

# Course Syllabus

## Language Arts, Grade 9

Jefferson County Schools Curriculum, Final  
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The Tennessee Comprehensive Assessment Program (TCAP) has been developed by the Tennessee State Department of Education to measure student competency in essential skills in the area of Language Arts.

As a response to the concerns of the business and college communities, the TCAP Writing Assessment was developed. The Assessment measures strengths and weaknesses in the area of writing and provides a basis for developing instructional strategies to improve writing.

English II is the Tennessee End-of-course test that must be passed before graduation to earn a high school diploma.

The Terra Nova Complete Battery for Reading/Language Arts "reflects current instructional practices. The skills essential for effective communication - - reading comprehension, language, vocabulary, and study skills - - are integrated into one test to provide a coherent assessment experience.

To help student succeed, the directions, passages, and test questions are linked by themes that provide context and stimulate interest. The arrangement of test questions leads to a deepening engagement with the material, much like the process a thoughtful teacher uses in exploring text with students.

The test reflects the diverse cultures and ethnic backgrounds and experiences of contemporary students, with the goal of providing equity in assessing achievement. It involves the students in constructing meaning, monitoring their own comprehension strategies, and thinking critically and creatively in response to texts."

The Terra Nova Plus contains four components for Reading/Language Arts:

- \* Word Analysis
- \* Vocabulary
- \* Language Mechanics
- \* Spelling

The Tennessee English Language Arts Curriculum Framework for Kindergarten through Grade 12 was adopted by the State Board of Education on December 5, 1996.

"The framework includes the Content Strands and Learning Expectations necessary to insure K-12 Tennessee students develop the language skills needed to succeed in school, in the workplace, and in their lives.

The Tennessee English Language Arts Curriculum Framework identifies the learning expectations for Grade 9.

### Genres

- The learner will be able to read a variety of genres.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11
- The learner will be able to respond in various ways to different genres.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11
- The learner will be able to interpret a variety of genres.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11

### Language Expressions

- The learner will be able to use literature to develop an understanding and respect for multicultural, gender and ethnic diversity in language patterns.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11
- The learner will be able to use literature to develop an understanding and respect for multicultural, gender and ethnic diversity in language dialects.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11
- The learner will be able to develop a knowledge and respect for multicultural and ethnic diversity in language.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to use literature to develop an understanding and respect for multicultural, gender and ethnic diversity in language.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11

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- The learner will be able to use correct sentence structure.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to recognize and correct errors in sentence structure.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to identify standard language usage.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to apply appropriate language usage in writing.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4

### Language Mechanics

- The learner will be able to identify the correct use of mechanics.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to write using correct mechanics.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4

### Listening

- The learner will be able to engage in active listening during different situations.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.25
- The learner will be able to develop a knowledge and appreciation of diversity in language use, patterns, and dialects of various ethnic groups, geographic areas, and social roles.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.25

- The learner will be able to display listening comprehension skills.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.25
- The learner will be able to listen to and follow directions.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.25
- The learner will be able to demonstrate developmentally appropriate listening skills.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.25
- The learner will be able to use critical thinking skills to evaluate presentations.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.25
- The learner will be able to evaluate information delivered by a speaker.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.25
- The learner will be able to employ the use of critical listening skills.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.25
- The learner will be able to analyze auditory material.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.25
- The learner will be able to engage in note-taking while listening to an oral presentation.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.25

### Media

- The learner will be able to handle media responsibly.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.18
- The learner will be able to use media sources for language arts processes, such as reading, viewing, writing and creating.  
Source: TN: Curriculum Framework (K-12), December

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5, 1996, Grade 9, p.18

- The learner will be able to examine the content and concepts contained in visual media forms.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.18
- The learner will be able to use media sources to communicate what has been learned.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.18
- The learner will be able to describe creative strategies applied in the production of print and nonprint media.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.18
- The learner will be able to identify the differences between using print and nonprint media forms to communicate.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.18
- The learner will be able to analyze media's influence in daily life.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.18
- The learner will be able to use a variety of media sources to describe information.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.18
- The learner will be able to use a variety of media sources to create information.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.18
- The learner will be able to use a variety of media sources to display information.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.18
- The learner will be able to present information found in print and nonprint materials.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.18

- The learner will be able to research information using print and nonprint materials.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.18
- The learner will be able to organize information found in print and nonprint materials.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.18
- The learner will be able to interpret information found in print and nonprint materials.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.18
- The learner will be able to consider the audience when developing a media production.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.18
- The learner will be able to consider the purpose when developing a media production.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.18

### Reading Operations

- The learner will be able to use reading selection type and content to determine the most appropriate reading strategy.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11
- The learner will be able to develop a variety of reading strategies.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11
- The learner will be able to develop a personal interpretation by interacting with a text.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11
- The learner will be able to respond to literature.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11

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- The learner will be able to display comprehension skills.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11
- The learner will be able to read independently.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11
- The learner will be able to appreciate written texts.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11
- The learner will be able to discern the main idea in reading materials.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11
- The learner will be able to make predictions from information in written material.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11
- The learner will be able to make inferences from reading materials.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11
- The learner will be able to identify figurative language in reading materials.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11
- The learner will be able to infer meaning from figurative language.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11
- The learner will be able to discern the point of view of reading materials.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11
- The learner will be able to apply reading strategies to monitor comprehension.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11
- The learner will be able to read to increase understanding.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11
- The learner will be able to read for a variety of purposes.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11
- The learner will be able to discern the purpose for reading.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11
- The learner will be able to identify the literary device being used by the author.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11
- The learner will be able to interpret literary devices.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11
- The learner will be able to interpret reading materials.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11
- The learner will be able to critically examine reading materials.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11
- The learner will be able to make judgements based on supporting evidence in a text.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11
- The learner will be able to identify logical relationships.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11
- The learner will be able to recognize an assumption implicitly stated in a passage.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11

