NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

Writing Workshop

February 2014

Approved by the Board of Education
March 11, 2014
New Milford Board of Education

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New Milford’s Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.
Writing Workshop

The Writing Workshop is a semester course, covering the basic principles and techniques of effective writing. The course emphasizes the development of writing skills through a variety of writing assignments in narrative, expository, persuasive, argumentative, and creative forms. With teacher guidance, students plan, write, and revise their essays. In addition, the workshop course includes peer editing, conferencing, and self-analysis of writing skills. During the first marking period, students spend time preparing for the SAT, especially the writing prompt. All senior fall electives include “writing the college essay” assignments and instruction. Students are required to complete the summer reading assignment.
## Pacing Guide

<table>
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<th>Unit #</th>
<th>Unit</th>
<th>Week(s)</th>
<th>Pages</th>
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<td>Introduction</td>
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<td>Reading and Writing Narratives</td>
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<td>Expository Writing in the Information Age</td>
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</table>
Common Core Standard Key

**RL** = Reading Literature Standard

**RI** = Reading Informational Texts Standard

**L** = Language Standard

**SL** = Speaking and Listening Standard

**W** = Writing Standard
New Milford Public Schools

Committee Member(s): Kathleen DeiMonico
Unit 1 - Introduction

<table>
<thead>
<tr>
<th>Course/Subject: Writing Workshop</th>
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<tr>
<td>Grade Level: 12</td>
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<td># of Weeks: 1</td>
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</table>

### Identify Desired Results

#### Common Core Standards

- **RI.11-12.4**: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- **SL.11-12.1**: Initiate and participate effectively in a range of collaborative discussions with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **L.11-12.3**: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Enduring Understandings

**Generalizations of desired understanding via essential questions**

(Students will understand that)

| Writing is an essential part of our everyday lives |
| Active reading influences our writing |
| Language has rules and conventions that govern its meaning and style |
| Technology brings advantages and challenges to writers today |

**Essential Questions**

Inquiry used to explore generalizations

- Why do you write?
- How do you write?
- How does reading influence writing?
- What is effective writing?
- What is active reading?
- How do conventions of language guide our purpose?
- What do we mean by style of writing?
- What are the intellectual and ownerships challenges to writing today?
- How do people write in their jobs?

### Expected Performances

**What students should know and be able to do**

Students will know:

- How to apply active reading skills
- Why and how writing is personally important to their lives
- That active reading skills improve writing
- How to analyze a text from a writer's perspective
- How to explain the rhetorical stance or context of the piece
- How to identify essential components of effective writing
- How audience(s) influences writing
- The key ideas, details, craft, and structure of a text
• Basic conventions of Standard English and how grammar rules contribute to meaning and style of writing
• Key terms used in the learning of writing
• Criteria to decide what would be cited and what constitutes plagiarism

Students will be able to:
• Perform active reading strategies (like: make predictions, ask questions, make annotations, determine structure, identify key ideas and supporting details, evaluate what is presented, respond in writing)
• Create a list of the many purposes they have for their own writing
• Explain how purpose, audience, stance, genre, medium drive writing
• Analyze text for stylistic choices, including structure
• Experiment with stylistic changes in their own writing
• Diagnose their skills in conventions of grammar, usage, spelling, punctuation
• Create a Writer’s Tool Box using Google
• Create an on-going glossary of writing terms used in the course
• Conduct a discussion about ownership and writing; using sources and citations vs. original ideas and conclusions; explain when to give citations
• Identify the specific needs of writing skills in work and everyday life today

<table>
<thead>
<tr>
<th>Character Attributes</th>
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<tbody>
<tr>
<td>Integrity</td>
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<tr>
<td>Responsibility</td>
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<tr>
<td>Perseverance</td>
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<table>
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<tr>
<th>Technology Competencies</th>
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<tr>
<td>Students use many forms of technology to enhance their comprehension and ability to analyze texts, including word processing programs, presentation software, and video and audio resources (e.g., podcasts and YouTube). In addition, students use websites, information blogs, and data collection tools to conduct research. Furthermore, students may be required to submit work to Google Drive or Turnitin.com for online discussion, peer and instructor critique, and final assessment.</td>
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### Develop Teaching and Learning Plan

#### Teaching Strategies:
- Brainstorm with students “What I write for or about in and out of school including tweets, applications, etc.; pair-share lists.
- Facilitate discussion about “how” we write
- Model an entry in a Writer’s Journal
- Explain the writing process: prewriting, drafting, revising, editing conferencing, and peer responding

