



Saddlebrook Preparatory School

**Curriculum Map- Scope and Sequence:
Writing for College Success
Grades 9-12**

Purpose of Planning	Unit One Q1, W1-2	Unit Two Q1, W3-5	Unit Three Q1, W6-7	Unit Four Q1, W8-9	Unit Five Q2, 10-12
Unit Topic and Overview:	Reflect & Express: Public Dialogue about Belief	Reflect & Express: Narrative	Inform & Explain: Definition/Example	Analyze & Interpret: Description Essay	Inquire & Explore: Research-- Take a Stand/Propose a Solution
Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?	<u>Students should have prior experience with:</u> <ul style="list-style-type: none"> ➤ The writing process <ul style="list-style-type: none"> -Brainstorming -Drafting -Revision -Editing -Publishing ➤ MLA Formatting & Microsoft Word ➤ Understanding genres & modes of writing for different purposes & audiences ➤ Writing in Standard American English & avoid use of slang 	<u>Students should have prior experience with:</u> <ul style="list-style-type: none"> ➤ The writing process <ul style="list-style-type: none"> -Brainstorming -Drafting -Revision -Editing -Publishing ➤ MLA Formatting & Microsoft Word ➤ Understanding genres & modes of writing for different purposes & audiences ➤ Writing in Standard American English & avoid use of slang 	<u>Students should have prior experience with:</u> <ul style="list-style-type: none"> ➤ The writing process <ul style="list-style-type: none"> -Brainstorming -Drafting -Revision -Editing -Publishing ➤ MLA Formatting & Microsoft Word ➤ Understanding genres & modes of writing for different purposes & audiences ➤ Writing in Standard American English & avoid use of slang 	<u>Students should have prior experience with:</u> <ul style="list-style-type: none"> ➤ The writing process <ul style="list-style-type: none"> -Brainstorming -Drafting -Revision -Editing -Publishing ➤ MLA Formatting & Microsoft Word ➤ Understanding genres & modes of writing for different purposes & audiences ➤ Writing in Standard American English & avoid use of slang 	<u>Students should have prior experience with:</u> <ul style="list-style-type: none"> ➤ The writing process <ul style="list-style-type: none"> -Brainstorming -Drafting -Revision -Editing -Publishing ➤ MLA Formatting & Microsoft Word ➤ Understanding genres & modes of writing for different purposes & audiences ➤ Writing in Standard American English & avoid use of slang



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<p>Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?</p>	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. <i>How do the people we know (family, peers, teachers, etc.) AND the places we live influence our morals and beliefs?</i> 2. <i>Why is it important to stand up for what you believe in?</i> 3. <i>How does taking a stand for something influence the people around us?</i> 4. <i>When is it okay to persecute someone for their beliefs?</i> 	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. <i>How does narrative technique lend to story-telling? Demonstrate awareness of the structure of stories — how are character and action or revealed?</i> 2. <i>What significance do time and memory play in character development?</i> 3. <i>What was the author’s purpose in sharing this story?</i> 4. <i>How do rules of language affect communication?</i> 	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. <i>How do we write exceptional & specific definitions vs. vague and ambiguous definitions in writing? What strategies can we use?</i> 2. <i>When is precision of language the utmost important? How do we take out extra fluff & unnecessary words to ensure our writing is vivid and concise?</i> 	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. <i>What vivid details and descriptive language must be included to create a successful description?</i> 2. <i>How can I use transitions to enhance a piece of descriptive writing?</i> 3. <i>How can I incorporate figurative language and sensory details?</i> 4. <i>What’s the importance of show vs. tell?</i> 	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. <i>What is persuasive writing?</i> 2. <i>How do we identify persuasive writing?</i> 3. <i>How do writers use language to persuade?</i> 4. <i>How do we build a strong argument and justify our stance?</i> 5. <i>How do we organize our thoughts to be more persuasive?</i>
