

Biddeford High School Curriculum Document
Content Area: English Language Arts

Course Title: Sophomore Genre & Composition – *How does language influence the way we think and act?*

Topics	Skill Expectations	Instructional Strategies	Formative Assessments	Benchmarks	Alignment to MLR
Grammar Study Latin and Greek Root/Stem Vocabulary Close Reading – Expository/Essay Writing Persuasion/Argument Media Literacy Editorial Writing Visual Rhetoric Social/Political Novel Study <i>Animal Farm</i> <i>Fahrenheit 451</i> <i>Brave New World</i> <i>Anthem</i> <i>The Book Thief</i>	Grammar Study <ul style="list-style-type: none"> ▪ Identify and utilize phrases and clauses in exercises and writing ▪ Subject/verb agreement ▪ Pronoun antecedent errors Latin and Greek Root/Stem Vocabulary <ul style="list-style-type: none"> ▪ Uses knowledge of Greek and Latin prefixes, suffixes, and roots to understand the meanings of new words. Close Reading – Expository/Essay Writing <ul style="list-style-type: none"> ▪ Utilize appropriate close reading strategies – annotation, SOAPSTONE, double entry journals, says/does analysis ▪ Identify and evaluate rhetorical devices – diction, syntax, tone, imagery and details and its purpose in writing ▪ Recognize the effect of rhetorical devices on the audience ▪ Analyze a text based on the rhetorical triangle Persuasion -Argument <ul style="list-style-type: none"> ▪ Utilize all freshmen composition skill objectives in writing tasks ▪ Analyzes the types of arguments used by the speaker, including argument by authority, emotion, and logic. ▪ Write thesis-based essays that use logical argument, opposition & refute to support a position ▪ Incorporate and employ specific rhetorical devices to support claims and strengthen persuasiveness of an argument ▪ Anticipate and address reader concerns and or refute or acknowledge counter arguments or opposing viewpoints. ▪ Identify logical fallacies in an argument ▪ Structures ideas and arguments effectively in a sustained way and follows an organizational 	<ul style="list-style-type: none"> ▪ Modeling effective writing with a variety of purposes ▪ Cooperative Learning ▪ Involving students in the process of developing assessment ▪ Instruction and practice of effective revision techniques including peer revision sessions ▪ Utilizing the writing process for each assignment (pre-write, draft, revise, edit, etc.) ▪ Revising random samples of ineffective writing ▪ Journal writing ▪ Practice writing thesis statements using the thesis equation ▪ Provide practice (in the form of worksheets, game, flash cards, etc.) for vocab. and grammar ▪ Anticipation Guides ▪ Differential Scales ▪ Socratic Seminars ▪ Predicting & Confirming ▪ Previewing ▪ Specific Pre-Reading Purposes ▪ Semantic Map ▪ Sketch to Stretch ▪ Double Entry Journals ▪ Most Important Word ▪ Reading Guides ▪ Fishbowl 	Weekly vocabulary tests (matching, fill in the blank, identification of root word within word) Utilizing rubrics for each type of writing Games Worksheets Elements of writing (for each type) Quizzes Peer evaluation Self evaluation Writing portfolio Oral Presentation School-wide writing prompt Final exam Selected response Essays Journals Double Entry Drafts Oral Interpretations	PSAT Writing Prompt – argument based Latin & Greek Vocabulary Assessment	

	<p>pattern appropriate to the purpose and intended audience of the writing.</p> <ul style="list-style-type: none"> ▪ Integrates quotations and citations into a written text while maintaining the flow of ideas. ▪ Edits writing to improve word choice, grammar, punctuation, etc. ▪ Revises writing using teacher and peer feedback. <p>Media Literacy</p> <ul style="list-style-type: none"> ▪ Recognize that media messages are constructed using sound, image, text and movement to convey meaning ▪ Distinguish among and use appropriate types of media for a variety of purposes ▪ Apply knowledge, skills and strategies to design and create media messages ▪ Identify, analyze and evaluate the impacts of media on individuals and societies ▪ Identifies and evaluates strategies used by the media to inform, persuade, entertain, and transmit culture (i.e., advertisements, perpetuation of stereotypes, use of visual representations, special effects, language). <p>Editorial Writing</p> <ul style="list-style-type: none"> ▪ Understand the opinion function of the newspaper and the various ways in which it is expressed ▪ Write a variety of editorials for a variety of purposes ▪ Write reviews of products ▪ Revises writing using teacher and peer feedback. <p>Visual Rhetoric</p> <ul style="list-style-type: none"> ▪ Use OPTIC strategy to analyze visual rhetoric <p>Social/Political Novel Study</p> <ul style="list-style-type: none"> ▪ Utilize all freshmen genre skills objectives in reading tasks ▪ Understand the elements of a social/political novel and the effects on the reader 	<ul style="list-style-type: none"> ▪ Silent Discussions ▪ Electronic Conversations ▪ Text Reformulation ▪ Carousel Brainstorming ▪ Response Partners ▪ Quizzes ▪ Pass Arouds ▪ Internet Forums ▪ Autosummarize ▪ Likert Scales ▪ Bookmarking ▪ Close Reading 	<p>Oral Presentations Quizzes</p> <p>Projects</p> <p>Visual Products</p> <p>Digital Storytelling</p> <p>Authentic Assessments</p>		
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