#### Learning Activities:
- Compose a list of writing (genres) and purposes) that you produce in a week (or day) for different occasions, not only academic.
- Describe the “strategies of writing” you use to accomplish those tasks
- Start your own writer’s journal; write first entry
- Choose a topic and “web” it out for a prewriting activity
• Read and discuss *On Writing* (Writer’s Toolbox chapter) and assign activity on Google docs
• Lead class discussion on “How to Write With Style” and *On Writing*, chapter on writing about style
• Define terms of grammar and usage, wording, sentences, tone, etc. that comprise style
• Analyze a writer’s task for audience, purpose, and form
• Facilitate group sharing their analysis of an author’s style
• Provide a glossary of writing terms that students will define and keep online
• Show video on Plagiarism and discuss plagiarism in the context of digital and text media
• Administer diagnostic SAT Practice test on grammar, usage, and vocabulary
• Facilitate student scoring and gather results; plan according to areas of need and strength
• Arrange for a speaker to talk about writing at work

• Define terms in writer’s “Toolbox”
• Create own Writer’s Toolbox on Google
• Read assigned sections of King’s, *On Writing*, and Vonnegut, “How to Write With Style” to discuss “style”
• Define style and choose one writer to analyze for style
• Analyze a writer’s task for audience, purpose and form
• Discuss different writers’ styles and what you can say about how authors differ in how they write
• Read models of critiques on selected authors and comment on the reviews in writing
• Create an online glossary of terms used to discuss writing; include definitions and an example to add depth to the definition
• In small groups define plagiarism and when it applies to writing today
• Score SAT practice test and record scores; discuss areas of strength and needs improvement
• Gather field examples of how writing is used in work and everyday life

### Assessments

<table>
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<th>Performance Task(s)</th>
<th>Other Evidence</th>
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<tr>
<td>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</td>
<td>Application that is functional in a classroom context to evaluate student achievement of desired results</td>
</tr>
</tbody>
</table>

- Students create an online writer’s tool box
- Students complete self-diagnostic exercises on language usage and set goals
- Students identify elements that make up style in writing
- Students recognize how audience shifts writing by changing audiences for a single piece
- Students read models and discuss a writer’s style by applying a writer’s perspective
### Suggested Resources

- **Expectations: A Reader for Developing Writers.** Eds. Anna Ingalls, Dan Moody. NY: Longman, 2002. (core text for this course)
- “How to Write with Style” by Kurt Vonnegut, Jr.
- English 11-12 Common Core Curriculum LiveBinder
- Common Core State Standards for Writing, and Appendix C for writing models grade 12
- Writer’s handbook selections located in classroom
- OWL (online writing lab) at Purdue University
  - [http://owl.english.purdue.edu/owl/resource/679/01/](http://owl.english.purdue.edu/owl/resource/679/01/)
  - [http://owl.english.purdue.edu/owl/section/3/33/](http://owl.english.purdue.edu/owl/section/3/33/) (preventing plagiarism)
- The Writing Center UNC
  - [http://writingcenter.unc.edu/handouts/brainstorming/](http://writingcenter.unc.edu/handouts/brainstorming/)
- College Board/SAT alignment with SAT
## Identify Desired Results

### Common Core Standards

- **W.11-12.3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
  - a. Engage and orient the reader by setting out a problem, situation or observation and its significance, establishing one or more multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters.
  - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
  - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
  - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

- **W.11-12.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- **W.11-12.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

- **RL.11-12.3:** Analyze the impact of the author’s choices regarding how to develop and relate.

- **L.11-12.3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
  - a. Vary syntax for effect.

- **RI.11-12.5:** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
### Enduring Understandings
Generalizations of desired understanding via essential questions
(Students will understand that)

- Narratives tell the stories of our lives and show texture of events
- Narratives are used in all forms and genres of writing
- Narratives are natural, timeless and universal techniques used to share understanding among humanity

### Essential Questions
Inquiry used to explore generalizations

- What are purposes for writing narratives?
- What forms does a narrative take?
- How does a writer create meaning?
- What are important characteristics of the narrative form?