	<p><u>Students should be able to:</u></p> <ul style="list-style-type: none"> • Read, analyze, and evaluate different information and texts • Develop critical thinking skills • Review grammar and further develop writing skills • Analyze various essays and literary forms in order to further examine the human experience • Interpret & evaluate societal & ethical issues through essays of diverse authors/subjects 	<p><u>Students should be able to:</u></p> <ul style="list-style-type: none"> • Read, analyze, and evaluate different texts • Develop writing skills • Learn writing styles: Narrative • Develop critical thinking skills • Analyze various essays and literary forms in order to further examine the human experience and relate these to global issues • Interpret & evaluate societal & ethical issues through essays of diverse authors/subjects 	<p><u>Students should be able to:</u></p> <ul style="list-style-type: none"> •Develop ideas based on independent analysis and class discussions & reactions •Develop critical thinking skills •Develop individual styles of thinking, speaking, and writing to demonstrate critical analysis •Analyze various essays and literary forms in order to further examine the human experience and relate these to global issues •Interpret & evaluate societal & ethical issues through essays of diverse authors/subjects •Organize materials & create a cohesive composition 	<p><u>Students should be able to:</u></p> <ul style="list-style-type: none"> • Appreciate essays through assigned reading and class discussion • Arrange a sufficient number of paragraphs with supporting details in logical order • Develop thematic ideas based on independent analysis and class discussions & reactions • Develop & learn writing style: description & analysis 	<p><u>Students should be able to:</u></p> <ul style="list-style-type: none"> • Demonstrate the ability to use research tools • Develop writing skills • Develop critical thinking skills • Learn writing styles: research & persuasive • Read, analyze, and evaluate different information • Use a variety of research resources and investigative techniques • Develop & demonstrate writing style: argument • Collect, compile, and use well-organized notes in the research process



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<p>Anchor Text and Supplemental Texts *Illustrate texts used, and how students' knowledge builds across units.</p>	<p><u>Anchor Text:</u></p> <ul style="list-style-type: none"> <i>The New—Writing With A Purpose</i> by Joseph F. Trimmer, 2004 MLA Handbook Online <p><u>Supplemental Texts:</u></p> <ul style="list-style-type: none"> Sample “This I Believe” Essays from students 	<p><u>Anchor Text:</u></p> <ul style="list-style-type: none"> <i>The New—Writing With A Purpose</i> by Joseph F. Trimmer, 2004 MLA Handbook Online <p><u>Supplemental Texts:</u></p> <ul style="list-style-type: none"> “Champion of the World” by Maya Angelou “Fish Cheeks” by Amy Tan 	<p><u>Anchor Text:</u></p> <ul style="list-style-type: none"> <i>The New—Writing With A Purpose</i> by Joseph F. Trimmer, 2004 MLA Handbook Online <p><u>Supplemental Texts:</u></p> <ul style="list-style-type: none"> “On Compassion” by Barbara Lazear Ascher “Homeless” by Anna Quindlen “Only Daughter” by Sandra Cisneros 	<p><u>Anchor Text:</u></p> <ul style="list-style-type: none"> <i>The New—Writing With A Purpose</i> by Joseph F. Trimmer, 2004 MLA Handbook Online <p><u>Supplemental Texts:</u></p> <ul style="list-style-type: none"> "How to Say Nothing in 500 Words" by Paul McHenry Roberts “The Chase” by Annie Dillard “Arm Wrestling with My Father” by Brad Manning “Black Men in Public Space” by Brent Staples 	<p><u>Anchor Text:</u></p> <ul style="list-style-type: none"> <i>The New—Writing With A Purpose</i> by Joseph F. Trimmer, 2004 MLA Handbook Online <p><u>Supplemental Texts:</u></p> <ul style="list-style-type: none"> “But Enough About You” by Brian Williams “Won’t You Be My Friendster?” by Andie Wurster “How to Poison the Earth” by Linnea Saukko
