

WRITING & GRAMMAR 12

TEACHER EDITION
Fourth Edition



Part
1

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NEW TO THIS EDITION

If you have used previous editions of BJU Press *Writing & Grammar 12*, you will notice changes in this fourth edition.

Writing & Grammar 12 is organized by thematic units, each combining systematic grammar and writing strategies for a variety of writing assignments. The **Worktext** incorporates a variety of new features, including Grammar Tune-Ups, Signs and Signals, Writing Excursions, Mile Markers, Redemptive Writing Billboards, Finding Your Voice Attractions, Souvenirs, and Study Hacks.

The unit and chapter themes are reinforced by essential questions, which motivate and engage students in the focal point of the instruction. Biblical worldview shaping themes provide a framework for the teaching of writing and grammar. These themes are incorporated into the instruction of every writing project, encouraging students to better understand who they are as writers, why and how they write, and how they can approach their writing redemptively. The product includes a variety of new mentor texts with call-out boxes for text analysis. Units, many chapters, and most of the writing assignments open with these texts. As students analyze these examples of strong writing, they will consider how knowing Scripture and God Himself affects their communication.

Writing & Grammar 12 offers fresh and engaging writing assignments of various lengths and genres, including persuasive, informative, and narrative writing and culminating in the capstone project paper and presentation, a pinnacle of the students' academic careers up to this point. New writing chapters and Writing Excursions in grammar chapters teach creative writing and research writing, incorporating technology as well as presentation skills. Clearly delineated lessons offer a path through new writing chapters. Learning targets and rubrics provide clear goals for each assignment. Revising and proofreading checklists, along with a variety of other graphic organizers, provide scaffolding for completing writing assignments.

Writing & Grammar 12 Worktext maintains the product line's historic commitment to strong, clear grammatical instruction and writing strategies. To provide more

opportunities for writing, some grammar instruction has been condensed, and some basic concepts formerly assessed through Practice the Skill or Review the Skill exercises have been moved to the Supplemental Exercises in the Worktext back matter. Many grammar lessons include QR codes for AfterSchoolHelp.com, a resource that reviews the grammar instruction and assesses student understanding. Chapter Reviews, formerly in the back of the book, have become Unit Reviews and directly follow the last chapter in each unit. Cumulative Reviews previously in the Worktext have been moved to an Instructional Aid that reviews information for the final exam.

Writing & Grammar 12 Teacher Edition incorporates the teaching cycle, including teaching notes and a variety of engaging strategies, such as bell ringers, inductive reasoning activities, games, and group activities. The beginning of each chapter offers a summary of its biblical worldview shaping content. Additionally, the specific biblical worldview shaping statements are provided for teacher reference. The Teacher Edition also includes new Instructional Aids, such as rubrics and activities. It also provides Differentiated Instruction recommendations for educational technology resources, remedial instruction, and enrichment. The Teacher Edition directs the teacher to the remedial grammar exercises in the back of the Worktext, the Concept Reinforcements in the Assessments packet and in BJU Press Trove, and the Differentiated Instruction information and exercises for English language learners as well as the Be CyberSmart! Lessons in BJU Press Trove.

The **Writing & Grammar 12 Assessments** packet includes five unit tests and a final exam, a total of six tests. The packet also includes Preassessments, which can be used to identify students' needs. The Assessments packet contains Concept Reinforcements that can be used as needed to support struggling students.

BJU Press Trove provides fillable pdfs, question banks for digital response platforms, Instructional Aids, Concept Reinforcements, Differentiated Instruction, Be CyberSmart! Lessons, and Test Banks.

TEACHER EDITION FEATURES

CHAPTER/LESSON FEATURES

Lesson 54

CHAPTER 6

1 **How can a place develop meaning for an individual?**

CHAPTER OBJECTIVES

- 2 Prepare answers to the Essential Question.
- 3 Compose a descriptive paper, using the writing process.
- 4 Use semicolons and colons with proficiency.
- 5 Demonstrate consistent use of verb tense.

Chapter Notes

This chapter largely develops the student's abilities to utilize the writing process to craft a descriptive essay. Students will also review the proper use of punctuation, specifically using semicolons and colons with proficiency. Finally, students will review and practice consistency and sequence in verb tense.