### Expected Performances
What students should know and be able to do

**Students will know the following:**

- Reading strategies applied to a narrative to determine: content, writer’s perspective, purpose, audience, tone, style
- Determining the narrator and narrator’s point of view, perspective
- Identify essential components of narrative writing forms
- Explain how audience(s) influences writing
- Determine the structure and form of a narrative
- Determine patterns of development (illustration, definition, process, definition, etc.)
- Methods to sequence events (back-story, flashback, chronological, etc.)
- Apply description and details
- Review conventions of Standard English and how grammar rules contribute to meaning and style of writing
- Recognize the role of the narrative within all forms of communication

**Students will be able to:**

- Read model narratives and perform active reading strategies (annotating, questioning, predicting, etc.) using a writer’s perspective
- Understand the power of the narrative used within writing to create meaning
- Explain structure, purpose, audience, point of view, genre, medium of the narrative
- Analyze text for stylistic choices, emphasizing description
- Write narratives and experiment with varied forms; model professional narratives
- Apply narrative techniques like dialogue, details, sensory description, grammar, usage, spelling, punctuation
- Develop glossary of writing terms used in narrative writing
- Revise a narrative to improve clarity and meaning
- Identify the specific uses of narrative skills in writing in everyday life

### Character Attributes

- Integrity
- Responsibility
- Perseverance
## Technology Competencies

- Students use many forms of technology to enhance their comprehension and ability to analyze texts, including word processing programs, presentation software, and video and audio resources (e.g., podcasts and YouTube). In addition, students use websites, information blogs, and data collection tools to conduct research. Furthermore, students may be required to submit work to Google Drive or Turnitin.com for online discussion, peer and instructor critique, and final assessment.

## Develop Teaching and Learning Plan

<table>
<thead>
<tr>
<th>Teaching Strategies:</th>
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<tbody>
<tr>
<td>Facilitate discussion on how and why the narrative is effective communication</td>
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<tr>
<td>Prepare models representing the range of narrative writing including CCSS definitions Appendix A, pages 22-25</td>
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<tr>
<td>Develop authentic prompts that give students opportunity to apply new forms of sequence, voice, perspective, vocabulary, etc.</td>
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<td>Arrange writing groups for peer responding</td>
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<tr>
<td>Pair/share memory narratives to select strong “memory/meaning” topics for college essay</td>
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<tr>
<td>Pair students to prepare a lesson in descriptive writing for the class</td>
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<tr>
<td>Share writing on Google doc for peer editing</td>
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<td>Conduct one-to-one conferencing to (1) intervene where students having difficulty (2) develop topic (3) monitor progress</td>
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<tr>
<td>Create a rubric with the class showing effective narrative features to for student and teacher use in responding to drafts features</td>
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<td>Compare types of strategies and techniques used in nonfiction, expository and creative writing</td>
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<tr>
<td>Read both professional and student written narratives and provide students with a rubric to respond to the piece looking for particular attributes of the assignment (use of</td>
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<tr>
<th>Learning Activities:</th>
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<tr>
<td>Brainstorm when and how narrative writing is used in everyday life, school, and work</td>
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<tr>
<td>Explain a storytelling structure means; role/voice of narrator</td>
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<tr>
<td>Read models of prepared narratives and share responses</td>
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<tr>
<td>Write narrative (topic TBD) in writer’s journal; experiment with perspective, sequence and movement, narrator, etc.</td>
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<tr>
<td>Write narratives in varied forms</td>
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<tr>
<td>Define the types of narrator voices and perspectives</td>
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<td>Choose a narrative you enjoy and explain why to the class</td>
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<tr>
<td>Write a memory narrative of an event that carries meaning; show not tell by visualizing the event</td>
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<tr>
<td>Use Google to do peer responding</td>
</tr>
<tr>
<td>Conference with the teacher, bring your paper and rubric to your appointment</td>
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<tr>
<td>Create rubrics that represent characteristics of effective writing</td>
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<tr>
<td>Brainstorm with the class a board full of characteristics you use for nonfiction narratives; then make a list or web for creative narratives (fiction and poem and dramatic); then compare the lists in groups and prepare to report to the class what you discovered</td>
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<tr>
<td>Write a narrative modeling your favorite writer; choose your own topic but mirror his/her style; write a</td>
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</table>
flashback, dialogue, sensory description, simile, contrast, etc.
• Prepare lessons on sentences; shocking powerful, descriptive, etc. Read: Casagrande book, *It was the best of sentences... A Writer’s guide to crafting killer sentences.*

response by stating what you learned
• Each student prepares a mini-lesson to present to the class on one chapter form Casagrande’s book on crafting killer sentences.

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<td>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</td>
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**Goal:** College Admissions Essay
**Recognizing Audience**

**Role:** College Admissions Officer

**Audience:** Seniors in high school

**Situation:** As an admissions officer you are asked to create a writing assignment for high school seniors to assess their college readiness. What form, topic, length, etc. would you require? Give your directions to a peer in this class who will complete the assignment. On the due date both you and your peer writer will present your work and reflections to the class.

**Product or Performance:**
• Written directions for a college admissions prompt
• Complete college essay that has gone through the writing process and has been peer and teacher reviewed and scored

**Standards for Success:**
• Clarity and relevance of written directions.
• Creating a rating rubric highlighting: focus, sequence, purpose, description, and audience awareness.

