

Wallenpaupack Area School District Planned Course Curriculum Guide

English Department

Freshman Composition

Course Description:

This English composition course focuses on the conventions, practices, and processes of effective writers and readers. Students are expected to closely read a variety of fiction and nonfiction selections in order to gain general knowledge. Students will examine the authors' purposes, audiences, subjects, and contexts, and develop the skills to write across the curriculum. Students will practice strategies needed to solve problems and succeed on standardized tests. Mastery in this course will depend on the students' ability to apply general knowledge and experience to their own evidence-based arguments in a carefully constructed written or oral response.

Revision Date:
June 2014

PA COMMON CORE/NATIONAL STANDARDS:

CC.1.4.9–10.A

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.9–10.B

Write with a sharp, distinct focus identifying topic, task, and audience.

C.E.1.1.1

CC.1.4.9–10.C

Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

C.E.1.1.2

CC.1.5.11–12.C

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CC.1.4.9–10.D

Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

C.E.1.1.3

C.E.1.1.5

CC.1.4.9–10.E

Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

C.E.1.1.4

C.E.2.1.1

C.E.2.1.2

C.E.2.1.3

C.E.2.1.4

C.E.2.1.6

C.E.2.1.7

CC.1.4.9–10.F

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

C.E.1.1.5

C.E.3.1.1

C.E.3.1.2

C.E.3.1.3

C.E.3.1.4

C.E.3.1.5

CC.1.4.9–10.G

Write arguments to support claims in an analysis of substantive topics.

CC.1.4.9–10.H

Write with a sharp, distinct focus identifying topic, task, and audience.

- Introduce the precise claim.

C.P.1.1.1

CC.1.4.9–10.I

Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

C.P.1.1.2

C.P.1.1.3

CC.1.4.9–10.J

Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

C.P.1.1.2

C.P.1.1.3

C.P.2.1.5

C.P.2.1.6

CC.1.4.9–10.K

Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

C.P.1.1.4

C.P.2.1.1

C.P.2.1.2

C.P.2.1.3

C.P.2.1.4

C.P.2.1.6

C.P.2.1.7

CC.1.4.9–10.L

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

C.P.1.1.5

C.P.3.1.1

C.P.3.1.2

C.P.3.1.3

C.P.3.1.4

C.P.3.1.5

C.C.1.4.9–10.M Write narratives to develop real or imagined experiences or events.

CC.1.4.9–10.N

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC.1.4.9–10.O

Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.4.9–10.P

Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.1.4.9–10.Q

Write with an awareness of the stylistic aspects of writing.

- Use parallel structure.
- Use various types of phrases and clauses to convey meaning and add variety and interest.

CC.1.4.9–10.R

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.9–10.S

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.9–10.T

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.1.4.9–10.U

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CC.1.4.9–10.V

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.1.4.9–10.W

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.1.4.9–10.X

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Wallenpaupack Area School District Curriculum	
COURSE: Freshman Composition	GRADE/S: 9
UNIT: Narrative	TIMEFRAME: 10 Days
UNIT OBJECTIVES (SWBATS): <ul style="list-style-type: none"> • Identify and explore narrative pieces with an awareness of the stylistic aspects of writing. • Develop original narrative pieces using the basic conventions of Standard English. • Provide opportunities to write on a daily basis while practicing effective writing strategies 	
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Narrative <ul style="list-style-type: none"> • Read fiction and nonfiction narratives as selected • Review literary terms 	

- Review writing techniques
- Journaling
- Complete writing process for autobiographical narrative

Ongoing

- Prefixes, suffix, root words
- Everyday edits
- Words often confused – word usage
- Pronoun agreement
- Verb tense

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- CDTs (Diagnostic)
- Keystones (Summative)
- Journaling based on class activities – as a constructed response 0-3
- Objective assessment – assess comprehension of reading, literary terms, writing strategies, etc.
- Personal narrative assignment – Graded on scale 0-4 - Domain Guidelines

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- Proficient- 1500-1586 (70%-89%) Advanced- 1587-1800 (90%-100%)
- Objective assessment score of 70% or better
- Summative assessment- Personal narrative 2.7-4 on scale of 0-4

DIFFERENTIATED INSTRUCTION (Remediation/Extension):

Struggling

- Read/reread the narrative to the students and allow them to listen to a pre-recorded version
- Give students a worksheet of the narrative to write on during class discussion, possibly even with sketches (or other nonlinguistic representations) to help aid memory and understanding
- Accommodations based on student's IEP/504

Advanced

- Choose narrative and rewrite short story from a different point of view
- Encourage students to create a modern-day interpretation of a narrative. Students must be able to justify how the modern version stays true to the original plot, while also changing its style.
- Challenge students to create a movie presentation of a narrative.