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<p>Multi-Media Links: *Videos, presentations, any and all supplemental online material.</p>	<p>Unit Specific Multimedia:</p> <ul style="list-style-type: none"> ▪ This I Believe: One Essay at a Time <p>Standard Multimedia:</p> <ul style="list-style-type: none"> ▪ Class Website ▪ Grammar Girl: QuickandDirtyTips.com ▪ Merriam Webster Dictionary/Thesaurus Online ▪ Writer's Workshop Resources ▪ Manuscript Editing Software for Fiction Writers ▪ Grammar Bytes: Instruction with Attitude ▪ Jack Lynch's Guide to Writing & Style ▪ Teen Ink: Publishing Online ▪ Claremont Review: International Magazine for Young Writers 	<p>Unit Specific Multimedia:</p> <ul style="list-style-type: none"> ▪ The Owl @Purdue: Narrative Writing <p>Standard Multimedia:</p> <ul style="list-style-type: none"> ▪ Class Website ▪ Grammar Girl: QuickandDirtyTips.com ▪ Merriam Webster Dictionary/Thesaurus Online ▪ Writer's Workshop Resources ▪ Manuscript Editing Software for Fiction Writers ▪ Grammar Bytes: Instruction with Attitude ▪ Jack Lynch's Guide to Writing & Style ▪ Teen Ink: Publishing Online ▪ Claremont Review: International Magazine for Young Writers 	<p>Unit Specific Multimedia:</p> <ul style="list-style-type: none"> ▪ Student Example: Success Definition Essay <p>Standard Multimedia:</p> <ul style="list-style-type: none"> ▪ Class Website ▪ Grammar Girl: QuickandDirtyTips.com ▪ Merriam Webster Dictionary/Thesaurus Online ▪ Writer's Workshop Resources ▪ Manuscript Editing Software for Fiction Writers ▪ Grammar Bytes: Instruction with Attitude ▪ Jack Lynch's Guide to Writing & Style ▪ Teen Ink: Publishing Online ▪ Claremont Review: International Magazine for Young Writers 	<p>Unit Specific Multimedia:</p> <ul style="list-style-type: none"> ▪ The Owl @Purdue: Descriptive Writing <p>Standard Multimedia:</p> <ul style="list-style-type: none"> ▪ Class Website ▪ Grammar Girl: QuickandDirtyTips.com ▪ Merriam Webster Dictionary/Thesaurus Online ▪ Writer's Workshop Resources ▪ Manuscript Editing Software for Fiction Writers ▪ Grammar Bytes: Instruction with Attitude ▪ Jack Lynch's Guide to Writing & Style ▪ Teen Ink: Publishing Online ▪ Claremont Review: International Magazine for Young Writers 	<p>Unit Specific Multimedia:</p> <p>Standard Multimedia:</p> <ul style="list-style-type: none"> ▪ Class Website ▪ Grammar Girl: QuickandDirtyTips.com ▪ Merriam Webster Dictionary/Thesaurus Online ▪ Writer's Workshop Resources ▪ Manuscript Editing Software for Fiction Writers ▪ Grammar Bytes: Instruction with Attitude ▪ Jack Lynch's Guide to Writing & Style ▪ Teen Ink: Publishing Online ▪ Claremont Review: International Magazine for Young Writers
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<p>Instructional Practices: * Various Instructional Modalities, including Technology used</p>	<ul style="list-style-type: none"> ❖ Respond/discuss essays in class ❖ Essay readings as assigned ❖ Grammar “Brushstrokes” Writing Practice ❖ Think/Pair/Share ❖ Individual writing work ❖ Peer revision ❖ Group editing ❖ Author’s Chair Read Alouds ❖ Teacher Modeling ❖ Student use of laptops for polishing & publishing writing 	<ul style="list-style-type: none"> ❖ Respond/discuss essays in class ❖ Essay readings as assigned ❖ Grammar “Brushstrokes” Writing Practice ❖ Think/Pair/Share ❖ Individual writing work ❖ Peer revision ❖ Group editing ❖ Author’s Chair Read Alouds ❖ Teacher Modeling ❖ Student use of laptops for polishing & publishing writing 	<ul style="list-style-type: none"> ❖ Respond/discuss essays in class ❖ Essay readings as assigned ❖ Grammar “Brushstrokes” Writing Practice ❖ Think/Pair/Share ❖ Individual writing work ❖ Peer revision ❖ Group editing ❖ Author’s Chair Read Alouds ❖ Teacher Modeling ❖ Student use of laptops for polishing & publishing writing 	<ul style="list-style-type: none"> ❖ Respond/discuss essays in class ❖ Essay readings as assigned ❖ Grammar “Brushstrokes” Writing Practice ❖ Think/Pair/Share ❖ Individual writing work ❖ Peer revision ❖ Group editing ❖ Author’s Chair Read Alouds ❖ Teacher Modeling ❖ Student use of laptops for polishing & publishing writing 	<ul style="list-style-type: none"> ❖ Respond/discuss essays in class ❖ Essay readings as assigned ❖ Grammar “Brushstrokes” Writing Practice ❖ Think/Pair/Share ❖ Individual writing work ❖ Peer revision ❖ Group editing ❖ Author’s Chair Read Alouds ❖ Teacher Modeling ❖ Student use of laptops for polishing & publishing writing