• Students submit drafts of college narrative; role play college admissions officers reading essays
• Students brainstorm topics in class, groups, with peer, and with teachers
• Students critique model essays posted on the web by colleges (like Connecticut College, etc.) and complete feedback sheets that represent their responses and analysis
• Apply a peer response rubric to critique three other student narratives
• Students submit one draft of their college narrative with copies of the three peer responses
• Students submit final copy (edited and revised) of college essay as final step in the assignment process
<table>
<thead>
<tr>
<th>Suggested Resources</th>
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<tbody>
<tr>
<td>• “Unwritten” song with narrative writing techniques <a href="http://www.youtube.com/watch?v=YjqpZbYe6xA">http://www.youtube.com/watch?v=YjqpZbYe6xA</a></td>
</tr>
<tr>
<td>• Top Ten Writing Rules from Famous Authors <a href="http://www.youtube.com/watch?v=LLIGZEBmBUk">www.youtube.com/watch?v=LLIGZEBmBUk</a></td>
</tr>
<tr>
<td>• Sample Narrative (using video and descriptive narrator) <a href="http://www.youtube.com/watch?v=d8S9oc4wIVk">http://www.youtube.com/watch?v=d8S9oc4wIVk</a></td>
</tr>
<tr>
<td>• Baul, Harry. <em>On Writing the College Application Essay</em>, The Key to Acceptance at the College of Your Choice, Collins Reference, 2012</td>
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<tr>
<td>• <em>Expectations: A Reader for Developing Writers</em>. Eds. Anna Ingalls, Dan Moody. NY: Longman, 2002. (model narratives and more)</td>
</tr>
<tr>
<td>• Common Core States Standards (CCSS) Appendix A, pages 23-25 for definition of writing forms; Appendix C for sample of student writing and annotation</td>
</tr>
<tr>
<td>• Brainstorming <a href="https://writingcenter.unc.edu/handouts/">https://writingcenter.unc.edu/handouts/</a></td>
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<tr>
<td>• Casagrande, June. <em>It was the best of sentences; it was the worst of sentences. A Writer's guide to crafting killer sentences.</em> Berkeley: Ten Speed Press, 2010.</td>
</tr>
<tr>
<td>• Select model essays appropriate for 12th grade drawn from NMHS book collection. Some suggested titles include: Erdrich, Louise, <em>The Red Convertible.</em> Walker, Alice. “Beauty: When the Other Dancer is the Self”</td>
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# Identify Desired Results

## Common Core Standards

- **W.11-12.2**: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - 2a: Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - 2b: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
  - 2c: Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - 2d: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
  - 2e: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - 2f: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

- **W.11-12.5**: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3).

- **RI.11-12.6**: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

- **RI.11-12.7**: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
### Enduring Understandings
Generalizations of desired understanding via essential questions
(Students will understand that)

- Patterns of writing represent effective ways of thinking and writing
- Strategies used in writing help the reader understand content and ideas
- Complex information can be effectively communicated

### Essential Questions
Inquiry used to explore generalizations

- What types of patterns can be determined in effective expository writing
- What strategies are used to help the writer convey complex ideas, reasons, and thinking?
- What writing traits make for clear and accurate content?
- How do writers present analysis?

### Expected Performances
What students should know and be able to do

Students will know that:
- Patterns enable the writer to clarify, develop, and organize complex ideas as: illustration, classification, comparison, contrast, cause, effect, process, definition, argument, process analysis, etc.
- Informational topics can be developed by providing thoughtful and accurate examples, definitions, details, and other evidence that support abstract ideas
- Using Standard English and appropriate vocabulary enhances clarity
- Organizing information is key for reader understanding
- Research methods involve primary and secondary sources
- Relevant evidence requires filtering information to focus purpose
- Citing evidence is now more complicated but critical to the verification of information

Students will be able to do the following:
- Write individually and/or collaborative pieces that demonstrate application of writing patterns such as: analysis, illustration, classification, comparison, contrast, cause, effect, process, definition, argument, etc.
- Support written ideas with textual and other evidence
- Employ authentic, creative, and varied research methods using primary and secondary sources
- Filter evidence and support to strengthen and support focus
- Organize writing so that the reader can follow ideas/information
- Apply relevant, accurate and correctly formed citations
- Revise and edit to clarify content and style areas like vocabulary, grammar, usage, spelling, formatting, etc.

