



G-E-T High School Curriculum
Align, Explore, Empower
Scope and Sequence
Advanced Composition

Unit 1 -Character Sketch --Pretest

1 week

- Students will write a character sketch as a writing pretest.

In this unit, students will ...

- Students will write a character sketch of someone they know well as a writing pretest. This will be rewritten at the end of the term.

Unit 2 - Six traits of Good Writing Boot Camp

3 weeks

- Students will recognize, explain, and practice the six traits of good writing: ideas, organization, voice, word choice, sentence fluency, and conventions.

In this unit, students will ...

- Students will recognize, explain, and practice the six traits of good writing: ideas, organization, voice, word choice, sentence fluency, and conventions.

Unit 3 - Phrases and Clauses

Lessons and practice throughout the class

- Instruction, practice, and application of phrases and clauses. Phrases include: appositive, infinitive, participial, and gerunds. Clauses include Adverb, Adjective, and Noun Clauses.

In this unit, students will ...

- Instruction, practice, and application of phrases and clauses. Phrases include: appositive, infinitive, participial,, and gerunds. Clauses include Adverb, Adjective, and Noun Clauses.
- Students will compose, label, and apply in their own papers throughout the course as part of their summative rubric.

Unit 4 - Commas

1 week instruction, practiced throughout the class

- Students will review comma rules and practice where and why commas are used.

- Instruction, practice, and application of commas.

- Students will apply correct commas in their own papers throughout the course.
- Students will review comma rules and practice where and why commas are used.

Unit 5 - Verbs

3 days for lesson, practiced throughout the class

- Review, identify, and write effective verbs in their writing.

In this unit, students will ...

- Review, identify, and write effective verbs in their writing.

Unit 6-Memoir

3 weeks

- Students will write a memoir.

In this unit, students will ...

- Study and critique examples and compose a memoir.
- Recognize, explain, and practice the six traits of good writing: ideas, organization, voice, word choice, sentence fluency, and conventions.
- Have effective verb choices.
- Participate independently and collaboratively with writing, peer editing, and sharing.

Unit 7 - College Application

3 weeks

- Students will write a college application essay.

In this unit, students will ...

- Study and critique examples of college application essays.
- Compose a college application and essay with focus on having formal language for audience.
- Recognize, explain, and practice the six traits of good writing: ideas, organization, voice, word choice, sentence fluency, and conventions.
- Have effective verb choices.
- Participate independently and collaboratively with writing, peer editing, and sharing.

Unit 8 -Sentence Structure

2 weeks instruction, practiced throughout the class

- Students will learn different types of phrases and clauses.

In this unit, students will ...

- Instruction, practice, and application of phrases (participial, appositive, and infinitive) and clauses (adjective, adverb, noun)..
- Students will apply phrases and clauses in their own papers throughout the course.
- Students will understand and avoid common usage errors in phrases and clauses.

Unit 9 - Be the Thing

3 weeks

- Students will write a descriptive paper from the point of view of a thing.

In this unit, students will ...

- Study and critique examples of be the thing essays.
- Compose a be the thing essay with focus on word choice and point of view.
- Recognize, explain, and practice the six traits of good writing: ideas, organization, voice, word choice, sentence fluency, and conventions.
- Have effective verb choices.
- Incorporate phrases and clauses practiced in class.
- Participate independently and collaboratively with writing, peer editing, and sharing.

Unit 10 - Research Paper

~ 4 weeks

- Students will use MLA formatting to write a research paper.

In this unit, students will ...

- Write an MLA formatted research paper using works cited and in-text citations.
- Collect credible sources to use for research paper.
- Study and critique examples of research essays.
- Compose a research essay with focus on formal language and sentence structure.
- Recognize, explain, and practice the six traits of good writing: ideas, organization, voice, word choice, sentence fluency, and conventions.
- Incorporate phrases and clauses practiced in class.
- Discuss plagiarism and how to avoid it.
- Participate independently and collaboratively with writing, peer editing, and sharing.

Unit 11 - Commonly Confused Words
class

1 week instruction, practiced throughout the

Students will review commonly confused words.

In this unit, students will ...

