Unit Two: Writing

Overview: This unit continues to develop the students' skills in the construction of informative and persuasive written responses that reflect their understanding of British literature and societal issues. They will practice a variety of organizational structures, utilize the writing process and apply specific formatting guidelines to their writing.

Big Idea: WRITING IS A RECURSIVE PROCESS THAT CONVEYS IDEAS, THOUGHTS, AND FEELINGS.

Unit Essential Questions:
> *To what extent does the writing process contribute to the quality of writing?
> *How do students develop into effective writers?
> *What role does writing play in students' lives?

Pennsylvania Common Core Standard(s): (See Appendix A)
CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.M, CC.1.4.11-12.N, CC.1.4.11-12.O, CC.1.4.11-12.P, CC.1.4.11-12.Q, CC.1.4.11-12.R, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.4.11-12.U, CC.1.4.11-12.V, CC.1.4.11-12.W, CC.1.4.11-12.X

Connecting to Common Core and Other Standards:
> PA Standards found at http://www.pdesas.org/standard/views#115|773|0|0
> National Common Core found at www.corestandards.org
> ISTE found at www.iste.org/standards/nets-for-students.aspx
> Career Education and Work found at www.pacareerstandards.com/

ELL Differentiation: Math and Language Arts specifics found at www.pde.sas.org/module/sas/curriculumframework/elloverlay.aspx
> Generic Information found at http://www.esasd.net/esl
> To-dos resources found at www.todos-math.org
> SAS Portal ELL Overlay found at http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx
> Prentice Hall Audio CD Pack, available United Streaming Videos/internet downloads, translated e-text, building level ELL teacher, teacher adapted/alternative assignments and assessments.

Enrichment: Teacher and student driven research/materials
> SAS Portal Assessments and Resources found at http://www.pdesas.org/module/content/search/

Remediation: Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction, SAS Portal Assessments and Resources found at http://www.pdesas.org/module/content/search/

IEP/GIEP: Refer to individual student's education plan under specially designed instruction, teacher adapted/alternative assignments, classroom instructional aid, and collaboration with student's case manager.

Unit Concepts	Unit Competencies	Key Vocabulary	Resources	Assessments
What students need to know:	What students need to be able to do (skills): (Students will:)		*Prentice Hall Writing & Grammar: Diamond Level*	Teacher made prompts
Concepts:	Write with sharp, distinct focus, identifying topic, purpose and audience (focus)	Informational pieces using primary and secondary sources	*Prentice Hall Literature: The British Tradition*	Rubrics
Focus, content, organization, style, and conventions work together to impact writing quality	Write to create an individual writing style, including tone, voice, and a variety of sentence structures (style)	Persuasive pieces	*Beowulf*	Peer Editing
Writing improves through the recursive process of revising and editing	Use proper conventions to compose in the standard form of the English language (conventions).	Argumentative writing	*Hamlet/Othello* by William Shakespeare	Conferencing
• Writing to Inform and Persuade		Writing for purpose and audience	*Lord of the Flies* by William Golding	Essays
• Revising for style, structure, and MLA format	Develop substantive content that is fully explained and well-supported with details, facts, research, examples and is appropriate for the topic (content)	Organizational patterns and structure	*Frankenstein* by Mary Shelley	Teacher generated activities
• Editing for Conventions of Language	Use organizational patterns that support key ideas and are appropriate to format and purpose. (organization)	Revise writing	*A Man for All Seasons* by Robert Bolt	Self evaluation
	Write a literary analysis using literary devices and precise and well-integrated language	Edit writing	*A Tale of Two Cities* by Charles Dickens	Portfolio
	Write all essays following the guidelines for MLA style	Write with controlled and/or subtle organization	*Waiting for Godot* by Samuel Beckett	Creative Writing
	Promote a spirit of honesty and integrity in writing (no plagiarism)	Spelling	*The Canterbury Tales* by Geoffrey Chaucer	Presentation Writing
		Capitalization		
		Punctuation		
		Parts of Speech		
		Variety of sentence structures		
		Word usage or choice		

	Develop complete paragraphs that have details and information specific to the topic and relevant to a well-defined focus	Focus, content, organization, style, and conventions		
		Direct quotations/indirect quotations		
	Incorporate an expansive and expressive vocabulary that includes terms specific to the topic	Summarize		
	Use strong verbs and nouns, concrete details, and sensory language to make meaning clear to the reader	Paraphrase		
		Thesis		
	Integrate appropriate transitions within and between paragraphs.	Voice		
		Fluency		
	Construct parallel structures between sentences, paragraphs and related documents			
	Apply the writing process to develop a piece of work.(i.e. pre-write, draft, revise, edit and publish)			
	Revise writing by: • examining how the questions of purpose, audience, and genre have been addressed • examining and improving style, word choice, sentence variety and subtlety of meaning			