



# Grade 12 - Writing for Career and College Unit 1: Sentence-Level Writing

## Unit Focus

At the start of the course, students will be asked to create a writing sample that the teacher will use as a pre-assessment. Based on that pre-assessment, the teacher will work with the students to further develop their grammar skills. Ultimately, students will revise that pre-assessment to show their growth and learning. During this unit, students will also read a self-selected text. At times, they will analyze the author's use of grammar in it. By the end of the unit, students will have a stronger understanding of how to develop stronger and more nuanced sentences.

Students will keep all writings from this unit in a portfolio that will be revisited at the end of the trimester.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<b>Common Core</b> English Language Arts: 11-12 <ul style="list-style-type: none"><li>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. (CCSS.ELA-LITERACY.W.11-12.10)</li><li>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS.ELA-LITERACY.L.11-12.2)</li></ul> <b>Madison Public Schools Profile of a Graduate</b> <ul style="list-style-type: none"><li>Product Creation: Effectively use a medium to communicate important information. (POG.3.2)</li><li>Self-Awareness: Examining current performance critically to identify steps/ strategies to persist. (POG.4.1)</li></ul>	<i>Students will be able to independently use their learning to...</i> <b>T1</b> Evaluate writing using a variety of tools and mentor writing to identify areas of strength and set goals for future development. <b>T2</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
	<b>Meaning</b>	
	<b>Understanding(s)</b>	<b>Essential Question(s)</b>
	<i>Students will understand that...</i> <b>U1</b> Conventions of written language help writers to communicate effectively. <b>U2</b> Knowledge of and the ability to properly use grammar is necessary in order to write well. <b>U3</b> Writers continuously revise their work. <b>U4</b> Improving as a writer involves reading mentor texts, practicing writing skills, and reflecting on growth.	<i>Students will keep considering...</i> <b>Q1</b> How do I apply my learning about grammar to my writing? <b>Q2</b> In what areas do I need to grow as a writer? How can I take action? <b>Q3</b> What resources can I use to improve my writing? <b>Q4</b> How does reading improve writing?
	<b>Acquisition of Knowledge and Skill</b>	
	<b>Knowledge</b>	<b>Skill(s)</b>
	<i>Students will know...</i> <b>K1</b> Standard conventions of the English language (e.g. parts of speech, subject-verb agreement, parallel structure) <b>K2</b> Resources for revision (e.g. mentor texts, OWL Purdue, grammar help sources) <b>K3</b> Strategies for reflection (e.g. looking at an initial piece vs. revised versions)	<i>Students will be skilled at...</i> <b>S1</b> How to use a mentor text and/or other resources to revise <b>S2</b> Re-reading their writing <b>S3</b> How to reflect on their progress and set goals for further improvement. <b>S4</b> Editing sentences for proper grammar