Planned Course: Career English	Course Number: E103C	Department: English
Unit: Writing **Estimated Time: 13 weeks Integrated**	**Grade Level: 12** **Level/Track: Career English E103C**	**Date Approved: 9/14/2015**

Common Core Standard	►Core Concepts (in question format) • Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)
CC.1.4.11-12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. **CC.1.4.11-12.**B Write with a sharp distinct focus identifying topic, task, and audience. **CC.1.4.11-12.C** Develop and analyze the topic thoroughly by selecting the more significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. **CC.1.4.11-12.D** Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate	► What are the essential characteristics needed to **develop** an informative essay? ► What information is necessary to **compose** a proper business letter? ► Why is Focus, Content, Organization, Style and Conventions important to good writing? ► **Identify** the (5) reasons why people write? ► When would a writer choose to write a Narrative essay? ► Why would a writer choose to write an Expository essay? ► What is the purpose of an essay that provides Definition to its audience? ► When would a writer write in the mode of Classification?	-Students will **develop** projects that **demonstrate** their awareness of persuasive business writing (advertisements for newspapers & magazines, commercials, posters, sales letters, collection letters, business cards, etc.) (**Enrichment**) -**Construct** a list of words that are persuasive and appeal to one of Maslow's needs (**Remedial & Enrichment**) -Listen to simulated audio commercials and **identify** what need is met and through what appeal (**Remedial & Enrichment**) _View TV commercials and **identify** what need is met and through what appeal (**Enrichment**) -**Practice** various business correspondence (memos, notes, letters, and e-mails), using precise language with	• **Locate & Label** any of Maslow's needs in various pieces of writing. • **Appraise** useful vs. non useful wording and tone in sample letters and/or essays. • **Design** an advertisement that supports proper techniques one should use in business persuasion. • **Plan & Compose** a commercial script that supports proper techniques one should use in business persuasion. • **Recognize** correct or incorrect letter or essay parts from sample business letters or essays. • **Examine** sample letters/essays for correct content, parts, and tone. • **Recall, List, & Identify**

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and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. **CC.1.4.11-12.E** Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. **CC.1.4.11-12.F** Demonstrate a grade-appropriate command of the conventions of standard	► How can an audience benefit from a Descriptive piece of writing? ► When are Analysis writings useful to the audience? ► What is the objective of a Persuasive piece of writing? ►	specific details to "move the reader" to action (**Remedial & Enrichment**) -**Illustrate** relevant graphics when necessary in any persuasive project (advertisements for newspapers & magazines, commercials, posters, sales letters, collection letters, business cards, etc.) -Students will **utilize** proper writing standards to complete a research project.	elements of effective writing on tests and quizzes. • **Demonstrate** good quality of writing skills by writing original essays, letters, research documents, etc. • **Identify** good quality of writing skills through peer editing and collaboratioin. • **Compose** memos, notes, letters, and e-mails to customers or employees to inform, request, or persuade. • Collaborate with peers to **Review** sample career/business related writings to **Discuss and Explain** how they do or DO NOT demonstrate good quality of writing practices. • **Arrange** research findings in a PowerPoint project, poster, presentation, Prezi

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English grammar, usage, capitalization, punctuation, and spelling. **CC.1.4.11-12.G** Write arguments to support claims in an analysis of substantive topics. **CC.1.4.11-12.H** Write with a sharp, distinct focus identifying topic task, and audience. • Introduce the precise, knowledgeable claim. **CC.1.4.11-12.I** Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	► What arguments can businesses make to sell their products? ►How can businesses persuade their customers to use their business or service?	-Students will **compose** strong sales letters in professional format. **(Remedial & Enrichment)** -Students will **compose** persuasive professional letters or advertisements to make their business the more attractive choice to customers. **(Remedial & Enrichment)**	presentation, etc. • Based on rubrics, the letters will be assessed for good writing practices as well as proper content and vocabulary to complete task. • Peer evaluations • Evaluation of sample letters/writings

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CC.1.4.11-12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. **CC.1.4.11-12.K** Write with an awareness of stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective one while attending to the norms			

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of the discipline in which they are writing. **CC.1.4.11-12.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. **CC.1.4.11-12.M** Write narratives to develop real or imagined experiences or events. **CC.1.4.11-12.N** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters. **CC.1.4.11-12.O** Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events and/or	► What advantage does a writer have to **plan** and **create** writings that show proper grammar, usage, capitalization, punctuation, and spelling? ► How will narrative writing help to explain a sequence of events to a reader?	-Students will **plan** and **execute** the writing of professional letters, memos, e-mails, and notes. **(Remedial & Enrichment)** -**Compose** a narrative writing (letter or essay) that **organizes** the main points or message of the piece. **(Enrichment)**	• Based on writing/assignment rubric, students' writing assignments will be graded. • Peer evaluation • Self evaluation

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characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. **CC.1.4.11-12.P** Create a smooth progression of experiences or events using 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; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. **CC.1.4.11-12.Q** Write with an awareness of the stylistic aspects of writing. • Use parallel structure • Use various types of phrases and clauses to convey specific meanings and add variety and interest. • Use precise language,			

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domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. **CC.1.4.11-12.R** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. **CC.1.4.11-12.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. **CC.1.4.11-12.T** 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.		-Over the course of a few days, **compose** rough drafts of essays and do the process of planning, revising, editing, and rewriting. **(Remedial & Enrichment)**	• **Prepare** small PowerPoint research projects to be evaluated. • Write letters • Write essays • Teacher Observation • Student Self Evaluation of the process • Exchange and evaluate a peer's writing assignment to give

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CC.1.4.11-12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.	► Why is it important to make writing a process?	-**Practice** peer editing.	feedback to his/her work.
CC.1.4.11-12.V Conduct short as well as more sustained research projects to answer a question (including a self-generated questions) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	► Why/how are revisions important after peer feedback or comments about one's writing?	-**Evaluate** a current issue, product, etc. and research how to improve it. **(Remedial & Enrichment)**	
CC.1.4.11-12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and	► Why is it sometimes necessary to research in order to solve problems?		

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audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **CC.1.4.11-12.X** 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 discipline-specific tasks, purposes, and audiences.	► What are the advantages of writing frequently?	-Student will be able to **construct** business letters, memos, e-mails, and essays frequently and with accuracy to remain in good practice. **(Remedial & Enrichment)**		