

DEPARTMENT: ENGLISH		COURSE TITLE: WRITING AND LITERATURE B			
		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 	<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, 	<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>

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			develop points in logical sequence, and use transitional words and phrases effectively.		
Modes of Discourse	12 weeks (ongoing)	<ul style="list-style-type: none"> • Low stakes personal and descriptive writing • Imaginative short story • Compare and contrast essay • Poetry writing (sonnet) • Analytical short essay: close reading • Analytical essay: theme or character • Imaginative writing: taking on literary persona • Low stakes writing: reader response, exit/entrance slips, freewriting, free choice • Short research writing to understand historical context of texts 	<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 	<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 	<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 	<p>Language: 4, 5, 6, 7</p> <p>Literature: 8, 10, 15</p> <p>Composition: 20,</p>

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		<ul style="list-style-type: none"> Usage 	<ul style="list-style-type: none"> 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"> checklist in course portfolio 	<ul style="list-style-type: none"> 21, 22, 25 Media: 27, 28
Short Stories	1-2 weeks	<ul style="list-style-type: none"> Core text: <i>Contemporary Short Stories</i> and other selections Introducing elements of fiction Students write own short stories 	<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 (including art and music): analyze the author's use of imagery, figurative language, symbolism, plot structure, character development, thematic content, voice, and stylistic experimentation Writing to learn: use informal writing to probe and make connections to readings independently and in class. Imaginative writing: write original poems, personal narratives, scripts, and voice papers related to core readings 	<ul style="list-style-type: none"> Original student written short story Teacher and student assessment of participation in class discussions Collaborative assignments and activities (e.g. exploration of textual details and language) Informal responses to writing prompts and self-initiated response papers Quizzes and tests on readings and significant terms Formal analytical papers Peer review for revision Oral presentations and interpretations on selected readings Research paper and oral presentation on an 	

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			<ul style="list-style-type: none"> Analytical writing: write well-organized essays incorporating textual material, evidence, and critical theory Dramatic Performances: interpret and present speeches and/or scenes using appropriate inflection and delivery techniques Media analysis: evaluate film and video representations of literature Independent Research: develop inquiry questions, select suitable sources, sort and synthesize information, use appropriate documentation 	independent reading, including bibliographic documentation	
Shakespearean Drama	3-4 weeks	<ul style="list-style-type: none"> Core text: Shakespeare's <i>Romeo and Juliet</i> or <i>A Midsummer Night's Dream</i> Context: Elizabethan England, Renaissance theater, Globe playhouse, Shakespeare biography, authorship controversy Plot: five-act structure (exposition, rising action, climax, falling action, denouement), conventions of tragedy/comedy, interlocking plots, plot sources Character: gender roles, foils and counterparts, social strata (royalty, nobility, servants, rustics), character development through dialogue, flat and round characters Theme: fate vs. free will, friendship, the nature of love, familial relationships, 	Skills outlined in Short Story unit plus: <ul style="list-style-type: none"> Dramatic performance: interpret and present speeches and/or scenes using appropriate inflection and delivery techniques Versification: analyze rhythm, rhyme scheme, and sonnet form using correct terminology Media analysis: interpret and evaluate film adaptations of script 	<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 Dramatic presentation of speeches and/or scenes from the play 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, 14, 15, 16, 17, 18 Composition: 19, 21, 22, 23 Media: 27

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		duty, law and order, dichotomies (good/evil, old/young, love/hate, light/dark, life/death, internal/external) <ul style="list-style-type: none"> Style: figurative language (e.g., simile, metaphor, personification, oxymoron, paradox, pun), imagery, poetic forms (e.g., iambic pentameter, rhymed couplets, sonnet, blank verse), dramatic conventions (e.g., soliloquy, aside, chorus) 		<i>of Romeo and Juliet</i> , including evidence from the text <ul style="list-style-type: none"> Quizzes and/or test on reading comprehension, vocabulary, interpretation, figurative language, and dramatic conventions 	
Modern Fiction	3-4 weeks	<ul style="list-style-type: none"> Core texts: Achebe's <i>Things Fall Apart</i> or Tan's <i>The Joy Luck Club</i>; Kingsolver's <i>The Bean Trees</i>; Dorris's <i>Yellow Raft on Blue Water</i> Context: history and customs, author biographies and intentions, relationship between art and culture (reciprocal influence, individual vs. collective identity, reader response), cultural politics 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, modern definitions of heroism Theme: societal change, cultural boundaries/bridges (culture clash, merging of cultures, cultural vs. personal identity), familial relationships Style: conventions of the novel and short story, symbolism, point of view, voice, mood and tone, use of proverbs/folktales, culture-specific detail and language 	Skills outlined in Short Story unit plus: <ul style="list-style-type: none"> Elements of fiction: analyze point of view, characterization techniques Cross-cultural issues: compare personal customs, beliefs, and value systems with those presented in international fiction 	<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 novel 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

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Night	1-2 weeks	<ul style="list-style-type: none"> Core Text: Wiesel's <i>Night</i> Context: History of Holocaust in Germany, World War II Theme: Faith, hope, inhumanity of humanity, father and son relationship, survival, social responsibility, the act of writing autobiography, coming of age Style: voice, mood, tone, point of view 	Skills outlined in Short Story unit	<ul style="list-style-type: none"> Imaginative Writing Teacher and student assessment of participation in class discussions Collaborative assignments and activities (e.g. exploration of textual details and language) Informal responses to writing prompts and self-initiated response papers Quizzes and tests on readings and significant terms Formal analytical papers Peer review for revision Oral presentations and interpretations on selected readings Research paper and oral presentation on an independent reading, including bibliographic documentation 	Language: 1, 2, 3, 4, 5, 6 Literature: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18 Composition: 19, 20, 21, 22, 23, 24, 25 Media: 26