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<p>Assessments: *Types and Measurements of Mastery</p>	<p><u>Informal Assessment:</u></p> <ul style="list-style-type: none"> Oral & written participation Journal Writing Language & Grammar Practice Peer Group Assessments Golden Line Exchange <p><u>Formal Assessment:</u></p> <p>✓ Essay #1: This I Believe Essay</p> <p>Objective: 80% of student athletes will be able to demonstrate mastery (mastery is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p><u>Informal Assessment:</u></p> <ul style="list-style-type: none"> Oral & written participation Journal Writing Language & Grammar Practice Peer Group Assessments Golden Line Exchange <p><u>Formal Assessment:</u></p> <p>✓ Narrative Essay</p> <p>Objective: 80% of student athletes will be able to demonstrate mastery (mastery is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p><u>Informal Assessment:</u></p> <ul style="list-style-type: none"> Oral & written participation Journal Writing Language & Grammar Practice Peer Group Assessments Golden Line Exchange <p><u>Formal Assessment:</u></p> <p>✓ Definition/Example Essay</p> <p>Objective: 80% of student athletes will be able to demonstrate mastery (mastery is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p><u>Informal Assessment:</u></p> <ul style="list-style-type: none"> Oral & written participation Journal Writing Language & Grammar Practice Peer Group Assessments Golden Line Exchange <p><u>Formal Assessment:</u></p> <p>✓ Description Essay</p> <p>Objective: 80% of student athletes will be able to demonstrate mastery (mastery is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p><u>Informal Assessment:</u></p> <ul style="list-style-type: none"> Oral & written participation Journal Writing Language & Grammar Practice Peer Group Assessments Golden Line Exchange <p><u>Formal Assessment:</u></p> <p>✓ Persuasive Essay</p> <p>Objective: 80% of student athletes will be able to demonstrate mastery (mastery is defined as 80%+) on formal assessments at the completion of the unit.</p>
<p>Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)</p>	<p><u>Writing Extension:</u></p> <ul style="list-style-type: none"> Students will record digital podcasts of their essays Publication of student essays on official T.I.B. website <p><u>Subject Area Linked:</u> Technology</p>	<p><u>Writing Instruction:</u> Write a narrative from the perspective of a historical figure based on analysis of a historical document</p> <p><u>Subject Area Linked:</u> History/Social Sciences</p>	<p><u>Writing Instruction:</u> Extended Definition Character Type using Jung’s Personality test/traits</p> <p><u>Subject Area Linked:</u> Language Arts/Psychology</p>	<p><u>Writing Instruction:</u> Tinted Snapshots of a Historical Event through a different “lens”</p> <p><u>Subject Area Linked:</u> History/Social Sciences</p>	<p><u>Writing Instruction:</u> Environmental Problem/Solution Response</p> <p><u>Subject Area Linked:</u> Science</p>
<p>Honors Course Differentiation(s):</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>



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<p>Integrated Common Core or NGSSS Standards (List): *See Below for Links</p>	<u>NG Sunshine State Standards: W4CS</u>	<u>NG Sunshine State Standards: W4CS</u>	<u>NG Sunshine State Standards: W4CS</u>	<u>NG Sunshine State Standards: W4CS</u>	<u>NG Sunshine State Standards: W4CS</u>
	ELD.k12.ELL.LA.1	ELD.k12.ELL.LA.1	ELD.k12.ELL.LA.1	ELD.k12.ELL.LA.1	ELD.k12.ELL.LA.1
	ELD.k12.ELL.SI.1	ELD.k12.ELL.SI.1	ELD.k12.ELL.SI.1	ELD.k12.ELL.SI.1	ELD.k12.ELL.SI.1
	HE.912.B.4.3	HE.912.B.4.3	HE.912.B.4.3	HE.912.B.4.3	HE.912.B.4.3
	HE.912.B.4.4	HE.912.B.4.4	HE.912.B.4.4	HE.912.B.4.4	HE.912.B.4.4
	LAFS.1112.L.1.1	LAFS.1112.L.1.1	LAFS.1112.L.1.1	LAFS.1112.L.1.1	LAFS.1112.L.1.1
	LAFS.1112.L.1.2	LAFS.1112.L.1.2	LAFS.1112.L.1.2	LAFS.1112.L.1.2	LAFS.1112.L.1.2
	LAFS.1112.L.2.3	LAFS.1112.L.2.3	LAFS.1112.L.2.3	LAFS.1112.L.2.3	LAFS.1112.L.2.3
	LAFS.1112.L.3.5	LAFS.1112.L.3.5	LAFS.1112.L.3.5	LAFS.1112.L.3.5	LAFS.1112.L.3.5
	LAFS.1112.L.3.6	LAFS.1112.L.3.6	LAFS.1112.L.3.6	LAFS.1112.L.3.6	LAFS.1112.L.3.6
	LAFS.1112.W.1.2	LAFS.1112.W.1.3	LAFS.1112.W.2.4	LAFS.1112.W.1.3	LAFS.1112.W.1.1
	LAFS.1112.W.2.4	LAFS.1112.W.2.4	LAFS.1112.W.2.6	LAFS.1112.W.2.4	LAFS.1112.W.2.4
