

DEPARTMENT: ENGLISH		COURSE TITLE: WRITING AND LITERATURE A			
GRADE(S): 9		COURSE NUMBER: 002			
		PRE-REQUISITES (IF ANY): NONE			
UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
The Writing Process	12 weeks (ongoing)	<ul style="list-style-type: none"> Ideation and Invention Selection and Organization Drafting Editing/Revision Publishing 	<ul style="list-style-type: none"> Phases of the writing process: differentiate inventing, composing, revising, and editing. Invention: employ a variety of strategies to generate ideas for writing. Composition: limit the subject and organize material appropriately when drafting. Revision: make substantive changes in content and form after teacher, peer, and/or independent review of completed drafts. Editing: eliminate errors in diction, usage, and mechanics. Research: use a variety of reference tools such as the on-line catalogue and Internet search engines. Word processing: use the computer as a tool in all phases of the writing process. 	<ul style="list-style-type: none"> Process steps submitted as compositions are in progress Final drafts of compositions with process steps attached (including two chosen for course portfolio) Honors Project: Successful completion of three enrichment projects during Writing and Literature A & B 	<p>Language: 1, 2, 4, 5</p> <p>Composition: 19, 21, 23, 24, 25</p>
Paragraph and Essay Development	12 weeks (ongoing)	<ul style="list-style-type: none"> Unity Structure Coherence 	<ul style="list-style-type: none"> Unity: focus single- and multi-paragraph compositions on a central topic or theme. Structure: construct single- and multi-paragraph essays with discernible beginnings, middles, and ends. Coherence: vary topic sentences and leads to capture and hold readers' attention, develop points in logical 	<ul style="list-style-type: none"> Informal reading journal responses to specific prompts Personal essay, definition essay, comparison/contrast essay, persuasive essay, classification essay, and/or literary analysis essay 	<p>Language: 5</p> <p>Composition: 19, 20, 21, 22, 25</p>

DEPARTMENT: ENGLISH		COURSE TITLE: WRITING AND LITERATURE A			
GRADE(S): 9		COURSE NUMBER: 002			
GRADE(S): 9		PRE-REQUISITES (IF ANY): NONE			
UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
			sequence, and use transitional words and phrases effectively.		
Modes of Discourse	12 weeks (ongoing)	<ul style="list-style-type: none"> Personal narrative Descriptive vignette Persuasive essay Poetry writing (free verse) Any analytical writing (close reading and/ or theme or character) Imaginative writing Low stakes writing: reader response, exit/ entrance slips, freewriting, free choice Short research writing to understand historical context of texts Definition essay (option) 	<ul style="list-style-type: none"> Audience and purpose: consider the intended reader when developing compositions in a variety forms such as journal entry, personal essay, poetry, business letter, research project, and book review. Exposition: develop essays using a variety of organizational patterns such as chronological, definition, comparison/contrast, classification, and persuasive. Description: Include striking details, sensory language, and figures of speech in compositions. Narration: make effective use of character, setting, plot devices, and naturalistic dialogue. 	<ul style="list-style-type: none"> Course portfolio including examples of informal responses to literature, imaginative writing, analytical essays, and personal narratives Student introduction to course portfolio, including reflection on progress in developing writing skills, providing evidence from the portfolio collection 	<p>Language: 1, 2, 3, 6</p> <p>Literature: 10, 11, 12, 13, 14, 17</p> <p>Composition: 19, 20, 21, 25</p> <p>Media: 26, 27, 28</p>
Grammar and Style	12 weeks (ongoing)	<ul style="list-style-type: none"> Parts of Speech Sentence Structure and Variety Logic Spelling Diction Punctuation Capitalization Usage 	<ul style="list-style-type: none"> Grammatical terms: name and explain the functions of the parts of speech and analyze the structure of simple sentences, compound, and complex sentences. Sentence style: vary sentence structure and length. 	<ul style="list-style-type: none"> Final drafts of compositions (see above) Quizzes and/or tests on grammar and writing mechanics Grammar and editing skills assessment and checklist in course portfolio 	<p>Language: 4, 5, 6, 7</p> <p>Literature: 8, 10, 15</p> <p>Composition: 20, 21, 22, 25</p> <p>Media: 27, 28</p>

DEPARTMENT: ENGLISH		COURSE TITLE: WRITING AND LITERATURE A			
GRADE(S): 9		COURSE NUMBER: 002			
GRADE(S): 9		PRE-REQUISITES (IF ANY): NONE			
UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
			<ul style="list-style-type: none"> Conventions: differentiate formal and colloquial diction, vary word choice according to audience and purpose, and apply rules of standard English usage, punctuation, capitalization, and spelling. Documentation: use MLA form in text notes and list of works cited. 		
Classical Epic	4 weeks	<ul style="list-style-type: none"> Core text: Homer's <i>The Odyssey</i> Context: review of Greek mythology (gods and goddesses, Trojan War, myth and culture, oral tradition [Homer as literary artist and performer, evolution of hero stories over time]) Plot: <i>in medias res</i> beginning, Telemachy, parallels with Agamemnon story, building of suspense Character: protagonist/antagonists, gender roles, parallel/foil characters, character development Theme: search for identity, fidelity, cultural values (e.g., guest/host relationship, fate vs. human responsibility, familial relationships, homecoming, hubris, hero archetype) Style: epic conventions, (e.g., invocation of the Muse, epic simile, epithets); translation issues 	<ul style="list-style-type: none"> Active reading skills: make personal connections, compare with other texts, use inquiry questions Vocabulary development: acquire new words through context clues, dictionary use, and analysis Close reading of text: analyze author's use of imagery, figurative language, symbolism, plot structure, character development, thematic content Writing to learn: use informal response journal to probe and make connections to readings Analytical writing: write well-organized essays incorporating textual evidence Imaginative writing: write poems, personal narratives, and perspective pieces related to core reading 	<ul style="list-style-type: none"> Informal reading journal responses and contributions to small- and large-group discussions and cooperative learning exercises on plot, character, and theme of <i>The Odyssey</i>. First person essay about a personal odyssey and/or a piece of imaginative writing from the point of view of a character in <i>The Odyssey</i> Analytical essay on characters and/or themes of <i>The Odyssey</i>, including evidence from the text Quizzes and/or test on reading comprehension, vocabulary, interpretation, and epic conventions 	Language: 1, 2, 3, 4 Literature: 8, 9, 10, 11, 14, 15, 16, 17 Composition: 19, 21, 22, 23 Media: 27

