

Pine Hill Public Schools Curriculum

Content Area:	Language Arts Literacy		
Course Title/ Grade Level:	Writing 9		
Unit 1:	Conventions of Writing	Month:	September-November
Unit 2:	Expository Writing	Month:	November-February
Unit 3:	Response to Literature and Informational Text	Month:	February- April
Unit 4:	Persuasive Writing	Month:	April-June
Date Created or Revised:	Updated November 30. 2012		
BOE Approval Date:	12/18/12		

Pine Hill Public Schools
Language Arts Literacy Curriculum

Unit Title: Conventions of Writing		Unit #: One
Course or Grade Level: Writing 9		Length of Time: Marking Period 1
Date Created:		BOE Approval Date:
Pacing	Marking Period 1	
Essential Questions	<ul style="list-style-type: none"> • Why are organization and style important to helping the audience understand the purpose and meaning of text? • How do grammar, mechanics, and word choice/usage affect the clarity and organization of writing and communication? • How do you present ideas and findings to generate effective discussions with peers? • How do you analyze the validity of ideas and findings and evaluate their purpose? 	
Content	<ul style="list-style-type: none"> • Genres of Writing Overview • Parts of Speech • Punctuation • Proofreading and Editing • Usage and Sentence structure • Vocabulary • Rules for effective discussion 	
Skills	<ul style="list-style-type: none"> • Effectively use punctuation including commas, ellipses, and dashes when writing • Correctly identify and use the 8 parts of speech (including verbals, gerunds, participles, and infinitives). • Recognize and correct errors in written work. • Utilize a variety of sentences to convey meaning, interest, and style • Apply precise vocabulary to express ideas explicitly • Engage in a range of collaborative discussions with peers. • Present information to peers for discussion and evaluation. • Analyze the purpose of information being presented and evaluate the motive behind its presentation. • Orally present claims and findings clearly and concisely. 	
Assessments	<ul style="list-style-type: none"> • Formative assessments (grammar/punctuation tests, DOL, vocabulary) • 4 Point Rubric - Reading Response • 6 point Rubric – Essay Writing • Summative Writing Assessments (Expository, Persuasive, Narrative) 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Plot Diagram • Graphic Organizers • Notes templates • Grouping • Direct instruction • Multi-sensory approach • Peer Editing • Pneumatic Devices • Smart Board Activities 	

Inter-disciplinary Connections	Through text, students will explore <ul style="list-style-type: none"> • Social Studies: Geography, Social Context, Historical Context • Science: Life, Physical and Earth • Health: Health and wellness issues • Math: Consumer math
Lesson resources / Activities	<ul style="list-style-type: none"> • Various informational text for reinforcement • Media Center (Research and reactions to unit study) • Smart Board Activities

Common Core State Standards

Grade: 9

Strand: Writing Standards 6-12 (W)
Speaking and Listening Standards 6-12 (SL)
Language Standards 6-12 (L)

Category:	#. Standard:
<ul style="list-style-type: none"> • Production and Distribution of Writing • Research to Build and Present Knowledge • Range of Writing • Comprehension and Collaboration • Presentation of Knowledge and Ideas • Conventions of Standard English • Knowledge of Language • Vocabulary Acquisition and Use 	<p>W9-10:4,5,9.a.b,10</p> <p>SL9-10: 1.a.b.c.d,4,6</p> <p>L9-10:1.a.b.c.d.e,2.a.b, 3.a.b, 4.a.b.c.d,5.a.b.c,6</p>

Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing
Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas
Career and College Readiness Anchor Standards for Language: Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

[21st Century Themes](#)

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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[21st Century Skills](#)

	Creativity and Innovation	X	Critical Thinking and Problem Solving		Communication and Collaboration	X	Information Literacy
X	Media Literacy		ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools
Language Arts Literacy Curriculum

Unit Title: Expository Writing		Unit #: Two
Course or Grade Level: Writing 9		Length of Time: Marking Period 2
Date Created:		BOE Approval Date:
Pacing	Marking Period 2	
Essential Questions	<ul style="list-style-type: none"> • How do literary devices affect the readability and clarity of writing? • Why is it important for writing to be clear, concise, and engaging? What tools can you utilize to increase the fluidity of your writing (i.e. compositional risks, elaboration, vivid details, transitions, etc.) • What are the components and organizational structures of an expository essay • How are outside sources utilized to enhance writing in literature and informational text (i.e. technology, research, media)? • How would you evaluate the effectiveness of an essay? • How do you present ideas and findings to generate effective discussions with peers? • How do you analyze the validity of ideas and findings and evaluate their purpose? 	
Content	<ul style="list-style-type: none"> • Expository Writing Overview • Grammar • Literary Devices (i.e. simile, metaphors, idioms, personification, etc.). • Compositional Risks (i.e. imagery, allusion, foreshadowing, etc.). • Transitions • Expository essays • Vocabulary • Holistic Scoring Rubric 	
Skills	<ul style="list-style-type: none"> • Identify and apply Expository writing skills • Apply literary devices (i.e. simile, metaphors, idioms, personification, etc.). • Take compositional risks (i.e. imagery, allusion, foreshadowing, etc.). • Apply correct grammar usage • Analyze and respond to literature and informational text. • Develop arguments to support claims, develop text to convey main ideas and information in expository pieces • Evaluate sources and cite materials accurately. • Use technology strategically when creating or communicating. • Engage in a range of collaborative discussions with peers. • Present information to peers for discussion and evaluation. • Analyze the purpose of information being presented and evaluate the motive behind its presentation. • Orally present claims and findings clearly and concisely. 	
Assessments	<ul style="list-style-type: none"> • Formative assessments (grammar/punctuation tests, DOL, vocabulary) • 4 Point Rubric - Reading Response • 6 point Rubric – Essay Writing • Summative Writing Assessments (Expository, Persuasive, Narrative) 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Expository Pillar • Plot Diagram • Graphic Organizers 	