150 Chapter 6

Lesson 54

Worktext pages 150-57

LESSON OBJECTIVES

- 4 54.1 Explain how a place can develop meaning for an individual.
- 5 54.2 Analyze a mentor text for writing craft.
- 5 54.3 Identify elements of good description.

BIBLICAL WORLDVIEW SHAPING

Craft (evaluate) Well-written descriptive essays produced by Christian writers should further the Creation Mandate in both their usefulness and beauty. (54.2)

DIGITAL RESOURCE

- Link Victorian Industrial Towns

OVERVIEW

In Lesson 54 students will prepare to write a descriptive essay by analyzing the mentor text and identifying the characteristics of good description—sensory imagery and figurative language—while avoiding common pitfalls in descriptive writing.

ENGAGE

Learning Targets

Read aloud the learning targets to introduce the lesson.

Meaningful Places

After asking a student to read aloud the paragraph under the Essential Question on Worktext page 151, guide a 1-2-4-All discussion on the Essential Question. Allow students to share their answers. God designed people to link their life experiences with the places they occur, giving those places greater significance through association.

1-2-4-All discussion Students record their responses to a question or prompt and then discuss their ideas first in pairs, then in groups of four, and then as an entire class.

158 Chapter 6

MENTOR TEXT

In this first sentence the author introduces the scene and the people who are about to be described. The sentence serves as the main statement of the description and sets the tone for the rest of the paragraph. How has the author used this sentence?

How is the central image shared?

Locally, figurative language resources?

The use of sensory language is a key aspect of an effective description. What words in the writer's description?

Notice the use of parallelism. How does parallelism complement the description?

from Hard Times
by Charles Dickens

Children, so thick, brown, beautiful and intelligent, were walking and laughing about, a host in golden hair of honey in their hair, laughing, laughing, let us allow for the fact, children, before you bring me here.

It was a scene of wretchedness, in which the children looked at the children and the children looked at the children, in a scene of wretchedness and misery. It was a scene of wretchedness and misery, in which the children looked at the children and the children looked at the children, in a scene of wretchedness and misery. It was a scene of wretchedness and misery, in which the children looked at the children and the children looked at the children, in a scene of wretchedness and misery.

WRITING & REVISION 11

Background Note

Meaningful Places

By God's design we are embodied beings (Gen. 2:7). We live out our earthly existence in physical form, and unlike our omnipresent God, we are limited to a single physical location at a time (Ps. 139: 7-12). This physical rootedness marks us as part of God's creation and means we live our lives in integral relation to the world God made.

The meaning a given place has for us only grows as we spend more time there. The things that happen to us, the things that we do, thoughts that strike us with particular force—all these occur in a given location and increase the significance of that location for us as image bearers. This increased significance transforms a mere location into something deeper: a place.

Lesson 54

BWS Chapter Overview 7

In Chapter 6 students will consider how the beauty and usefulness of a descriptive essay can further the Creation Mandate. They will explain how their work can help their readers more deeply appreciate God's world and their place in it. They will discuss the benefits for their audience that their revision work can provide.

Using Your Skills—Writing a Description 158

1 Essential Question

An essential question is a question posed to students at the beginning of a lesson or chapter to motivate, engage, and demonstrate the relevance of the content in a way that drives the student to persevere through instruction to find the answer.

2 Chapter Objectives

Chapter objectives outline the knowledge and skills students should gain by the end of the chapter.

3 Chapter Notes

Chapter notes provide an overview of the chapter content, highlighting grammar concepts, writing projects, and major features.

4 Objectives

Objectives communicate specific, measurable outcomes that the students should be able to do accomplish or demonstrate by the end of the lesson.

5 Biblical Worldview Shaping

Biblical worldview shaping statements link an objective to its biblical worldview theme and level on the biblical worldview shaping taxonomy.

6 Background Notes

Background notes provide enrichment information that the teacher may share with students during instruction to enhance student learning.

7 BWS Chapter Overview

The BWS chapter overview provides a summary of the biblical worldview shaping content in the chapter.