### Character Attributes

- Honesty
- Integrity
- Responsibility
- Perseverance
### Technology Competencies

- Students use many forms of technology to enhance their comprehension and ability to analyze texts, including word processing programs, presentation software, and video and audio resources (e.g., podcasts and YouTube). In addition, students use websites, information blogs, and data collection tools to conduct research. Furthermore, students may be required to submit work to Google Drive or Turnitin.com for online discussion, peer and instructor critique, and final assessment.

### Develop Teaching and Learning Plan

#### Teaching Strategies:
- Provide models of expository writing that demonstrate writing strategies or patterns
- Find online relevant articles for 12th graders (hiking, surfing, health, careers, relationships, social concerns, civil rights, social media, etc.) and prepare active reading tasks, annotation, paraphrasing, quoting, integrating information
- Prepare lessons including prompts, forms, audience, task, for the following writing patterns:
- Analysis, definition, illustration, classification, comparison, contrast, cause, effect, process, definition, argument, etc.
- Model the practice of documenting sources using MLA style for in-text citations and list works cited
- Prepare a “Using Language Lesson” by presenting a paragraph to analyze for generalizations, specifics, grammatical constructs, tense, voice, person, subject-verb agreement, etc.

#### Learning Activities:
- Determine the purpose of (teacher selected) article and create a graphic organizer of its contents
- Compare three articles on the same topic; make a chart of similarities and write a blended review
- Contrast two reviews of a book, play, concert, or restaurant; write a 3rd review highlighting those perspectives you find in the reviews
- Describe a scene from one of your favorite films including multiple examples from the film to support your view
- Write a definition of evolution (or some other scientific term); this will be included in a science textbook going online for other 12th graders; aka your definition relevant to your readers and include illustrations.
- In a group design a new logo on line for NMHS, this will go on all school documents. Submit it to your art teacher for a quick critique. Write a paragraph explaining your design.
- Classify the monuments in Washington DC. What do you use as your identifying factors? What monument would you design based on your criteria?
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<td></td>
<td>• Compare two poets by using at least three poems from each poet. Show similarities.</td>
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<td></td>
<td>• Contrast your parents or grandparent’s high school experience with your own. Conduct an interview with the older adult. Create open-ended questions and submit script of your interview with your report.</td>
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<td>• Write an article explaining the effects of B.Y.O.D. policy at NMHS. Use specific examples, quotes, and statistics where appropriate.</td>
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<td>• Write an editorial describing the causes of motor vehicle (or pedestrian or motorcycle) accidents in CT.</td>
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<td>• Write a blog entry in which you explain the cause(s) of some social movement like school safety, rise in unemployment statistics, airport security, etc.</td>
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<td>• Write a blog entry describing the consequences advertising and social media.</td>
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<td>• Display your MLA citations and explain the in-text and works cited list to your group giving reasons for choosing those citations</td>
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<td>• In small group analyze selected paragraphs to explain “using language” techniques and grammatical constructs</td>
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## Assessments

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<td>Authentic application to evaluate student achievement of desired results designed according to GRASPS (One per marking period)</td>
<td>Application that is functional in a classroom context to evaluate student achievement of desired results</td>
</tr>
</tbody>
</table>

**Goal:** Write a speech defining a process

**Role:** You have been selected as a student ambassador to attend the next Olympic games. You have all expenses paid and may attend the games but you are asked to give a speech to other 12th graders in _____ country who speak English) or have a translator about the democratic process in America and what that means to you. Or another topic like “life in high school” or an “American Education”.

**Audience:** Students who understand English or have it in translation

**Situation:** Speech at Olympic games

**Product or Performance:** written text of speech and podcast recording

**Standards for Success:** Process analysis is evident

## Suggested Resources

- English 11-12 Common Core Curriculum LiveBinder
- Teacher and Student selected models of expository and informative writing
- Online newspapers and news feeds appropriate for 12th graders
- Below is link for NYT Learning blogs (safe space for student opinions and many, many more writing assignments and topic ideas:
- OWL What is primary research and how I get started: [http://owl.english.purdue.edu/owl/owlprint/559/](http://owl.english.purdue.edu/owl/owlprint/559/)
**New Milford Public Schools**

<table>
<thead>
<tr>
<th>Committee Member(s):</th>
<th>Course/Subject: Writing Workshop</th>
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<tbody>
<tr>
<td>Kathleen DelMonico</td>
<td>Grade Level: 12</td>
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<tr>
<td>Unit 4: Argument and Persuasive Writing</td>
<td># of Weeks: 4</td>
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<th>Identify Desired Results</th>
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<tr>
<td>Common Core Standards</td>
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</table>