	<ul style="list-style-type: none"> • Notes templates • Grouping • Direct instruction • Multi-sensory approach • Peer Editing • Pneumatic Devices • Smart Board Activities 						
Inter-disciplinary Connections	Through text, students will explore <ul style="list-style-type: none"> • Social Studies: Geography, Social Context, Historical Context • Science: Life, Physical and Earth • Health: Health and wellness issues • Math: Consumer math 						
Lesson resources / Activities	<ul style="list-style-type: none"> • Empowering Writers • Various informational text for reinforcement • Media Center (Research and reactions to unit study) • Smart Board Activities 						
Common Core State Standards							
Grade: 9							
Strand: Writing Standards 6-12 (W) Speaking and Listening Standards 6-12 (SL) Language Standards 6-12 (L)							
Category:		#. Standard:					
<ul style="list-style-type: none"> • Production and Distribution of Writing • Research to Build and Present Knowledge • Range of Writing • Comprehension and Collaboration • Presentation of Knowledge and Ideas • Conventions of Standard English • Knowledge of Language • Vocabulary Acquisition and Use 		W9-10:4,5,9.a.b,10 SL9-10: 1.a.b.c.d,4,6 L9-10:1.a.b.c.d.e,2.a.b, 3.a.b, 4.a.b.c.d,5.a.b.c,6					
Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas Career and College Readiness Anchor Standards for Language: Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use							
<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
<u>21st Century Skills</u>							

	Creativity and Innovation	X	Critical Thinking and Problem Solving		Communication and Collaboration	X	Information Literacy
X	Media Literacy		ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools Language Arts Literacy Curriculum	
Unit Title: Response to Literature and Informational Text	
Unit #: Three	
Course or Grade Level: Writing 9	Length of Time: Marking Period 3
Date Created:	BOE Approval Date:
Pacing	Marking Period 3
Essential Questions	<ul style="list-style-type: none"> • How are central ideas or themes developed over the course of a text? • How do readers make logical inferences and cite textual evidence to support conclusions drawn from the text? • How do focused research questions aid in the understanding of a topic? • When is a source reliable and credible? • How is information analyzed from text and used to support research, reflection and analysis? • What techniques and strategies are used in writing to analyze quotations and support opinions through argument? • How do you present claims and findings to generate effective discussions with peers? • How do you analyze the validity of claims and findings and evaluate their purpose?
Content	<ul style="list-style-type: none"> • Expository Writing Overview • Grammar • Literary Devices (i.e. simile, metaphors, idioms, personification, etc.). • Compositional Risks (i.e. imagery, allusion, foreshadowing, etc.). • Transitions • Expository essays • Vocabulary • Holistic Scoring Rubric
Skills	<ul style="list-style-type: none"> • Central ideas and themes • Point Of View and Tone • Inferences • Text Features • Research • Primary and secondary sources • Holistic Scoring Rubric Identify and apply Expository writing skills • Apply literary devices (i.e. simile, metaphors, idioms, personification, etc.). • Take compositional risks (i.e. imagery, allusion, foreshadowing, etc.). • Apply correct grammar usage • Analyze and respond to literature and informational text. • Develop arguments to support claims, develop text to convey main ideas and information in expository pieces • Evaluate sources and cite materials accurately. • Use technology strategically when creating or communicating.

	<ul style="list-style-type: none"> Engage in a range of collaborative discussions with peers. Present information to peers for discussion and evaluation. Analyze the purpose of information being presented and evaluate the motive behind its presentation. Orally present claims and findings clearly and concisely.
Assessments	<ul style="list-style-type: none"> Formative assessments (grammar/punctuation tests, DOL, vocabulary) 4 Point Rubric - Reading Response 6 point Rubric – Essay Writing Summative Writing Assessments
Interventions / differentiated instruction	<ul style="list-style-type: none"> Plot Diagram Graphic Organizers Notes templates Grouping Direct instruction Multi-sensory approach Peer Editing Pneumatic Devices Smart Board Activities
Inter-disciplinary Connections	<p>Through text, students will explore</p> <ul style="list-style-type: none"> Social Studies: Geography, Social Context, Historical Context Science: Life, Physical and Earth Health: Health and wellness issues Math: Consumer math
Lesson resources / Activities	<ul style="list-style-type: none"> Short Stories Various informational text for reinforcement Media Center (Research and reactions to unit study) Smart Board Activities