	LAFS.1112.W.2.6	LAFS.1112.W.2.6	LAFS.1112.W.3.7	LAFS.1112.W.2.6	LAFS.1112.W.2.6
	LAFS.1112.W.3.7	LAFS.1112.W.3.7	LAFS.1112.W.3.8	LAFS.1112.W.3.7	LAFS.1112.W.3.7
	LAFS.1112.W.3.8	LAFS.1112.W.3.8	LAFS.1112.W.3.9	LAFS.1112.W.3.8	LAFS.1112.W.3.8
	LAFS.1112.W.3.9	LAFS.1112.W.3.9	LAFS.1112.W.4.10	LAFS.1112.W.3.9	LAFS.1112.W.3.9
	LAFS.1112.W.4.10	LAFS.1112.W.4.10	LAFS.6.L.1.2	LAFS.1112.W.4.10	LAFS.1112.W.4.10
	LAFS.6.L.1.2	LAFS.6.L.1.2	LAFS.910.L.1.1a	LAFS.6.L.1.2	LAFS.6.L.1.2
	LAFS.910.L.1.1a	LAFS.910.L.1.1a	LAFS.4.L.1.1f	LAFS.910.L.1.1a	LAFS.910.L.1.1a
	LAFS.4.L.1.1f	LAFS.4.L.1.1f	LAFS.7.L.1.1c	LAFS.4.L.1.1f	LAFS.4.L.1.1f
LAFS.7.L.1.1c	LAFS.7.L.1.1c	LAFS.3.L.1.f	LAFS.7.L.1.1c	LAFS.7.L.1.1c	
LAFS.3.L.1.f	LAFS.3.L.1.f	LAFS.1112.L.3.4a	LAFS.3.L.1.f	LAFS.3.L.1.f	
LAFS.1112.L.3.4a	LAFS.1112.L.3.4a	LAFS.1112.L.3.4d	LAFS.1112.L.3.4a	LAFS.1112.L.3.4a	
LAFS.1112.L.3.4d	LAFS.1112.L.3.4d	LAFS.6.L.1.1c	LAFS.1112.L.3.4d	LAFS.1112.L.3.4d	
LAFS.6.L.1.1c	LAFS.6.L.1.1c	LAFS.6.L.1.1d	LAFS.6.L.1.1c	LAFS.6.L.1.1c	
LAFS.6.L.1.1d	LAFS.6.L.1.1d	LAFS.6.L.1.1e	LAFS.6.L.1.1d	LAFS.6.L.1.1d	
LAFS.6.L.1.1e	LAFS.6.L.1.1e		LAFS.6.L.1.1e	LAFS.6.L.1.1e	



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<p>Integrated CCSS Writing Standards (List): *See Below for Links</p>	<p>CCSS ELA- Writing W9-10.1.d CCSS ELA- Writing W9-10.2 CCSS ELA- Writing W9-10.2.a CCSS ELA- Writing W9-10.2.b CCSS ELA- Writing W9-10.2.d CCSS ELA- Writing W9-10.2.e CCSS ELA- Writing W9-10.3.a-e CCSS ELA- Writing W9-10.4 CCSS ELA- Writing W9-10.5 CCSS ELA- Writing W9-10.6 CCSS ELA- Writing W9-10.7 CCSS ELA- Writing W9-10.8 CCSS ELA- Writing W9-10.9 CCSS ELA- Writing W9-10.10</p>	<p>CCSS ELA- Writing W9-10.1.d CCSS ELA- Writing W9-10.2 CCSS ELA- Writing W9-10.2.a CCSS ELA- Writing W9-10.2.b CCSS ELA- Writing W9-10.2.d CCSS ELA- Writing W9-10.2.e CCSS ELA- Writing W9-10.3.a-e CCSS ELA- Writing W9-10.4 CCSS ELA- Writing W9-10.5 CCSS ELA- Writing W9-10.6 CCSS ELA- Writing W9-10.7 CCSS ELA- Writing W9-10.8 CCSS ELA- Writing W9-10.9 CCSS ELA- Writing W9-10.10</p>	<p>CCSS ELA- Writing W9-10.1.d CCSS ELA- Writing W9-10.2 CCSS ELA- Writing W9-10.2.a CCSS ELA- Writing W9-10.2.b CCSS ELA- Writing W9-10.2.d CCSS ELA- Writing W9-10.2.e CCSS ELA- Writing W9-10.3.a-e CCSS ELA- Writing W9-10.4 CCSS ELA- Writing W9-10.5 CCSS ELA- Writing W9-10.6 CCSS ELA- Writing W9-10.7 CCSS ELA- Writing W9-10.8 CCSS ELA- Writing W9-10.9 CCSS ELA- Writing W9-10.10</p>	<p>CCSS ELA- Writing W9-10.1.d CCSS ELA- Writing W9-10.2 CCSS ELA- Writing W9-10.2.a CCSS ELA- Writing W9-10.2.b CCSS ELA- Writing W9-10.2.d CCSS ELA- Writing W9-10.2.e CCSS ELA- Writing W9-10.3.a-e CCSS ELA- Writing W9-10.4 CCSS ELA- Writing W9-10.5 CCSS ELA- Writing W9-10.6 CCSS ELA- Writing W9-10.7 CCSS ELA- Writing W9-10.8 CCSS ELA- Writing W9-10.9 CCSS ELA- Writing W9-10.10</p>	<p>CCSS ELA- Writing W9-10.1.d CCSS ELA- Writing W9-10.2 CCSS ELA- Writing W9-10.2.a CCSS ELA- Writing W9-10.2.b CCSS ELA- Writing W9-10.2.d CCSS ELA- Writing W9-10.2.e CCSS ELA- Writing W9-10.3.a-e CCSS ELA- Writing W9-10.4 CCSS ELA- Writing W9-10.5 CCSS ELA- Writing W9-10.6 CCSS ELA- Writing W9-10.7 CCSS ELA- Writing W9-10.8 CCSS ELA- Writing W9-10.9 CCSS ELA- Writing W9-10.10</p>
<p>Links to CCSS/NGSSS Curriculum Standards:</p>	<p>The following links will be used to incorporate the CCSS and other applicable standards:</p> <ul style="list-style-type: none"> • The Common Core State Standard expectations in grades 9-10, • The K-12 English LA and Content Area Writing Standards • The K-12 Reading Standards • The K-12 Mathematics Standards • The K-12 NGSSS Science & Social Studies Standards 				



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Purpose of Planning	Unit Six Q2, W13-14	Unit Seven Q2, W15-16	Unit Eight Q2, W17-18		
Unit Topic and Overview:	Evaluate & Judge Compare/Contrast/Classification	Inquire & Explore: Persuasive Essay	Evaluate & Judge: Technical Writing		
Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?	<u>Students should have prior experience with:</u> <ul style="list-style-type: none"> ➤ The writing process <ul style="list-style-type: none"> -Brainstorming -Drafting -Revision -Editing -Publishing ➤ MLA Formatting ➤ Understanding genres & modes of writing for different purposes & audiences ➤ Writing in Standard American English & avoid use of slang 	<u>Students should have prior experience with:</u> <ul style="list-style-type: none"> ➤ The writing process <ul style="list-style-type: none"> -Brainstorming -Drafting -Revision -Editing -Publishing ➤ MLA Formatting ➤ Understanding genres & modes of writing for different purposes & audiences ➤ Writing in Standard American English & avoid use of slang 	<u>Students should have prior experience with:</u> <ul style="list-style-type: none"> ➤ The writing process <ul style="list-style-type: none"> -Brainstorming -Drafting -Revision -Editing -Publishing ➤ MLA Formatting ➤ Understanding genres & modes of writing for different purposes & audiences ➤ Writing in Standard American English & avoid use of slang 		



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Grades 9-12**

<p>Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?</p>	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. Why is “writing to explain” important to high school students? 2. How do writers use language and structure to explain their ideas? 	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. Which side of the issue or problem are you going to write about, and what solution will you offer? 2. Determine whether your audience agrees, disagrees, or is neutral about the problem you are putting in the spotlight. 3. How do writers incorporate claims/warrants/data into their arguments? 	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. How does technical writing compare/contrast to traditional essays? 2. What information should be intentionally left out in technical writing? What information is absolutely critical for clarity sake? 		
	<p><u>Students should be able to:</u></p> <ul style="list-style-type: none"> • Develop ideas based on independent analysis and class discussions & reactions • Develop & Learn writing style: definition • Develop critical thinking skills • Develop individual styles of thinking, speaking, and writing to demonstrate critical analysis and effectively communicate original ideas in writing • Analyze various essays and literary forms in order to further examine the human experience and relate these to global issues • Interpret & evaluate societal & ethical issues through essays of diverse authors/subjects 	<p><u>Students should be able to:</u></p> <ul style="list-style-type: none"> • Develop ideas based on independent analysis and class discussions & reactions • Develop & Learn writing style: definition • Develop critical thinking skills • Develop individual styles of thinking, speaking, and writing to demonstrate critical analysis and effectively communicate original ideas in writing • Analyze various essays and literary forms in order to further examine the human experience and relate these to global issues • Interpret & evaluate societal & ethical 	<p><u>Students should be able to:</u></p> <ul style="list-style-type: none"> • Develop ideas based on independent analysis and class discussions & reactions • Develop & Learn writing style: definition • Develop critical thinking skills Develop individual styles of thinking, speaking, and writing to demonstrate critical analysis and effectively communicate original ideas in writing • Analyze various essays and literary forms in order to further examine the human experience and relate these to global issues • Interpret & evaluate societal & ethical issues through essays of diverse authors/subjects 		



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<p>Anchor Text and Supplemental Texts *Illustrate texts used, and how students' knowledge builds across units.</p>	<p><u>Anchor Text:</u></p> <ul style="list-style-type: none"> • <i>The New—Writing With A Purpose</i> by Joseph F. Trimmer, 2004 • MLA Handbook Online <p><u>Supplemental Texts:</u></p> <ul style="list-style-type: none"> • “Neat People vs. Sloppy People” by Suzanne Britt • “Battling Clean-up and Striking Out” by Dave Barry • “Grade A...” by Jessica Cohen 	<p><u>Anchor Text:</u></p> <ul style="list-style-type: none"> • <i>The New—Writing With A Purpose</i> by Joseph F. Trimmer, 2004 • MLA Handbook Online <p><u>Supplemental Texts:</u></p> <ul style="list-style-type: none"> • “Close Encounters with US Immigration” by Adrian R. Khan • “Everything Isn’t Racial Profiling” by Linda Chavez • “Live Free and Starve” by Chitra Divarkruni 	<p><u>Anchor Text:</u></p> <ul style="list-style-type: none"> • <i>The New—Writing With A Purpose</i> by Joseph F. Trimmer, 2004 • MLA Handbook Online <p><u>Supplemental Texts:</u></p> <ul style="list-style-type: none"> • “The Ways We Lie” by Stephanie Ericsson • “The World of Doublespeak” by William Lutz 		
