

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) 	<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 	<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>

			and hold readers' attention, develop points in logical 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 of 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 	<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>

			apply rules of standard English usage, punctuation, capitalization, and spelling. <ul style="list-style-type: none"> Documentation: use MLA form in text notes and list of works cited. 		
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UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
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

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 • 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 	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 of the novel, including evidence from the text • Quizzes and/or test on reading comprehension, vocabulary, interpretation, figurative language, point 	Language: 1, 2, 3, 4 Literature: 8, 9, 10, 11, 12, 15, 16, 17 Composition: 19, 21, 22, 23 Media: 27

				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 	<p>Skills outlined in Classical Epic unit plus:</p> <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 	<p>Language: 1, 2, 3, 4 Literature: 8, 9, 10, 11, 12, 15, 16, 17 Composition: 19, 21, 22, 23 Media: 27</p>

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) 	<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"> • 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 • 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>

UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
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 • 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 	<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 independent reading, including bibliographic documentation 	<p>Language: 1, 2, 3, 4, 5, 6</p> <p>Literature: 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</p> <p>Composition: 19, 20, 21, 22, 23, 24, 25</p> <p>Media: 26</p>

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, duty, law and order, dichotomies (good/evil, old/young, love/hate, light/dark, life/death, internal/external) • 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) 	<p>Skills outlined in Short Story unit plus:</p> <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 of <i>Romeo and Juliet</i>, including evidence from the text • Quizzes and/or test on reading comprehension, vocabulary, interpretation, figurative language, and dramatic conventions 	<p>Language: 1, 2, 3, 4 Literature: 8, 9, 10, 11, 14, 15, 16, 17, 18 Composition: 19, 21, 22, 23 Media: 27</p>
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 	<p>Skills outlined in Short Story unit plus:</p> <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 	<p>Language: 1, 2, 3, 4 Literature: 8, 9, 10, 11, 12, 15, 16, 17 Composition: 19, 21, 22, 23 Media: 27</p>

		boundaries/bridges (culture clash, merging of cultures, cultural vs. personal identity), familial relationships <ul style="list-style-type: none"> • 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 		reading comprehension, vocabulary, interpretation, figurative language, point of view, and stylistic conventions of modern fiction	
<i>Night</i>	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