

**Biddeford High School Curriculum Document  
Content Area: English Language Arts**

**Course Title: Freshman English Composition – *Why is it important to use language effectively?***

Topics	Skill Expectations	Instructional Strategies	Formative Assessments	Benchmarks	Alignment to MLR
<b>Writing Process</b>  <b>Latin/Greek Root/Stem Vocabulary</b>  <b>Aristotelian essay format/structure</b>  <b>Elements of Persuasion</b>  <b>Creative Expression</b>  <b>Introduction to Research</b>  <b>Topics in Grammar</b>  <b>Narrative Writing</b>  <b>Academic Integrity/Plagiarism</b>	<b>Topics in Grammar</b> <ul style="list-style-type: none"> <li>▪ Identify parts of speech</li> <li>▪ Identify functions of a sentence</li> <li>▪ Subject/verb agreement</li> <li>▪ Fragments/run-on sentences</li> <li>▪ Prepositional Phrases</li> <li>▪ Introduction to independent/dependent clauses</li> <li>▪ Pronoun antecedent errors</li> </ul> <b>Latin/Greek Root/Stem Vocabulary</b> <ul style="list-style-type: none"> <li>▪ Uses knowledge of Greek and Latin prefixes, suffixes, and roots to understand the meanings of new words.</li> </ul> <b>Writing Process</b> <ul style="list-style-type: none"> <li>▪ Establish topic, audience and purpose for writing</li> <li>▪ Identify writer, audience and message (rhetorical triangle) when reading pieces</li> <li>▪ Show evidence of writing process – prewriting, conferencing editing and revision</li> </ul> <b>Aristotelian essay format/structure</b> <ul style="list-style-type: none"> <li>▪ Choose an appropriate organizational structure given the topic, audience and purpose</li> <li>▪ Write clear thesis statements/controlling ideas</li> <li>▪ Organize ideas into well developed paragraphs</li> <li>▪ Utilize claim/evidence format for essays</li> <li>▪ Incorporate carefully chosen examples, facts, reasons,</li> </ul>	Modeling effective writing with a variety of purposes  Using <i>Writer's Inc.</i>  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  Socratic Seminars  Predicting & Confirming  Previewing  Double Entry Journals	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  In class writing prompt  Writing portfolio  Oral Presentation  School-wide writing prompt  Final exam	Writing prompt (2x a year)  Latin & Greek Vocabulary exam  Grammar assessment  NWEA reading assessment (2x a year)	

	<p>descriptions, definitions and/or anecdotes in support of the thesis statement/controlling idea</p> <ul style="list-style-type: none"> <li>▪ Include an appropriate conclusion</li> </ul> <p><b>Elements of Persuasion</b></p> <ul style="list-style-type: none"> <li>▪ Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.</li> <li>▪ States a clear position or perspective in support of a proposition or proposal.</li> <li>▪ Creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, and examples.</li> <li>▪ Provides a sense of closure to the writing.</li> </ul> <p><b>Creative Expression</b></p> <ul style="list-style-type: none"> <li>▪ Incorporate descriptive techniques where appropriate</li> <li>▪ Write creatively or expressively to convey a mood and reveal the writer's voice based on audience, topic and purpose</li> </ul> <p><b>Introduction to Research/ Academic Integrity/Plagiarism</b></p> <ul style="list-style-type: none"> <li>▪ Brainstorm and use keywords to focus research</li> <li>▪ Establish focused research questions</li> <li>▪ Utilize simple Boolean search techniques</li> <li>▪ Evaluate websites according to criteria for relevancy and accuracy</li> <li>▪ Discriminate between relevant and irrelevant details and discern the quality and reliability of information sources.</li> <li>▪ Effectively employ summarizing and paraphrasing techniques</li> <li>▪ Utilize correct MLA format for in-text citations and works cited</li> </ul>	<p>Silent Discussions</p> <p>Powerpoint presentations</p>			
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