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- The learner will be able to critique reading materials.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11
- The learner will be able to evaluate the content of reading materials.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11
- The learner will be able to read aloud during a group presentation.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11
- The learner will be able to read aloud during an individual presentation.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11
- The learner will be able to analyze written material.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11
- The learner will be able to synthesize ideas in reading materials.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11
- The learner will be able to discern elements of bias in written material.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11
- The learner will be able to discern persuasive techniques used in reading materials.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11
- The learner will be able to apply word recognition strategies to read fluently.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11
- The learner will be able to develop and show poise when delivering a presentation.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.25
- The learner will be able to speak for a variety of occasions.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.25
- The learner will be able to apply appropriate verbal and nonverbal communication techniques when speaking in a variety of situations.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.25
- The learner will be able to speak to express ideas clearly.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.25
- The learner will be able to orally give directions.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.25
- The learner will be able to present ideas in a small group discussion.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.25
- The learner will be able to present ideas in a large group discussion.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.25
- The learner will be able to support ideas in a small group discussion.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.25
- The learner will be able to support ideas in a large group discussion.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.25
- The learner will be able to use discussion skills to solve problems.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.25

### Speaking

- The learner will be able to develop and show confidence while speaking.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.25

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- The learner will be able to effectively employ vocal characteristics appropriate for the presentation.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.25
- The learner will be able to summarize information from reading or visual materials in an oral presentation.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.25
- The learner will be able to analyze information from reading or visual materials in an oral presentation.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.25
- The learner will be able to use language conventions appropriately in a speech.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.25
- The learner will be able to analyze literary works in an oral interpretation.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.25
- The learner will be able to interpret and evaluate literary works in an oral interpretation.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.25
- The learner will be able to utilize effective communication skills.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.25
- The learner will be able to participate in group discussions.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.25
- The learner will be able to control his/her tone of voice effectively.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.25

### Spelling

- The learner will be able to identify the correct spelling of words.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to apply conventional spelling in his/her writing.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4

### Study and Research Skills

- The learner will be able to select appropriate reference source.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11
- The learner will be able to use source material effectively.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11
- The learner will be able to utilize available technology to access information.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.18
- The learner will be able to use technological sources of information.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.18

### Technology

- The learner will be able to discover the benefits and restrictions of the computer as a communication tool.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.18
- The learner will be able to use available technology.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.18
- The learner will be able to examine the content and concepts contained in technology.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.18

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### Viewing/Representing

- The learner will be able to view a variety of materials.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.18

### Vocabulary

- The learner will be able to demonstrate vocabulary development.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.11

### Writing

- The learner will be able to write a response to literature with energy and imagination.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to apply writing as a process concepts effectively.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to develop creative writing strategies to produce writing that can be read and interpreted by a variety of audiences.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to develop structural writing strategies to produce writing that can be read and interpreted by a variety of audiences.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to write in persuasive form.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to write for a variety of purposes.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4

- The learner will be able to write to learn information.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to write to increase his/her confidence.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to write to express personal information and ideas.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to write to develop lifelong communication.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to write to improve study skills.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to write for a variety of audiences.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to approach writing assignments methodically.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to develop a variety of topics.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to use writing to clarify thinking.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to recognize information sources which will assist in editing written material.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4

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- The learner will be able to use information sources to edit written material.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to recognize information sources which will assist in revising written material.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to use information sources to improve and revise writing.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to revise content of written work as appropriate for audience and purpose.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to organize writing to include well-developed ideas.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to demonstrate an understanding of organizational skills and strategies while writing.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to evaluate writing for organization.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to evaluate writing for transitions.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to evaluate writing for audience and purpose.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to evaluate writing for oneness.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to evaluate writing for development.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to generate creative written works.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to write in expository form.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to write in narrative form.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to write a research paper which includes direct quotations.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to write a research paper which includes summarizing.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to write a research paper which includes paraphrasing.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to understand that language usage depends on the writing purpose.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to write to synthesize information.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to write a descriptive piece.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4

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- The learner will be able to maintain the focus of a written work.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to revise writing to improve transition sentences.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to revise writing to improve the organization of ideas.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to revise a passage for cohesiveness.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to revise writing for development.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to understand that language usage depends on the intended audience.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to determine the audience for whom text was written.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to understand that language usage depends on the writing situation.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to use effective transitions (and, but, or) in his/her writing.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to use various sentence structures to improve the style of his/her work.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to apply different word choices to create a particular style.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to use an appropriate writing style.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to generate ideas using prewriting strategies.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to use prewriting strategies to organize ideas.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to use prewriting strategies to focus his/her writing.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to use a variety of sources to collect information for a research paper.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to write a research paper which includes a bibliography of sources.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4
- The learner will be able to write a research paper which includes citation of sources.  
Source: TN: Curriculum Framework (K-12), December 5, 1996, Grade 9, p.4