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<p>Multi-Media Links: *Videos, presentations, any and all supplemental online material.</p>	<p>Unit Specific Multimedia:</p> <ul style="list-style-type: none"> ▪ Classification Essay Topic Possibilities <p>Standard Multimedia:</p> <ul style="list-style-type: none"> ▪ Class Website ▪ Grammar Girl: QuickandDirtyTips.com ▪ Merriam Webster Dictionary/Thesaurus Online ▪ Writer's Workshop Resources ▪ Manuscript Editing Software for Fiction Writers ▪ Grammar Bytes: Instruction with Attitude ▪ Jack Lynch's Guide to Writing & Style ▪ Teen Ink: Publishing Online ▪ Claremont Review: International Magazine for Young Writers 	<p>Unit Specific Multimedia:</p> <ul style="list-style-type: none"> ▪ The Owl @Purdue: Persuasive Writing <p>Standard Multimedia:</p> <ul style="list-style-type: none"> ▪ Class Website ▪ Grammar Girl: QuickandDirtyTips.com ▪ Merriam Webster Dictionary/Thesaurus Online ▪ Writer's Workshop Resources ▪ Manuscript Editing Software for Fiction Writers ▪ Grammar Bytes: Instruction with Attitude ▪ Jack Lynch's Guide to Writing & Style ▪ Teen Ink: Publishing Online ▪ Claremont Review: International Magazine for Young Writers 	<p>Unit Specific Multimedia:</p> <ul style="list-style-type: none"> ▪ Writer's Write: Technical Resources Galore! <p>Standard Multimedia:</p> <ul style="list-style-type: none"> ▪ Class Website ▪ Grammar Girl: QuickandDirtyTips.com ▪ Merriam Webster Dictionary/Thesaurus Online ▪ Writer's Workshop Resources ▪ Manuscript Editing Software for Fiction Writers ▪ Grammar Bytes: Instruction with Attitude ▪ Jack Lynch's Guide to Writing & Style ▪ Teen Ink: Publishing Online ▪ Claremont Review: International Magazine for Young Writers 			



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<p>Instructional Practices: * Various Instructional Modalities, including Technology used</p>	<ul style="list-style-type: none"> ❖ Respond/discuss essays in class ❖ Essay readings as assigned ❖ Grammar “Brushstrokes” Writing Practice ❖ Think/Pair/Share ❖ Individual writing work ❖ Peer revision ❖ Group editing ❖ Author’s Chair Read Alouds ❖ Teacher Modeling ❖ Student use of laptops for polishing & publishing writing 	<ul style="list-style-type: none"> ❖ Respond/discuss essays in class ❖ Essay readings as assigned ❖ Grammar “Brushstrokes” Writing Practice ❖ Think/Pair/Share ❖ Individual writing work ❖ Peer revision ❖ Group editing ❖ Author’s Chair Read Alouds ❖ Teacher Modeling ❖ Student use of laptops for polishing & publishing writing 	<ul style="list-style-type: none"> ❖ Respond/discuss essays in class ❖ Essay readings as assigned ❖ Grammar “Brushstrokes” Writing Practice ❖ Think/Pair/Share ❖ Individual writing work ❖ Peer revision ❖ Group editing ❖ Author’s Chair Read Alouds ❖ Teacher Modeling ❖ Student use of laptops for polishing & publishing writing 		
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<p align="center">Assessments: *Types and Measurements of Mastery</p>	<p><u>Informal Assessment:</u></p> <ul style="list-style-type: none"> • Oral & written participation • Journal Writing • Language & Grammar Practice • Peer Group Assessments • Golden Line Exchange <p><u>Formal Assessment:</u></p> <ul style="list-style-type: none"> ✓ Classification essay <p>Objective: 80% of student athletes will be able to demonstrate mastery (mastery is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p><u>Informal Assessment:</u></p> <ul style="list-style-type: none"> • Oral & written participation • Journal Writing • Language & Grammar Practice • Peer Group Assessments • Golden Line Exchange <p><u>Formal Assessment:</u></p> <ul style="list-style-type: none"> ✓ Problem/Solution Essay <p>Objective: 80% of student athletes will be able to demonstrate mastery (mastery is defined as 80%+) on formal assessments at the completion of the unit.</p>	<p><u>Informal Assessment:</u></p> <ul style="list-style-type: none"> • Oral & written participation • Journal Writing • Language & Grammar Practice • Peer Group Assessments • Golden Line Exchange <p><u>Formal Assessment:</u></p> <ul style="list-style-type: none"> ✓ Technical Writing Assignment <p>Objective: 80% of student athletes will be able to demonstrate mastery (mastery is defined as 80%+) on formal assessments at the completion of the unit.</p>		