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

Microsoft Word, Teen Ink, Internet resources as needed, Whiteboard, PDE, SAS

Suggested Narrative Options selected from Prentice Hall Literature Grade Nine (Choose one or choose another similar selection at the teacher's discretion)

- "American History" by Judith Ortiz Cofer
- "The Story of an Hour" by Kate Chopin
- "The Washwoman" by Isaac Bashevis Singer
- "New Directions" by Maya Angelou
- "Rules of the Game" by Amy Tan

- “The Golden Kite, the Silver Wind” by Ray Bradbury

Suggested Autobiography selected from Prentice Hall Literature Grade Nine (Choose one or choose another selection at the teacher’s discretion)

- “My English” by Julia Alvarez - Autobiography
- “A White House Diary” by Lady Bird Johnson - Autobiography

Wallenpaupack Area School District Curriculum

COURSE: Freshman Composition

GRADE/S: 9

UNIT: Research

TIMEFRAME: 10 days

UNIT OBJECTIVES:

- Efficiently find and evaluate relevant primary and secondary sources.
- Identify the characteristics of a properly formatted MLA paper.
- Understand the importance of intellectual property.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- KWL chart
- Venn diagram
- Teacher presentation
- Class discussion
- Internet search
- Evaluate sources
- Journal(s)

Ongoing

- Prefixes, suffix, root words
- Everyday edit
- Words often confused – word usage
- Pronoun agreement
- Verb tense

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- CDTs (Diagnostic)
- Keystones (Summative)
- Objective assessment – quiz
- Project- Compare/contrast two search engines, rate and evaluate the sources and assess the strength and limitations of those sources.

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- 70% or better on the objective exam

DIFFERENTIATED INSTRUCTION (Remediation/Extension):

Struggling

- Accommodations based on student’s IEP/504
- Provide students with a printed copy of the Evaluating Sources presentation

Advanced

- Choose narrative and rewrite short story from a different point of view
- Encourage students to use and evaluate additional research sources such as EBSCOHost
- Challenge students to find additional search engines and argue their credibility and usefulness

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- Keystone Exams: English Composition Glossary to the Assessment Anchor & Eligible Content
- Whiteboard
- Power Point – evaluating sources and plagiarism
- Internet
- OWL Purdue
- NoodleTools
- Microsoft Word
- SAS
- PDE

Wallenpaupack Area School District Curriculum

COURSE: Freshman Composition

GRADE/S: 9

Unit: Expository

TIMEFRAME: 10 days

UNIT OBJECTIVES (SWBATS):

The students are expected to

- write an expository (compare and contrast) essay.
- write analytically on a variety of literary and nonliterary subjects.
- communicate effectively when writing and speaking.
 - develop writing that analyzes complex issues
 - develop ideas deductively and inductively and organize ideas into a logical sequence, applying
 - effective organizational patterns/techniques
- write a thesis statement.
- self-edit to review and revise own writing.
- utilize technology.
- show evidence of planning.
- present information clearly, concisely, and logically so listeners can follow the line of reasoning.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Expository

- Career exploration
 - Matchmaker test
 - Skills test
 - Update personal profile Information
- Notes to be taken in NoodleTools
- Journaling – various topics

Ongoing

- Prefixes, suffix, root words
- Everyday edit

- Words often confused – word usage
- Pronoun agreement
- Verb tense

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- CDTs (Diagnostic)
- Keystones (Summative)
- Career exploration informational speech – Upload document into Career Cruising portfolio
 - Present
 - Respond to questions
- Compare/contrast essay – research, sources, citations
 - Introduction, expository thesis statement, proper MLA format

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- Proficient- 1500-1586 (70%-89%) Advanced- 1587-1800 (90%-100%)
- Summative assessment- compare/contrast essay 2.7-4 on scale of 0-4
- Career Exploration informational speech 70% or better

DIFFERENTIATED INSTRUCTION (Remediation/Extension):

Struggling

- Assign students expository selections that are appropriate for their level of comprehension
- Assign students one topic to analyze instead of comparing and contrasting two
- Give students additional time, as needed, to complete assignments according to IEP/504 accommodations
- Provide graphic organizers for informative speech to help students plan effectively