- **W.11-12.1**: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- **W.11-12.1a**: Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- **W.11-12.1b**: Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- **W.11-12.1c**: Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- **W.11-12.1d**: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
- **W.11-12.1e**: Provide a concluding statement or section that follows from and supports the argument presented
- **W.11-12.7**: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- **RL11-12.3**: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama
- **RI.11-12.4**: Determine meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- **SL.11-12.1**: Initiate and participate effectively in a range of collaborative discussions with diverse partners on grade 12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (a and d)
### Enduring Understandings
Generalizations of desired understanding via essential questions
(Students will understand that)

- An argument is a reasoned, logical way of demonstrating that the person’s position, belief, or conclusion is valid.
- Logical arguments can be developed through a variety of methods . . . offering reasons for assertions and explaining cause and effect (CCSS p.23).
- Writing logical arguments is a critical 21st Century skill

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<tr>
<th>Essential Questions</th>
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<tbody>
<tr>
<td>Inquiry used to explore generalizations</td>
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<tr>
<td>What is the history of argument skills?</td>
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<td>Where is argument used in everyday life today?</td>
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<tr>
<td>How do logical arguments differ from persuasive strategies? What are the elements of argument writing?</td>
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<tr>
<td>What strategies are used to build arguments?</td>
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<tr>
<td>Why are skills of writing of logical arguments important in everyday life?</td>
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<tr>
<td>What is critical thinking?</td>
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<td>What are counterclaims?</td>
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<td>What are assertions?</td>
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<td>What is evidence?</td>
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<td>What is rebuttal?</td>
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</table>

### Expected Performances
What students should know and be able to do

**Students will know:**
- How to define an argument using related vocabulary such as: evidence, ethos, logos, pathos, premise or proposition, assertion, inductive, deductive, discourse, reason, thesis, conclusion, fallacy, stereotyping, and other forms of thinking that can cause error in the argument
- the elements of an argument
- the process of writing the argument
- the Construction an argument (understanding audience, research, elaboration, introduction, body, conclusion)
- how to select an arguable issue and state purpose
- strategies of gathering and selecting relevant evidence
- how to develop evidence to support an assertion
- that argument is ongoing analysis
- that argument includes effective writing strategies like audience awareness, knowledge of the subject, tone, vocabulary, reasoning, balanced evidence, counterarguments, common ground and order of presentation.

**Students will be able to:**
- Define the word argument in rhetorical context and give examples
- Construct elements of argument
  - Claim (proposition, premise, position)
  - Evidence: relevant and verifiable
- Warrant: explanation of how the evidence supports the claim; often common sense rules, laws, scientific principles or research, and well-considered definitions.
- Backing: support for the warrant (often extended definitions)
- Qualifications and Counter-arguments: acknowledgement of differing claims
  - Organize ideas and information to support claim, premise, position; introduction, body, conclusion
  - Create topics or a varied topic areas across disciplines
  - State purpose of argument: change point of view, cause some action, accept an explanation, and so on
  - Recognize relevant evidence use it to develop the argument
  - Explain logos, ethos, pathos as applied to argument
  - Apply audience characteristics that inform content and style of the argument (like appropriate vocabulary, reasoning, evidence, counterargument
  - Complete annotations of model arguments and identify critical elements
  - Demonstrate critical thinking
  - Debate
  - Write argument as a process: prewriting, drafting, reviewing, and revision
  - Present argument

Technology Competencies

Students use many forms of technology to enhance their comprehension and ability to analyze texts, including word processing programs, presentation software, and video and audio resources (e.g., podcasts and YouTube). In addition, students use websites, information blogs, and data collection tools to conduct research. Furthermore, students may be required to submit work to Google Drive or Turnitin.com for online discussion, peer and instructor critique, and final assessment.

Character Attributes

- Honesty
- Integrity
- Responsibility
- Perseverance

Develop Teaching and Learning Plan

Teaching Strategies:
- Define argument
- Guide students through analysis of models of written argument like the Declaration of Independence; editorials, positions, etc.
- Provide models for students to analyze and rank
- Map argument structure
- Prepare relevant arguments as models to analyze