- Students will review commonly confused words and use correctly in their own writing.

Unit 12 - Definition Paper

~ 3 weeks

- This could be a narrative of what is being taught __ in course

In this unit, students will ...

- Study and critique examples of definition essays.
- Compose a definition essay with focus on original ideas.
- Recognize, explain, and practice the six traits of good writing: ideas, organization, voice, word choice, sentence fluency, and conventions.
- Have effective verb choices.
- Incorporate phrases and clauses practiced in class.
- Participate independently and collaboratively with writing, peer editing, and sharing.

Unit 13 - Critical Analysis Paper

~3 weeks

- Students will write a critical analysis paper about a song or poem.

In this unit, students will ...

- Write an MLA formatted critical analysis paper using works cited and in-text citations.
- Support ideas with examples.
- Study and critique examples of critical analysis essays.
- Compose a critical analysis essay with focus on formal language and sentence structure.
- Recognize, explain, and practice the six traits of good writing: ideas, organization, voice, word choice, sentence fluency, and conventions.
- Incorporate phrases and clauses practiced in class.
- Participate independently and collaboratively with writing, peer editing, and sharing.

Unit 14 - Revision of Character Sketch

~2 weeks

- Students will rewrite character sketch (pretest).

In this unit, students will ...

- Study and critique examples of character sketch essays.
- Compose a character sketch--rewritten from early in the class.
- Recognize, explain, and practice the six traits of good writing: ideas, organization, voice, word choice, sentence fluency, and conventions.
- Incorporate phrases and clauses practiced in class.
- Participate independently and collaboratively with writing, peer editing, and sharing.

Standards for Advanced Composition

WRITING:

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.

CCSS.ELA-LITERACY.W.11-12.2.A

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.

CCSS.ELA-LITERACY.W.11-12.2.B

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.

CCSS.ELA-LITERACY.W.11-12.2.C

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.

CCSS.ELA-LITERACY.W.11-12.2.D

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CCSS.ELA-LITERACY.W.11-12.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.11-12.2.F

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).

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.W.11-12.3.A

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-LITERACY.W.11-12.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.11-12.3.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).

CCSS.ELA-LITERACY.W.11-12.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-LITERACY.W.11-12.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.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 [here](#).)

CCSS.ELA-LITERACY.W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-LITERACY.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LANGUAGE:

CCSS.ELA-LITERACY.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.11-12.1.A

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

CCSS.ELA-LITERACY.L.11-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language:

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.L.11-12.3.A

Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.11-12.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.11-12.4.A

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.11-12.4.B

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).

CCSS.ELA-LITERACY.L.11-12.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

CCSS.ELA-LITERACY.L.11-12.4.D

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-LITERACY.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.11-12.5.A

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

CCSS.ELA-LITERACY.L.11-12.5.B

Analyze nuances in the meaning of words with similar denotations.

CCSS.ELA-LITERACY.L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Standards for Creative Writing

WRITING:

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.

CCSS.ELA-LITERACY.W.11-12.2.A

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.

CCSS.ELA-LITERACY.W.11-12.2.B

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.

CCSS.ELA-LITERACY.W.11-12.2.C

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.

CCSS.ELA-LITERACY.W.11-12.2.D

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CCSS.ELA-LITERACY.W.11-12.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.11-12.2.F

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).

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.W.11-12.3.A

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-LITERACY.W.11-12.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.11-12.3.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).

CCSS.ELA-LITERACY.W.11-12.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-LITERACY.W.11-12.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.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 [here](#).)

CCSS.ELA-LITERACY.W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-LITERACY.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LANGUAGE:

CCSS.ELA-LITERACY.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.11-12.1.A

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

CCSS.ELA-LITERACY.L.11-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language:

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.L.11-12.3.A

Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.11-12.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.11-12.4.A

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.11-12.4.B

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).

CCSS.ELA-LITERACY.L.11-12.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

CCSS.ELA-LITERACY.L.11-12.4.D

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-LITERACY.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.11-12.5.A

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

CCSS.ELA-LITERACY.L.11-12.5.B

Analyze nuances in the meaning of words with similar denotations.

CCSS.ELA-LITERACY.L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.