Common Core State Standards

Grade: 9

Strand: Writing Standards 6-12 (W)
Speaking and Listening Standards 6-12 (SL)
Language Standards 6-12 (L)

Category:	#. Standard:
<ul style="list-style-type: none"> Production and Distribution of Writing Research to Build and Present Knowledge Range of Writing Comprehension and Collaboration Presentation of Knowledge and Ideas Conventions of Standard English Knowledge of Language Vocabulary Acquisition 	<p>W9-10:4,5,9.a.b,10</p> <p>SL9-10: 1.a.b.c.d,4,6</p> <p>L9-10:1.a.b.c.d.e,2.a.b, 3.a.b, 4.a.b.c.d,5.a.b.c,6</p>

and Use							
Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas Career and College Readiness Anchor Standards for Language: Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use							
<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation	X	Critical Thinking and Problem Solving		Communication and Collaboration	X	Information Literacy
X	Media Literacy		ICT Literacy	X	Life and Career Skills		

Pine Hill Public Schools Language Arts Literacy Curriculum	
Unit Title: Persuasive Writing	Unit #: Four
Course or Grade Level: Writing 9	Length of Time: Marking Period 4
Date Created:	BOE Approval Date:
Pacing	Marking Period 4
Essential Questions	<ul style="list-style-type: none"> • How are central ideas or themes developed over the course of a text? • How do readers make logical inferences and cite textual evidence to support conclusions drawn from the text? • How do focused research questions aid in the understanding of a topic? • When is a source reliable and credible? • How is information analyzed from text and used to support research, reflection and analysis? • How do you present claims and findings to generate effective discussions with peers? • How do you analyze the validity of claims and findings and evaluate their purpose?
Content	<ul style="list-style-type: none"> • Persuasive Writing Overview • Grammar • Literary Devices (i.e. simile, metaphors, idioms, personification, etc.). • Compositional Risks (i.e. imagery, allusion, foreshadowing, etc.). • Transitions • Persuasive essays • Vocabulary • Holistic Scoring Rubric
Skills	<ul style="list-style-type: none"> • Develop arguments to support claims • Support connotative and denotative ideas with specific details from text. • Use specific vocabulary effectively and efficiently. • Cite quotations and text within the context of an idea without disrupting the flow of the piece or plagiarizing.

	<ul style="list-style-type: none"> • Recognize and correct errors in written work. • Utilize a variety sentences to convey meaning, interest, and style. • Engage in a range of collaborative discussions with peers. • Present information to peers for discussion and evaluation. • Analyze the purpose of information being presented and evaluate the motive behind its presentation. • Orally present claims and findings clearly and concisely.
Assessments	<ul style="list-style-type: none"> • Formative assessments (grammar/punctuation tests, DOL, vocabulary) • 6 point Rubric – Essay Writing • Summative Writing Assessments
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Persuasive Pillar • Plot Diagram • Graphic Organizers • Notes templates • Grouping • Direct instruction • Multi-sensory approach • Peer Editing • Pneumatic Devices • Smart Board Activities
Inter-disciplinary Connections	<p>Through text, students will explore</p> <ul style="list-style-type: none"> • Social Studies: Geography, Social Context, Historical Context • Science: Life, Physical and Earth • Health: Health and wellness issues • Math: Consumer math
Lesson resources / Activities	<ul style="list-style-type: none"> • Short Stories • Various informational text for reinforcement • Media Center (Research and reactions to unit study) • Smart Board Activities
Common Core State Standards	
Grade: 9	
Strand: Writing Standards 6-12 (W) Speaking and Listening Standards 6-12 (SL) Language Standards 6-12 (L)	
Category:	#. Standard:
<ul style="list-style-type: none"> • Production and Distribution of Writing • Research to Build and Present Knowledge • Range of Writing • Comprehension and Collaboration • Presentation of Knowledge and Ideas • Conventions of Standard English 	<p>W9-10:4,5,9.a.b,10</p> <p>SL9-10: 1.a.b.c.d,4,6</p> <p>L9-10:1.a.b.c.d.e,2.a.b, 3.a.b, 4.a.b.c.d,5.a.b.c,6</p>

<ul style="list-style-type: none"> • Knowledge of Language • Vocabulary Acquisition and Use 							
<p>Career and College Readiness Anchor Standards for Writing: Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing</p> <p>Career and College Readiness Anchor Standards for Speaking and Listening: Comprehension and Collaboration, Presentation of Knowledge and Ideas</p> <p>Career and College Readiness Anchor Standards for Language: Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use</p>							
<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation	X	Critical Thinking and Problem Solving		Communication and Collaboration	X	Information Literacy
X	Media Literacy		ICT Literacy	X	Life and Career Skills		