



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

Term 1: Standard Curriculum-Based Writing

Unit 1 - Introductory Week

1 Week

- Review the class syllabus and set up the basic foundation for the semester including “Weekly Journals”.
- The class will write a “Letter of Introduction” introducing themselves.
- Students will take a Grammar Pretest (commas, phrasing, point of view, etc.)

In this unit, students will ...

- Understand the basic expectations for writing daily journal entries
- Be able to identify areas of their own writing that needs improvement
- Be able to identify aspects of their grammatical skills that need improvement

Unit 2 - Movie Review Unit

~ 4 Weeks

- In this unit, students will begin writing by reviewing fundamental basics for how to write a paper.
- Students will do minor amounts of research to write two movie reviews. One about a film they like and another they do not.
- The class will review examples and how to outline an essay before writing
- They will also begin practicing to peer review and self review essays
- This unit will also introduce how to develop a body paragraph, write a works cited, and write formally

In this unit, students will ...

- Complete research to gain a deeper understanding of a text.
- Create a full citation for any outside sources used.
- Use multiple examples to justify their reasoning.
- Modify their writing from personal opinion to a more formal analysis.

Unit 3 - Persuasive Research Essay

~ 3.5 Weeks

- Students get to write a paper of their choice. The idea is to allow them to share their own opinions while also using credible outside information to prove their arguments.
- Students will build off the previous unit to successfully write formal essays with well organized body paragraphs while also learning how to write introductions, conclusions, direct/indirect quotes, and in-text citations.
- This unit will also cover the issue of plagiarism and how to avoid un/intentional plagiarism

In this unit, students will ...

- Create an outline that organizes their thoughts in a concise and productive manner.
- Know and be able to identify the parts of a five paragraph essay.
- Use a quote from outside sources.
- Properly use in-text and full citations for each source.
- Self review areas in their own papers where content is both strong and needs improvement.

Unit 4 - Informative Research Essay

~ 2.5 Weeks

- This unit is very similar to the previous unit. The difference is that in this essay students need to find many outside sources, paraphrase, and master in-text citations.
- Like the previous units, students will write a paper on a topic of their choice. The idea is to allow them to share their own opinions while also using credible outside information to prove their arguments.
- Students will continue to build off the previous units to successfully write formal essays with well organized body paragraphs, introductions, conclusions, direct/indirect quotes, and in-text citations.
- This unit will also review avoiding un/intentional plagiarism

In this unit, students will ...

- Create an outline that organizes their topic in a concise and productive manner.
- Effectively use the five parts of a five paragraph essay.
- Master paraphrasing, using a balance of indirect and direct quotes from outside sources.
- Properly use in-text and full citations for each source.
- Peer review areas in their other's papers where content is both strong and needs improvement.

Term 2: Personal Reflective Writing

Unit 5 - "Be the Thing" Essay

~ 2.5 Weeks

- This unit is a break away from the previous writing assignments and is much more reflective of individual students. This unit offers students a break from traditional writing while also forcing students to write in ways that focus on their use of language and writing style.
- Students will practice writing a short essay from the perspective of an object. They will have to use a variety of sensory details while organizing a creative story.

In this unit, students will ...

- Expand on their language and grammatical skills
- Be able to create and identify several types of sentences
- Demonstrate their ability to embody an outsider perspective and point of view.

Unit 6 - Memoir Essay

~ 3 Weeks

- Students will expand on their previously taught skills to write a memoir about themselves. The paper must include at least two different stories and should have a large variety of descriptive language. The memoirs will also challenge students to be reflective and considerate of the audience reading their story.
- This unit will also cover basic verb tense practice (which should be a review from English 9/10).

In this unit, students will ...

- Write about themselves in a focused, detailed way
- Write in a way that is considerate of an audience that's only experience of the story is how they tell it.
- Create a large variety of sentence structure
- Identify the types of sentences and verb tenses being used throughout the paper.

Unit 7 - Career Cruising and College Application Essay

~ 2.5 Weeks

- The first half of this unit asks students to log onto "Career Cruising" and to take a job preference test. Students will use the website to research possible jobs, schools, and career paths for after high school. This information will be important as it will be a major influence on what the class choose to write for their college application essay.
- Similar to other units, this unit piggybacks off other units and skills.
- Students will utilize the stories and skills learned previously to write a college application essay. The essay must be between 450-650 words and answer either one of the four provided prompts -or- a specific prompt from a college or technical school.
- This unit expands on the concepts from the memoir unit to require students to be clear, specific, organized, and as formal as possible.

In this unit, students will ...

- Have a graded college application essay
- Have mastered formal writing
- Organize a short essay that features multiple skills directed towards a specific subject and target audience.

Unit 8 - End of the Semester Final Essay and Project

~ 2.5 Weeks

- At the end of the semester the class goes back to write one final persuasive or informative essay on any topic of their choice.
- Before starting this final assignment it is important to review the parts of writing a paper. I've done this previously through a project in which students create powerpoints based on one part of a paper that they need to present to the class.

In this unit, students will ...

- By the end of this unit students will be able to explain a specific aspect of a paper in great detail.
- They will be able to prove mastery on traditional paper writing
- They will peer edit others with a high level of accuracy

Unit 9 - Daily Journal Writing

Full Semester

- Students will be asked to write a journal entry every single day based on a prompt written on the board. Some days these are simple reflective pieces about their weekend, other times it will ask them questions about politics, their childhood, favorite TV shows, etc.
- Each entry should be several sentences in length. After a month or so the amount of time given should be shortened - with the same amount of writing expectations.
- Student's writing may start out with errors, but by the end of term 1 students will need to have minimal errors in their entries for full credit.

In this unit, students will ...

- Write on a variety of topics at length
- Compose strong organized thoughts in a short amount of time
- Improve their overall writing abilities