Advanced

- Assign students expository selections that are appropriate for their level of comprehension
- Allow students to choose three topics to compare and contrast
- Encourage students to find their own examples of expository documents to analyze

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

Suggested Passages: Classroom teacher may choose expository essay(s) from below or locate appropriate materials from media:

- **Expository Essay**
 - “Single Room, Earth View” by Sally Ride
- **News Article**
 - “Cheerful Gift Become a Tradition” by Amy Ash Nixon
- **Technical Document**
 - “Space Shuttle Basics”
- **Case Study**
 - “Careers in Robotics”
- Internet
 - Career Cruising
 - BLS Web Site
- Library resources

- Noodle tools
- OWL Purdue
- Microsoft Word
- Microsoft Power Point or similar presentation software
- Whiteboard
- SAS
- PDE
- Keystone Exams: English Composition Glossary to the Assessment Anchor & Eligible Content

Wallenpaupack Area School District Curriculum	
COURSE: Freshman Comp	GRADE/S: 9
Unit: Persuasive	TIMEFRAME: 15 Days
UNIT OBJECTIVES: Students are expected to <ul style="list-style-type: none"> • read and identify persuasive text • complete the writing process effectively • argue a position on a topic effectively • recognize the effective and ineffective use of the following terms taken from Keystone Exams: English Composition Glossary to the Assessment Anchor & Eligible Content: <ol style="list-style-type: none"> 1. Name-calling is an attack on a person instead of an issue. 2. Bandwagon tries to persuade the reader to do, think or buy something because it is popular or because “everyone” is doing it. 3. Red herring is an attempt to distract the reader with details not relevant to the argument. 4. Emotional appeal tries to persuade the reader by using words that appeal to the reader’s emotions instead of logic or reason. 5. Testimonial attempts to persuade the reader by using a famous person to endorse a product or idea (for instance, the celebrity endorsement). 6. Repetition attempts to persuade the reader by repeating a message over and over again. 7. Sweeping generalization (stereotyping) makes an oversimplified statement about a group based on limited information. 8. Circular argument states a conclusion as part of the proof of the argument. 9. Appeal to numbers, facts, or statistics attempts to persuade the reader by showing how many people think something is true. • engage others in a conversation by posing and responding to questions in a group situation. • exercise flexibility and willingness in making compromises to accomplish a common goal. • collect, evaluate, organize and present information to create a persuasive advertisement. 	
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Persuasive <ul style="list-style-type: none"> • Read persuasive essays and speeches as selected • Review persuasive strategies • Review writing techniques • Journaling • Complete writing process for commercial project and persuasive essay 	

Ongoing

- Prefixes, suffix, root words
- Everyday edit
- Words often confused – word usage
- Pronoun agreement
- Verb tense

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- CDTs (Diagnostic)
- Keystones (Summative)
- Journaling based on class activities – as a constructed response 0-3
- Objective assessment – assess comprehension of persuasive strategies, etc.
- Commercial project –separate rubric
- Persuasive essay (Problem/solution) graded on scale 0-4 - domain guidelines
 - Introduction, persuasive thesis statements, proper MLA format

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- Proficient- 1500-1586 (70%-89%) Advanced- 1587-1800 (90%-100%)
- Summative assessment- persuasive Essay 2.7-4 on scale of 0-4
- Commercial project 70% or better

DIFFERENTIATED INSTRUCTION (Remediation/Extension):*Struggling*

- Assign students persuasive selections that are appropriate for their level of comprehension
- Assign students a list of topics to choose from for persuasive essay
- Give students additional time, as needed, to complete assignments according to IEP/504 accommodations
- Provide graphic organizers for commercial project to help students plan effectively

Advanced

- Assign students persuasive selections that are appropriate for their level of comprehension
- Allow students to choose their own topic for persuasive paper
- Encourage students to find their own examples of persuasive documents to analyze

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

Suggested Passages: Classroom teacher may choose persuasive essay(s) and persuasive speech(es) from below OR locate appropriate materials from mass media.

Persuasive Essay

- “Carry Your Own Skis” by Lian Dolan
- “Libraries Face Sad Chapter” by Pete Hamill

Persuasive Speech

- “I Have a Dream” by Martin Luther King, Jr.
- “First Inaugural Address” by Franklin Delano Roosevelt

Other Resources

- Keystone Exams: English Composition Glossary to the Assessment Anchor & Eligible Content
- Internet
- Library resources
- NoodleTools (If applicable)
- OWL Purdue
- Whiteboard
- Microsoft Word
- Presentation software
- SAS
- PDE