type="checkbox"/> Considering voice, tone, style, intended audience, coherence, transitions, pacing <input type="checkbox"/> Comparing with rubric criteria and anchor papers/models <input type="checkbox"/> Considering effectiveness of language usage and sentences to communicate ideas <p>Revising Skills Idea Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will narrow topic for selected writing. <input type="checkbox"/> Students will identify topic sentence of a paragraph that is purposefully placed to enhance reader awareness. <input type="checkbox"/> Students will select appropriate supporting details relevant to a specific writing category (e.g., dialogue, predictions, findings from research, needed definitions, causes and effects, comparisons, contrasts, reference to concepts). <input type="checkbox"/> Students will delete extraneous/irrelevant materials. <p>Organization</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position. <input type="checkbox"/> Students will compose effective and subtle transitions. <input type="checkbox"/> Students will develop effective introductions and closures for writing. <input type="checkbox"/> Students will apply appropriate usage of 		

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	<p>parallelism (e.g. word forms, lists, phrases, clauses, sentences, organization, idea development).</p> <p>Word Choice</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will eliminate redundant words and phrases. <input type="checkbox"/> Students will apply the most specific word for use in a sentence. <p><input type="checkbox"/> WR-HS-4.11.0 Editing (Conventions and Mechanics)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Checking for correctness with self, teacher, or peer(s) <ul style="list-style-type: none"> <input type="checkbox"/> Language usage <input type="checkbox"/> Sentence structure <input type="checkbox"/> Spelling <input type="checkbox"/> Capitalization <input type="checkbox"/> Punctuation <input type="checkbox"/> Documentation of sources <input type="checkbox"/> Using resources to support editing (e.g., spell check, dictionaries, thesauri, handbooks) <p>Editing Skills</p> <p>Language Usage</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will apply knowledge of subject/verb agreement with both singular and plural subjects. <input type="checkbox"/> Students will apply knowledge of present, past and future tenses. <input type="checkbox"/> Students will apply knowledge of comparative and superlative forms of adjectives and adverbs. <input type="checkbox"/> Students will apply knowledge of special problems in usage, (i.e., a/an, to/two/too, their/there/they're) and pronoun references and double negatives. <input type="checkbox"/> Students will apply knowledge of 		

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Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:		
	idiomatic expressions. <input type="checkbox"/> WR-HS-4.12.0 Publishing <input type="checkbox"/> Sharing final piece with intended audience				