DEPARTMENT: ENGLISH		COURSE TITLE: WRITING AND LITERATURE A			
GRADE(S): 9		COURSE NUMBER: 002			
GRADE(S): 9		PRE-REQUISITES (IF ANY): NONE			
UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
Autobiography	2-3 weeks	<ul style="list-style-type: none"> Core texts: Moody's <i>Coming of Age in Mississippi</i>, Angelou's <i>I Know Why the Caged Bird Sings</i>, Wright's <i>Black Boy</i> Context: Race and racism, U.S. history Theme: Coming of age, race and identity, violence, racism, education, power of reading and writing, writing as social commentary Style: voice, mood, tone, point of view 	Skills outlined in Classical Epic unit	<ul style="list-style-type: none"> Informal reading journal responses and contributions to small- and large-group discussions, and cooperative learning exercises on plot, character, theme, figurative language, and dramatic conventions Imaginative writing Analytical essay, including evidence from the text Quizzes and/or test on reading comprehension, vocabulary, interpretation, figurative language Personal Narrative 	Language: 1, 2, 3, 4 Literature: 8, 9, 10, 11, 14, 15, 16, 17, 18 Composition: 19, 21, 22, 23 Media: 27
Modern Drama	2-3 weeks	<ul style="list-style-type: none"> Core texts: Hansberry's <i>A Raisin in the Sun</i>, Fugard's <i>Master Harold and the Boys</i>, or Williams's <i>The Glass Menagerie</i> Context: history and customs, author biographies and intentions, world of the theater Plot: time sequence (linear vs. non-linear), plot structure (exposition, climax, resolution), parallel plots and subplots Character: methods of characterization (description, dialogue, actions), dynamic and static characters, contrasting characters, protagonist/antagonist 	Skills outlined in Classical Epic unit plus: <ul style="list-style-type: none"> Elements of drama 	<ul style="list-style-type: none"> Informal reading journal responses and contributions to small- and large-group discussions and cooperative learning exercises on plot, character, theme, point of view, and cultural and historical background Imaginative writing based on characters and/or themes in the play Analytical essay on characters and/or themes 	Language: 1, 2, 3, 4 Literature: 8, 9, 10, 11, 12, 15, 16, 17 Composition: 19, 21, 22, 23 Media: 27

DEPARTMENT: ENGLISH		COURSE TITLE: WRITING AND LITERATURE A			
GRADE(S): 9		COURSE NUMBER: 002			
GRADE(S): 9		PRE-REQUISITES (IF ANY): NONE			
UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
		<ul style="list-style-type: none"> Theme: societal change, cultural boundaries/bridges (culture clash, merging of cultures, cultural vs. personal identity), familial relationships Style: conventions of drama, symbolism, culture-specific detail and language 		<ul style="list-style-type: none"> of the novel, including evidence from the text Quizzes and/or test on reading comprehension, vocabulary, interpretation, figurative language, point of view, and stylistic conventions of modern fiction 	
<i>The House on Mango Street</i>	2 weeks	<ul style="list-style-type: none"> Core text: Cisneros's <i>The House on Mango Street</i> Context: U. S. history and customs, author biography and intentions, Chicana history Plot: time sequence (linear vs. non-linear), plot structure (exposition, climax, resolution) Character: methods of characterization (description, dialogue, actions), dynamic and static characters Theme: societal change, cultural boundaries/bridges (culture clash, merging of cultures, cultural vs. personal identity), familial relationships, coming of age, writing, education, gender identity, sexual violence, ethnicity and identity, language Style: conventions of fiction, symbolism, culture-specific detail and language, vignette 	Skills outlined in Classical Epic unit plus: <ul style="list-style-type: none"> Understanding genre 	<ul style="list-style-type: none"> Informal reading journal responses and contributions to small- and large-group discussions and cooperative learning exercises on plot, character, theme, point of view, and cultural and historical background Imaginative writing Personal narrative Multi-genre writing Analytical essay on characters and/or themes of the novel, including evidence from the text Quizzes and/or test on reading comprehension, vocabulary, interpretation, figurative language, point of view, and stylistic conventions of modern fiction 	Language: 1, 2, 3, 4 Literature: 8, 9, 10, 11, 12, 15, 16, 17 Composition: 19, 21, 22, 23 Media: 27