<p align="center">Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)</p>	<p><u>Writing Instruction:</u> Apply color archetypes to classification essay</p> <p><u>Subject Area Linked:</u> Literature</p>	<p><u>Writing Instruction:</u> Persuasive Devices in Junk Mail</p> <p><u>Subject Area Linked:</u> Rhetoric/Language Arts</p>	<p><u>Writing Instruction:</u> Re-write a poem or a song by creating a technical document for it instead.</p> <p><u>Subject area linked:</u> Music & Language Arts</p>		
<p align="center">Honors Course Differentiation(s):</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>		



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<p align="center">Integrated Common Core or NGSS Standards (List): *See Below for Links</p>	<p><u>NG Sunshine State Standards: W4CS</u> ELD.k12.ELL.LA.1 ELD.k12.ELL.SI.1 HE.912.B.4.3 HE.912.B.4.4 LAFS.1112.L.1.1 LAFS.1112.L.1.2 LAFS.1112.L.2.3 LAFS.1112.L.3.5 LAFS.1112.L.3.6 LAFS.1112.W.2.4 LAFS.1112.W.2.6 LAFS.1112.W.3.7 LAFS.1112.W.3.8 LAFS.1112.W.3.9 LAFS.1112.W.4.10 LAFS.6.L.1.2 LAFS.910.L.1.1a LAFS.4.L.1.1f LAFS.7.L.1.1c LAFS.3.L.1.f LAFS.1112.L.3.4a LAFS.1112.L.3.4d LAFS.6.L.1.1c LAFS.6.L.1.1d LAFS.6.L.1.1e</p>	<p><u>NG Sunshine State Standards: W4CS</u> ELD.k12.ELL.LA.1 ELD.k12.ELL.SI.1 HE.912.B.4.3 HE.912.B.4.4 LAFS.1112.L.1.1 LAFS.1112.L.1.2 LAFS.1112.L.2.3 LAFS.1112.L.3.5 LAFS.1112.L.3.6 LAFS.1112.W.1.1 LAFS.1112.W.2.4 LAFS.1112.W.2.6 LAFS.1112.W.3.7 LAFS.1112.W.3.8 LAFS.1112.W.3.9 LAFS.1112.W.4.10 LAFS.6.L.1.2 LAFS.910.L.1.1a LAFS.4.L.1.1f LAFS.7.L.1.1c LAFS.3.L.1.f LAFS.1112.L.3.4a LAFS.1112.L.3.4d LAFS.6.L.1.1c LAFS.6.L.1.1d LAFS.6.L.1.1e</p>	<p><u>NG Sunshine State Standards: W4CS</u> ELD.k12.ELL.LA.1 ELD.k12.ELL.SI.1 HE.912.B.4.3 HE.912.B.4.4 LAFS.1112.L.1.1 LAFS.1112.L.1.2 LAFS.1112.L.2.3 LAFS.1112.L.3.5 LAFS.1112.L.3.6 LAFS.1112.W.1.1 LAFS.1112.W.2.4 LAFS.1112.W.2.6 LAFS.1112.W.3.7 LAFS.1112.W.3.8 LAFS.1112.W.3.9 LAFS.1112.W.4.10 LAFS.6.L.1.2 LAFS.910.L.1.1a LAFS.4.L.1.1f LAFS.7.L.1.1c LAFS.3.L.1.f LAFS.1112.L.3.4a LAFS.1112.L.3.4d LAFS.6.L.1.1c LAFS.6.L.1.1d LAFS.6.L.1.1e</p>		



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<p align="center">Integrated CCSS Writing Standards (List): *See Below for Links</p>	<p>CCSS ELA- Writing W9-10.1.d CCSS ELA- Writing W9-10.2 CCSS ELA- Writing W9-10.2.a CCSS ELA- Writing W9-10.2.b CCSS ELA- Writing W9-10.2.d CCSS ELA- Writing W9-10.2.e CCSS ELA- Writing W9-10.3.a-e CCSS ELA- Writing W9-10.4 CCSS ELA- Writing W9-10.5 CCSS ELA- Writing W9-10.6 CCSS ELA- Writing W9-10.7 CCSS ELA- Writing W9-10.8 CCSS ELA- Writing W9-10.9 CCSS ELA- Writing W9-10.10</p>	<p>CCSS ELA- Writing W9-10.1.d CCSS ELA- Writing W9-10.2 CCSS ELA- Writing W9-10.2.a CCSS ELA- Writing W9-10.2.b CCSS ELA- Writing W9-10.2.d CCSS ELA- Writing W9-10.2.e CCSS ELA- Writing W9-10.3.a-e CCSS ELA- Writing W9-10.4 CCSS ELA- Writing W9-10.5 CCSS ELA- Writing W9-10.6 CCSS ELA- Writing W9-10.7 CCSS ELA- Writing W9-10.8 CCSS ELA- Writing W9-10.9 CCSS ELA- Writing W9-10.10</p>	<p>CCSS ELA- Writing W9-10.1.d CCSS ELA- Writing W9-10.2 CCSS ELA- Writing W9-10.2.a CCSS ELA- Writing W9-10.2.b CCSS ELA- Writing W9-10.2.d CCSS ELA- Writing W9-10.2.e CCSS ELA- Writing W9-10.3.a-e CCSS ELA- Writing W9-10.4 CCSS ELA- Writing W9-10.5 CCSS ELA- Writing W9-10.6 CCSS ELA- Writing W9-10.7 CCSS ELA- Writing W9-10.8 CCSS ELA- Writing W9-10.9 CCSS ELA- Writing W9-10.10</p>		
<p>Links to CCSS/NGSSS Curriculum Standards:</p>	<p>The following links will be used to incorporate the CCSS and other applicable standards:</p> <ul style="list-style-type: none"> • The Common Core State Standard expectations in grades 9-10, • The K-12 English LA and Content Area Writing Standards • The K-12 Reading Standards • The K-12 Mathematics Standards • The K-12 NGSSS Science & Social Studies Standards 				

