9th Grade Scope & Sequence for Writing

Composition:

Semester One –
*Begin year with a diagnostic essay (to be scored by all 9th grade teachers).

1. Six-Trait Writing
   a. Ideas & Content
   b. Organization
   c. Voice
   d. Word Choice
   e. Sentence Fluency
   f. Conventions

2. Paragraph Writing
   a. Analytical – in analytical writing, you break a subject down into smaller parts and determine how the parts relate to one another. Focus – Ideas & Content.
   b. Process Analysis – process writing tells how to do something or how something works. Your goal in a process essay is to explain each step clearly and completely. Focus – Organization.
   c. Narrative – narrative writing re-creates a specific experience or event in your or someone else’s life. Focus – Voice.
   d. Descriptive – this type of writing provides a detailed picture of a person, a place, an object, or an event. This type of writing should contain a variety of sensory details – specific sights, sounds, smells, tastes, and textures. Focus – Word Choice.
   e. Comparison / Contrast – writing which compares two subjects (ideas, events, objects, experiments, etc.) focusing on their similarities and their differences. Focus – Sentence Fluency.
   f. Cause & Effect – here the writer focuses on one cause (the topic) and shows its many effects. Focus – Conventions.

3. MLA Format (see handout)

4. On Demand Writing – constructed response.

Semester Two –
1. Basic 5 – Paragraph Essay (Introduction & Thesis Statement, Body Paragraphs, and Conclusion.)
*End year with an essay – check for growth.

Integration of Knowledge and Ideas
1. Analyze (compare & contrast) a subject or key scene from a piece of literature (or literary terms) by incorporating a visual and / or auditory medium.
2. Analyze the related themes and concepts of seminal U.S. documents and pieces of literature. For example: Farewell to Manzanar & Executive Order 9066; Make Lemonade & LBJ’s War on Poverty Speech; The Absolutely True Diary of a Part-time Indian & Indian Affairs Legislative Documents; Lord of the Flies & current laws regarding bullying.

Library Orientation
1. To be completed the first six weeks (arrange with librarian)
2. Research skills

Speech
1. Speech basics
2. Audience member etiquette
3. One 3-4 minute formal speech
Composition:

1. Six-Trait Writing – continue to reinforce six-trait writing (developing)
   a. Ideas & Content
   b. Organization
   c. Voice
   d. Word Choice
   e. Sentence Fluency
   f. Conventions

2. Types of Writing – beginning literary analysis – especially in conjunction with literary and poetic devices. People use different types of writing to express different ideas for different purposes. (*must be covered sophomore year*)
   a. Narrative – purpose is to describe an experience, event, or sequence of events in the form of a story. (Personal Narrative – purpose is to share an experience or event from the author’s own life.) (optional)
   b. Descriptive - purpose is to describe a person, place, or event so that the topic can be clearly seen in the reader’s mind. The writer must use vivid details (imagery) that paint a picture for the reader. (optional)
   c. Persuasive – purpose is to give an opinion and try to influence the reader’s way of thinking with supportive evidence. (optional)
      i. Argumentative – this form of persuasive writing has a primary purpose of making a statement that the reader will disagree with, then supporting the statement with specific details that will convince the reader of the truth of the statement.
   d. Expository – purpose is to provide information such as an explanation or directions.
      i. *Business – this form of expository writing has a primary purpose of communicating with others in the work place. (1st semester – mastery)
      ii. *Comparison and Contrast – this form of expository writing has a primary function of showing the similarities and difference between two subjects. (developing)
      iii. Informative – this form of expository writing has a primary purpose of providing information in a clear, concise manner. (optional)
      iv. *Literary Response / Analysis – this form of expository writing has a primary purpose of providing a critical reaction to a piece of literature. (required)
      v. Process – this form of expository writing has a primary purpose of explaining the steps or procedure of something. (optional)
      vi. *Reaction – this form of expository writing has a primary purpose of providing a personal response to something. (required)
      vii. Research – this form of expository writing has a primary purpose of reporting new information that has been learned by studying available resources. (second semester)
      viii. Technical – this form of expository writing has a primary purpose of conveying technical information in a simple, no-nonsense manner. (optional)
      ix. Cause and Effect – the purpose of this writing is to explain that because of something (the cause) there is a specific result (the effect). (optional)
   e. Creative – purpose is to entertain the reader (optional)
      i. Expressive – this form of creative writing has a primary purpose of sharing thoughts, ideas, and feelings on the topic.
      ii. Poetry – this form of creative writing has a primary purpose of imaginatively reflecting on a subject, idea, or event.

