

Wallenpaupack Area School District

COURSE: Freshman Composition

GRADE LEVEL: Ninth

LENGTH OF COURSE: 45 blocks (84 minutes each) per Semester

TEXT:

PUBLISHER:

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COURSE DESCRIPTION:

This course is designed to promote an understanding of writing modes and forms to develop effective writing skills by in-depth experience with the writing process. The course focuses on narrative/imaginative, informational, and persuasive modes of writing. Within this scope numerous activities, topics, and assessments provide opportunities for students to acquire and master a range of language skills and competencies (writing, reading, speaking, and listening) that enable them to communicate effectively. A career exploration component requires researching, writing, and presenting a formal career plan.

CURRICULUM WRITING TEAM:

Fred G. Garm
Valerie A. Packer

DATE OF REVISION:

2004

Wallenpaupack Area School District

Course: Freshman Composition

Grade Level: Grade 9

Unit: Narrative/Imaginative

PA Standards: 1.1.11.B
1.4.11.A
1.5.11.A
1.5.11.B
1.5.11.C
1.5.11.D
1.6.11.A

Topics: Autobiographical accounts Personal narratives Verifiable accounts Eyewitness memoirs Fictional stories Sensory responses Character studies Descriptive writing Reflective essay The writing process PSSA practice narrative prompts	Skills: Tell a story Recall an experience or event Closely observe, explore, and reflect upon a wide range of experiences Utilize dialogue Apply literature conflicts Include literary elements Use literary devices Modify written expression based on the five characteristics of effective writing (PSSA Domains) Interpret and apply the PSSA Domain scoring guide
Activities: Read a wide range of narrative models to build their understanding of the narrative mode Use a variety of pre-writing activities Develop story outlines using standard outline format Write drafts of essays Write and share multi-paragraph narrative essays Revise and edit narratives	Performance Assessments: Journals Formal essays Tests/quizzes Writing folders Personal letters

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Course: Freshman Composition

Grade Level: Grade 9

Unit: Informational

PA Standards: 1.4.11.B
 1.5.11.A-G
 1.6.11.A
 1.6.11.C
 1.6.11.D
 1.6.11.E
 1.8.11.B
 1.8.11.C

Topics:	Skills:
Cause-effect topics Research based topics Biographical/autobiographical accounts Definitions Reviews/critiques Comparison/contrast topics The Writing Process PSSA Practice Informational Prompts	Write complex informational essays, reports, analyses based on the five-paragraph essay Use a variety of methods to develop the main idea <ul style="list-style-type: none"> • identify topic, task and audience • establish and maintain a single point of view (focus) • write using well developed and appropriate content • develop effective, controlled organization • use appropriate style and language • use correct writing conventions (spelling, capitalization, punctuation, usage and sentence structure) • develop competency in pre-writing, drafting, revising, editing, and proofreading • gather, analyze, and present data from primary and secondary sources • listen for ideas, information, and opinions • participate in and contribute to small and large group discussions Interpret and apply the PSSA Domain Scoring Guide
Activities:	Performance Assessments:
Use a variety of pre-writing activities (brainstorming, mapping, webbing, sentence strings) Write drafts of essays and reports Write effective thesis statements Write effective introductions (Inverted Pyramid format) and conclusions	Formal essays Tests/quizzes Oral presentations Writing portfolios Journals Reports Written/oral reflective responses

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Activities: (cont'd)	Performance Assessments: (cont'd)
Develop and write body paragraphs Write paraphrases and summaries of factual information Research information on a variety of topics Listen to and analyze reports Discuss effective/ineffective writing Construct visual aids using a variety of media	Bibliographies (MLA format)

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Course: Freshman Composition

Grade Level: Grade 9

Unit: Career Education

PA Standards: 1.4.11.B
 1.5.11.A
 1.5.11.B
 1.5.11.C
 1.5.11.D
 1.6.11.C
 1.8.11.B
 1.8.11.C