Learning Activities:
- Summarize well-known argument document
- Highlight essential ideas and paraphrase the main premise(s)
- Rank argument models in order of effectiveness and present to class explaining why group ranked models
- Read argument models on paper or online (titles selected by teacher); annotate text by highlighting and/or
<table>
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<tr>
<th>Prepare argument specific vocabulary lesson: evidence, ethos, logos, pathos, premise or proposition, assertion, inductive, deductive, discourse, reason, thesis, conclusion, fallacy, stereotyping, etc.</th>
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<tbody>
<tr>
<td>Prepare handout of debate format; preview video of national forensic site for class note taking</td>
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<td>Explain debate roles like judge and audience as critical listeners</td>
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<td>Guide research of selected debate topic in LMC</td>
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<td>Facilitate a “using language” activity through peer responses</td>
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<td>circling evidence that develops the argument</td>
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<td>Draw a map or a graphic of model argument;</td>
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<tr>
<td>Confer in small groups to define argument terms in complete sentences (use devices); prepare examples and illustrate (2) terms on poster paper to present to class</td>
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<tr>
<td>Watch a segment of collegiate debate</td>
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<tr>
<td>National Forensic League: <a href="http://www.nflonline.org/AboutNFL/AboutNFL">http://www.nflonline.org/AboutNFL/AboutNFL</a></td>
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<tr>
<td>Conduct mock debate – draw positions from “hat” and defend or refute what is on the card</td>
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<td>Participate in role assignment as team debater, alternate, judge, audience</td>
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<td>Define relevant and valid evidence “points”</td>
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<td>Conduct research (interviews, surveys, podcast, video etc.)</td>
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<td>Write a position paper on the selected topic including research</td>
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<tr>
<td>Select a topic for argument/position paper from search sites</td>
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<td>Write argument/position paper</td>
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<td>Conduct peer responding to argument/position paper</td>
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<td>Revise and edit papers</td>
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<tr>
<td>Read a draft of another student’s piece from an assignment in this unit. Highlight instances of parallel structure, pronoun agreement, and/or figures of speech.</td>
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<tr>
<td>Assessments</td>
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<tr>
<td><strong>Performance Task(s)</strong></td>
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<tr>
<td>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</td>
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<tr>
<td><strong>Goal</strong>: Partners write an authentic “argument” letter about an education/school issue</td>
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<td><strong>Role</strong>: Involved students</td>
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<td><strong>Audience</strong>: Specific group (PTO, BOE, etc.) administration, government or public</td>
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<td><strong>Situation</strong>: You identify an issue to improve/argue in education or school</td>
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<td><strong>Product or Performance:</strong></td>
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<tr>
<td>• An argument letter, co-written as a result of fair consideration of an issue, that provides a claim, shows evidence and support for claim, and tailored to the intended audience. Reflects integration of relevant research methods: send the letter</td>
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<tr>
<td>• Create a rubric that highlights argument</td>
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<td>• Letter must be mailed (or emailed).</td>
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<tr>
<td><strong>Standards for Success:</strong></td>
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<tr>
<td>A well-written argument letter that shows understanding of the issue use of relevant research and maintains good will</td>
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Suggested Resources

- *Expectations: A Reader for Developing Writers.* Eds. Anna Ingalls, Dan Moody. NY: Longman, 2002. (Choose readings from selection of narratives and descriptive pieced listed in Rhetorical Contents.)
- Argument
  [www.livebinders.com/play/play?id=896703](http://www.livebinders.com/play/play?id=896703)
- Teacher and Student selected models of expository articles from online newspapers and news feeds appropriate for 12th graders
- OWL What is primary research and how I get started: [http://owl.english.purdue.edu/owl/owlprint/559/](http://owl.english.purdue.edu/owl/owlprint/559/)
- English 11-12 Common Core Curriculum LiveBinder
- About.com has easy to read tips for writing the argument
  [http://homeworktips.about.com/od/essaywriting/a/argumenttopics.htm](http://homeworktips.about.com/od/essaywriting/a/argumenttopics.htm)
- Room for Debate brings current issues to the front with a mix of several views on the topic: [http://www.nytimes.com/roomfordebate](http://www.nytimes.com/roomfordebate)
- CCSS, definitions in Appendix A, see writing samples in Appendix C
New Milford Public Schools

Committee Member(s):
Kathleen DeMonico
Unit 5: Real World Problem-Solution Research Project

Course/Subject: Writing Workshop
Grade Level: 12
# of Weeks: 4

Identify Desired Results

Common Core Standards

- **W.11-12.1**: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- **W.11-12.8**: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source
- **SL.11-12.4**: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks
- **SL.11-12.5**: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- **L.1**: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Enduring Understandings

Generalizations of desired understanding via essential questions
(Students will understand that)

- Real or authentic writing requires a strong sense of audience and purpose.
- In real writing, the writer has something to say and wants to make a difference in saying it.
- Authentic assessment means ensuring that students have to write for real audiences and purposes beyond the teacher.