3. MLA Format (see handout)

4. On Demand Writing.
Semester Two –

1. Research Paper (This should be completed early in the semester to allow ample time for grading and revision when necessary.)
   a. Note cards (MLA format – top of card: parenthetical documentation * optional color coding)
   b. Bibliography cards (MLA format)
   c. Outlines (formal – detail determined by teacher)
   d. Instruction in plagiarism. Paper will be submitted to turnitin.com
   e. Paper should consist of an introduction with a single sentence, three point thesis statement (located near the end of the introductory paragraph and in parallel format), a body which includes research as well parenthetical references, a summative conclusion, and a Works Cited page.
   f. Integration of Knowledge & Ideas: when reading and reviewing possible source material for the research paper, have students delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
   g. Honors level students – topic: literary analysis; paper length: 8 pages
   h. Regular level students – topic: determined by teacher; paper length: 4 pages

2. Integration of Knowledge and Ideas
   1. Analyze (compare & contrast) a subject or key scene from a piece of literature (or literary terms) by incorporating a visual and / or auditory medium.
   2. Analyze the related themes and concepts of seminal U.S. documents and pieces of literature. For example: Cry the Beloved Country & Civil Rights Documents; The Once and Future King & Bill of Rights; The Hunger Games & Slave documents & Child Welfare Laws; Picture Bride & Executive Order 9066; Flowers for Algernon & The American Disabilities Act.

Speech (2nd semester – common assessment)
1. Review Speech basics
2. Review Audience member etiquette
3. One 5 minute formal speech – must be one of the following modes:
   a. informative
   b. entertainment
   c. persuasive
4. District Speech Assessment must be completed by October 1st of each calendar year.
   a. Speech should be assessed using the District 20 four point scoring rubric (see attachment).
Composition: Extensive persuasive writing and literary analysis.

1. Six-Trait Writing – continue to reinforce six-trait writing
   a. Ideas & Content
   b. Organization
   c. Voice
   d. Word Choice
   e. Sentence Fluency
   f. Conventions

2. Types of Writing – continuing literary analysis – especially in conjunction with literary and poetic devices. People use different types of writing to express different ideas for different purposes.
   a. Narrative – purpose is to describe an experience, event, or sequence of events in the form of a story. (Personal Narrative – purpose is to share an experience or event from the author’s own life.)
   b. Descriptive - purpose is to describe a person, place, or event so that the topic can be clearly seen in the reader’s mind. The writer must use vivid details (imagery) that paint a picture for the reader.
   c. *Persuasive – purpose is to give an opinion and try to influence the reader’s way of thinking with supportive evidence. At the 11th grade level, persuasive writing should include outside research.
      i. *Argumentative – this form of persuasive writing has a primary purpose of making a statement that the reader will disagree with, then supporting the statement with specific details that will convince the reader of the truth of the statement.
   d. Expository – purpose is to provide information such as an explanation or directions.
      i. Business – this form of expository writing has a primary purpose of communicating with others in the workplace.
      ii. Comparison and Contrast – this form of expository writing has a primary function of showing the similarities and difference between two subjects.
      iii. Informative – this form of expository writing has a primary purpose of providing information in a clear, concise manner.
      iv. *Literary Response – this form of expository writing has a primary purpose of providing a personal reaction to a piece of literature.
      v. Process – this form of expository writing has a primary purpose of explaining the steps or procedure of something.
      vi. Reaction – this form of expository writing has a primary purpose of providing a personal response to something
      vii. Research – this form of expository writing has a primary purpose of reporting new information that has been learned by studying available resources.
      viii. Technical – this form of expository writing has a primary purpose of conveying technical information in a simple, no-nonsense manner.
      ix. Cause and Effect – the purpose of this writing is to explain that because of something (the cause) there is a specific result (the effect).
   e. Creative – purpose is to entertain the reader
      i. Expressive – this form of creative writing has a primary purpose of sharing thoughts, ideals, and feelings on the topic.
      ii. Poetry – this form of creative writing has a primary purpose of imaginatively reflecting on a subject, idea, or event.

3. MLA Format (see handout)
Semester Two (the first 12 weeks of the semester) –

1. **Persuasive Research Paper** (This should be completed early in the first semester to allow ample time for grading and revision when necessary.)
   a. Outline (detail determined by teacher) or Graphic Organizer (see T.J.)
   b. Instruction in plagiarism. Paper will be submitted to turnitin.com
   c. Instruction should include information on techniques & methods of argumentation & persuasion.
   d. Paper should consist of an introduction which includes a single sentence thesis statement (located near the end of the introductory paragraph), a body which includes research as well parenthetical references, information which addresses the opposition, a summative conclusion, and a Works Cited page.
   e. Honors level students – topic: determined by teacher; paper length: determined by teacher
   f. Regular level students – topic: determined by teacher; paper length: determined by teacher

2. **Speech**
   1. One 5 minute formal persuasive speech (either semester).
12th Grade Scope & Sequence

The focus of the 12th grade, English IV curriculum is that of a college prep class. Advanced level writing, grammar, and vocabulary will be combined with today’s contemporary literature as students make their final preparations for life beyond high school.

Composition:

1. Academic Resume (first semester)
2. College Application Essay (first semester)
3. Internet Etiquette
4. Research Paper (focus on mastering MLA format and introducing APA format)
5. Various other writing projects & assignments (creative writing, memoir writing, critical thinking responses, and other papers which require textual and/or outside support).

Semester Two (the last six weeks of the second semester) – Culminating Senior Project

a. Content
   i. Poetry
   ii. Music
   iii. Creative writing
   iv. Photographs & mementos
   v. Memoir writing
   vi. Demonstrates technology skills

b. Final project will be burnt to a CD, graded, and returned before graduation.
c. Student presentations of projects (Classroom)