Topics:	Skills:
<p>Careers Educational requirements and institutions Opportunities Short-term and long-range goals The Writing Process PSSA Practice Information Prompts</p>	<p>Locate career information using appropriate sources and strategies Determine valid resources for the career search, including primary and secondary sources Evaluate the importance and quality of the sources Select sources appropriate to the breadth and depth of the career research Use tables of contents, indices, key words, cross-references and appendices Use traditional and electronic search tools Take notes and paraphrase information relevant to career topics Write complex informational essays, reports, analyses based on the five-paragraph essay Use a variety of methods to develop the main idea</p> <ul style="list-style-type: none"> • identify topic, task and audience • establish and maintain a single point of view (focus) • write using well developed and appropriate content • develop effective, controlled organization • use appropriate style and language • use correct writing conventions (spelling, capitalization, punctuation, usage and sentence structure) • develop competency in pre-writing, drafting, revising, editing, and proofreading • gather, analyze, and present data from primary and secondary sources • listen for ideas, information, and

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	Skills: (cont'd) <ul style="list-style-type: none"> • opinions • participate in and contribute to small and large group discussions Interpret and apply the PSSA Domain Scoring Guide
Activities	Performance Assessments:
Complete career surveys Engage in library research Write paraphrases of factual information Use a variety of pre-writing activities (brainstorming, mapping, webbing, sentence strings) Write drafts of career essays Write effective thesis statements Write effective introductions (Inverted Pyramid format) and conclusions Develop and write body paragraphs Listen to and analyze career essays Discuss effective/ineffective writing Construct visual aids using a variety of media Deliver oral presentation	Formal essays Tests/quizzes Oral presentations Writing portfolios Journals Reports Written/oral reflective responses Bibliographies (MLA format)

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Course: Freshman Composition

Grade Level: Grade 9

Unit: Persuasive

PA Standards: 1.1.11.B
 1.4.11.C
 1.5.11.A-G
 1.6.11.A
 1.6.11.D
 1.6.11.E
 1.8.11.A
 1.8.11.B
 1.8.11.C

Topics:	Skills:
<p>Editorials Letters Proposals Explanations Defense/refutation of issues Speech writings Persuasive essays Defense of a hypothesis Personal viewpoint essays Application/resumes Comparison/evaluations The Writing Process PSSA Practice Persuasive Prompts</p>	<p>Think critically and take a position on an issue of importance in school, work, or the community Include convincing, elaborate and properly cited evidence that moves the reader to take action or formulate an opinion Anticipate and counter reader concerns and arguments Include a variety of methods to advance the argument or position Write complex informational essays, reports, analyses based on the five-paragraph essay Use a variety of methods to develop the main idea</p> <ul style="list-style-type: none"> • identify topic, task and audience • establish and maintain a single point of view (focus) • write using well developed and appropriate content • develop effective, controlled organization • use appropriate style and language • use correct writing conventions (spelling, capitalization, punctuation, usage and sentence structure) • develop competency in pre-writing, drafting, revising, editing, and proofreading • gather, analyze, and present data from primary and secondary sources • listen for ideas, information, and opinions • participate in and contribute to small and large group discussions <p>Interpret and apply the PSSA Domain Scoring Guide</p>

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Activities/Strategies:	Performance Assessments:
<p>Read a wide range of persuasive models to build their understanding of the persuasive mode</p> <p>Research topics (if appropriate)</p> <p>Write paraphrases and summaries of factual information</p> <p>Use a variety of pre-writing activities (brainstorming, mapping, webbing, sentence strings)</p> <p>Develop format outlines</p> <p>Write drafts of persuasive essays</p> <p>Write effective thesis statements</p> <p>Write effective introductions (Inverted Pyramid format) and conclusions</p> <p>Develop and write body paragraphs</p> <p>Generate bibliographies (if appropriate)</p> <p>Revise and edit persuasive essays</p> <p>Share multi-paragraph persuasive essays</p> <p>Discuss effective/ineffective writing</p> <p>Construct visual aids using a variety of media</p>	<p>Formal essays</p> <p>Tests/quizzes</p> <p>Oral presentations</p> <p>Writing portfolios</p> <p>Journals</p> <p>Reports</p> <p>Written/oral reflective responses</p> <p>Bibliographies (MLA format)</p>

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Additional Resources/Materials

- *Writing and Grammar: Communication in Action* (Handbook Edition – Gold). Upper Saddle River, NJ: Person Prentice Hall, 2003.
- Sorenson, Sharon. *Webster's New World Student Writing Handbook* (4th Edition). Foster City, CA: IDG Books Worldwide, Inc. 2000.