Essential Questions

Inquiry used to explore generalizations

- Isn’t all writing real?
- How does audience and purpose define the task and consequences of the writing?
- What are research methods?
- What does gather relevant information mean?
- What becomes a source or resource for research?
- What is a real problem?
- How is a research project organized for presentation?
Expected Performances
What students should know and be able to do

Students will know:
- How audience and purpose drive writing
- How to identify “real” problems and issues that are manageable for a class project and within time limits
- The multiple ways of gathering information and research methods (text and field)
- How to organize information and maintain focus on the issue
- How to use research information to make and take a stand, position and formulate argument e.g., state a problem and propose a solution
- How to complete a real world based “problem-solution” research project

Students will be able to:
- Identify a real world problem for research
- Conduct preliminary research and background information to decide feasibility of the problem
- Brainstorm solutions and decide on a plan to help solve the problem
- (e.g., the problem of pollution in Candlewood Lake has several alternative solutions; the one I propose will make a difference….)
- Conduct multiple and varied text and field research including observations, interviews, statistics, news articles, government documents, court decisions, letters, and so on depending on the focus/problem
- Use Google Docs to classify and organize information
- Use Google Docs to write the paper and make the presentation

Character Attributes
- Integrity
- Perseverance

Technology Competencies
Students use many forms of technology to enhance their comprehension and ability to analyze texts, including word processing programs, presentation software, and video and audio resources (e.g., podcasts and YouTube). In addition, students use websites, information blogs, and data collection tools to conduct research. Furthermore, students may be required to submit work to Google Drive or Turnitin.com for online discussion, peer and instructor critique, and final assessment.

Develop Teaching and Learning Plan
Teaching Strategies:
- Design Timeline for the Authentic Problem-Solution Research Project (shortly after midterms).
- Define the context of real problems and the problem-solution research project structure
- Provide sample authentic problems and research for students to locate a

Learning Activities:
- Schedule research time and due dates for completing tasks
- Explore viable problems in school or community; identify possible solutions and read background materials
- Select a partner (optional) and problem topic
- Illustrate a model problem-solution project (ex: lake pollution and doable solution)
- Explain primary/secondary research methods and resources
- Arrange research time and technology, human and other resources
- Illustrate project collection process on Google
- Demonstrate how to create a working bibliography
- Provide format for creating a proposal for project
- Examine student proposals and give feedback
- Conduct one-to-one (or with partners conferencing sessions
- Prepare final rubric for presentation
- Schedule time for drafting in class
- Schedule time for peer reviewing of research and drafts
- Schedule presentation time and secure resources as needed
- Evaluate and score presentations
- Assess students reflections on the project and give feedback to class

• Describe problem and solution plan in a written proposal to the teacher
• Explain why proposal is valid
• Examine research methods and select those appropriate to chosen problems
• Locate and examine materials and resources needed
• Setup a working bibliography
• Submit outlines, drafts
• Choose problem and partner carefully and commit to task completion (included in proposal)
• Design presentation
• Prepare paper, visuals, and handout
• Present problem-solution project to appropriate audience and/or class
• Evaluate peers aligned with rubric class agree upon

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<th>Assessments</th>
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<td><strong>Other Evidence</strong></td>
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<tr>
<td>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</td>
<td>Application that is functional in a classroom context to evaluate student achievement of desired results</td>
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<tr>
<td><strong>Goal:</strong> Writing and Presentation of the Authentic Problem-Solution Research Project</td>
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<td><strong>Role:</strong> Concerned citizens</td>
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<tr>
<td><strong>Audience:</strong> Depends on student selected problem</td>
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<tr>
<td><strong>Situation:</strong> A problem in community (school, town, state, legal, environmental, etc.) is identified and students do primary research to propose possible solutions; they choose</td>
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<td>Show work at stages in the project process:</td>
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<td>Exploring and deciding on problem</td>
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<td>Selecting partner and discussing solutions to the problem</td>
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<td>Design research methods</td>
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<td>List materials and resources needed</td>
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<td>Design organization of information</td>
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<td>Submit proposal</td>
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<td>Submit working bibliography</td>
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<td>Attend conference with teacher</td>
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<td>Work collaboratively with partner</td>
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<td>Create a working outline for</td>
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</table>
one or two solutions to write and present to a relevant audience

**Product or Performance:** paper, flyer, presentation (could be video, podcast, published article or other medium

**Standards for Success:**
- A real problem identified
- Evidence of research demonstrated
- Solutions are reasonable and presented as arguments in an organized, effective manner
- Student writes a reflection paper on the results of this project
- Rubric based on the quality of the solution, research, and presentation

**Suggested Resources**

- English 11-12 Common Core Curriculum LiveBinder
- Teacher and Student selected models of expository and informative writing
- Online newspapers and news feeds appropriate for 12th graders
- OWL What is primary research and how I get started: [http://owl.english.purdue.edu/owl/owlprint/559/](http://owl.english.purdue.edu/owl/owlprint/559/)
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