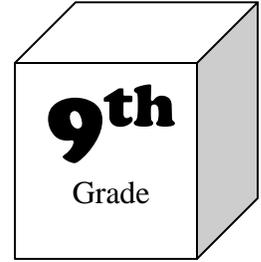


9th Grade Scope & Sequence for Writing



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

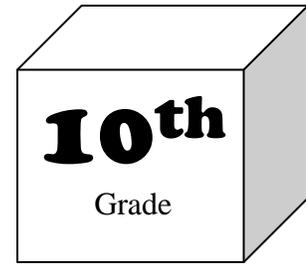
1. Speech basics
2. Audience member etiquette
3. One 3-4 minute formal speech

10th Grade Scope & Sequence

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 –

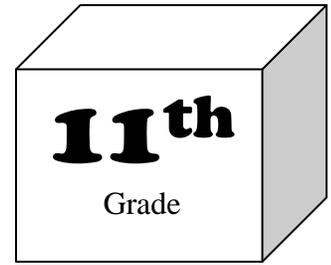
1. **Research Paper** (This should be completed early in the semester to allow ample time for grading and revision when necessary.)
 - a. Note cards (MLA format – top of card: parenthetical documentation * optional color coding)
 - b. Bibliography cards (MLA format)
 - c. Outlines (formal – detail determined 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).

11th Grade Scope & Sequence

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 work place.
 - 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, 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)

Semester Two (the first 12 weeks of the semester) –

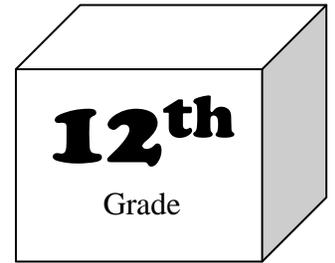
- 1. Persuasive Research Paper** (This should be completed early in the first semester to allow ample time for grading and revision when necessary.)
 - a. Outline (detail determined by teacher) or Graphic Organizer (see T.J.)
 - b. Instruction in plagiarism. Paper will be submitted to turnitin.com
 - 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)