

DEPARTMENT: ENGLISH	COURSE TITLE: COMPOSITION COURSE NUMBER: 003
GRADE(S): 9	PRE-REQUISITES (IF ANY):

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 <p>Note: Texts used in the course include <i>Writers Inc</i>, <i>Black Boy</i>, <i>Coming of Age in Mississippi</i>, <i>The Glass Menagerie</i>, <i>A Raisin in the Sun</i>, <i>Master Harold and the Boys</i>, <i>Night</i> and <i>House on Mango Street</i></p>	<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) 	<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 sequence, and use transitional words and phrases effectively. 	<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>

Modes of Discourse	12 weeks (ongoing)	<ul style="list-style-type: none"> • Essay Forms: Classification, Comparison/Contrast, Definition, Cause and Effect, Personal Narrative, Poetry, Research Paper • Other Forms: Journal, Personal Essay, Business Letter, Book Review 	<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. • 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. 	<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>