



## Writing for High School 7-9 Syllabus

### Course Goals

#### 1 Understanding the Writing Process

Students prepare for the rigors of high school writing by setting an individualized writing goal and engaging in daily brainstorming, drafting, revising, editing, and peer-reviewing.

#### 2 Increasing Depth of Essay Responses

Students learn how to improve the quality of their writing through the inclusion of outside text sources, supporting details, and vivid imagery.

#### 3 Building Organizational Skills

Students learn the most effective ways in which to organize their individual paragraphs and essays to improve clarity and creativity.

#### 4 Persuasive Techniques

Students learn about and evaluate a variety of persuasive techniques and arguments and apply these to writing five paragraph persuasive essays.

#### 5 Improving Writing Style

Students develop their individual writing styles by focusing on word choice, avoiding common grammatical mistakes, and writing using a variety of sentence types.

### Course Topics

#### 1 Persuasive Writing

Students apply skills of persuasive writing, including the inclusion of persuasive techniques in arguments and counter-arguments, the use of both anecdotal and textual evidence, and the utilization of emotionally loaded language.

#### 2 Expository Writing

Students learn how to write expository essays through the study of internal text structures, published informational texts, and effective ways in which to embed quotations.

#### 3 Personal Narrative Writing

Students practice writing personal narratives that include vivid imagery, supporting details, and idioms.

#### 4 Organization and Structure

Students learn the most effective ways in which to organize their writing at both the paragraph and essay level, including crafting effective topic/concluding sentences and thesis statements.

#### 4 Sentence Fluency

Students learn to write using a variety of sentence types through sentence combining, sentence branching, and the inclusion of both introductory and subordinating clauses.

#### 5 Diction

Students develop an understanding of effective word choice related to formal and informal writing styles, including word connotations and passive and active writing.

## **7 Grammar Skills**

Students learn about and apply various grammar skills to their writing, including parallel writing structure, subject-verb agreement, proper apostrophe usage, and comma placement.

## **Course Schedule**

### **Day 1**

#### **Ice Breaker: Last Man Standing**

Students get to know each other while also sharing something unique about themselves.

#### **Classroom Expectations/Rules**

Students learn the Fairfax Collegiate rules as well as rules designed for this writing class.

#### **Introductory Discussion About Writing**

Students work with others to discuss the writing process.

#### **Writing Pre-Assessment**

Students write an essay with little to no guidance that will serve as a writing pre-assessment.

#### **Pre-Assessment Essay Workshop**

Students analyze their pre-assessment writing in order to create a writing goal for themselves.

### **Day 2**

#### **Whole Class Discussion of Prompts**

Students discuss writing prompts and then receive a handout explaining how to break down an individual prompt with practice exercises.

#### **Brainstorming Discussion**

Students discuss brainstorming methods. The students then practice creative brainstorming both alone and with a partner and in groups.

#### **Essay and Paragraph Organization**

Students discuss overall essay structure as well as individual paragraph structure. Students practice identifying paragraph parts and putting sentences in the proper order.

#### **Introduction to Persuasive Writing: Discussion**

Students discuss persuasive writing and persuasive techniques that can be used in writing.

#### **Persuasive Essay #1**

Students write their first persuasive essay, focusing on essay and paragraph structure as well as the inclusion of persuasive techniques learned.

#### **Persuasive Essay 1: Revision**

Students work with a partner to analyze their own essay as well as their partner's essay, focusing on essay/paragraph structure and the inclusion of persuasive techniques.

### **Day 3**

#### **Introduction to Thesis Statements**

Students work to identify and write effective thesis statements.

### **Writing Effective Leads**

Students learn techniques for writing effective leads for their introduction paragraphs.

### **Persuasive Essay #2**

Students write their second persuasive essay, focusing on both thesis statements as well as the inclusion of persuasive techniques.

### **Persuasive Essay #2 Revision**

Students reflect on their second persuasive essay, focusing on thesis statements, essay structure, and persuasive techniques. They also reflect on their writing goals.

## **Day 4**

### **Formal vs. Informal Writing**

Students identify the difference between informal and formal writing styles and practice using both in their writing.

### **Introduction: Connotation vs. Denotation**

Students work to understand the difference between the denotation and connotation of a word.

### **Persuasive Essay #3**

Students write the third of their persuasive essays, keeping in mind essay/paragraph structure, thesis statements, and style/word choice.

### **Persuasive Essay #3: Revision**

Students work to analyze the third of their persuasive essays, focusing on the splinter skills learned today.

## **Day 5**

### **Introduction to Sentence Branching**

Students practice writing branching sentences.

### **Sentence Types**

Students learn the difference between simple, compound, and complex sentences and practice writing and identifying each.

### **Sentence Fluency Story**

Students create a collaborative story using simple, compound, and complex sentences.

### **Introduction to Expository Writing**

Students learn the various ways in which expository texts can be organized and practice writing using these structures.

### **Expository Writing: How-To Essay**

Students write a process expository essay and review their writing for possible missed steps.

## **Day 6**

### **Warm Up: Expository Writing**

Students practice expository cause and effect writing.

### **Expository Reading: Finding and Using Textual Evidence**

Students read expository texts. They analyze the information and pull relevant supporting details to include in an expository essay.

### **Integrating Quotations**

Students discuss the proper way to integrate quotations into their own writing.

## **Expository Essay #2**

Students write the second of their expository essays in a concept/definition structure that effectively embeds quotations from outside sources.

## **Expository Essay #2: Reflection**

Students reflect on the second of their expository essays, focusing primarily on sentence fluency and embedding textual evidence.

## **Day 7**

### **Working with Idioms**

Students define idioms, learn some of the more common English idioms, and work to depict these with art.

### **Working with Metaphors**

Students play a game to reinforce the creation of metaphors.

## **Expository Essay #3**

Students write the third of their expository essays, focusing on all skills learned throughout their lessons so far.

## **Expository Essay #3: Reflection**

Students reflect on the last of their expository essays, taking time to reflect on skills and their writing goals.

## **Day 8**

### **Introduction to Imagery**

Students discuss the definition of imagery and begin applying their knowledge to writing using sensory details.

### **Imagery With Pictures**

Students use photographs to explore writing with imagery.

### **Writing With Imagery**

Students practice using sensory details by writing about nature.

### **Introduction: Narrative Writing**

Students discuss the major characteristics of narrative writing in preparation for writing their own personal narratives.

## **Narrative Essay #1**

Students write the first of their narrative essays, focusing on the inclusion of sensory details.

## **Narrative Essay #1: Revision**

Students revise their narrative essays, focusing specifically on imagery. Students share their narratives with their classmates.

## **Day 9**

### **Show, Don't Tell**

Students work to "show" and not "tell" in their narrative writing.

### **Parallel Writing**

Students learn to identify parallel and non-parallel writing in writing. They practice writing parallel sentences.

## **Narrative Essay #2**

Students write the second of their narrative essays, focusing on imagery and organization.

**Narrative Essay #2: Reflection**

Students reflect upon and revise the second of their narrative essays.

**Day 10****Collaborative Narrative Writing**

Students work collaboratively to create a narrative story.

**Narrative Essay #3: Planning and Beginning**

Students begin writing their final narrative essay.

**Narrative Essay Writing**

Students continue writing their last narrative essay.

**Narrative Essay Revision**

Students revise their narrative essays, focusing on skills learned throughout the class.

**Narrative Share Out**

Students share their narratives with their classmates.

©2021 Fairfax Collegiate School, LLC. All rights reserved.

Updated on 1/26/2021