

## 9-10 Writing

### High Priority Standards

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W4.1 Produces a minimum of two coherent compositions with thesis statements supported by evidence with well-developed paragraphs, transitions, and conclusions	W4.1 Produces a minimum of two coherent compositions with thesis statements supported by evidence with well-developed paragraphs, transitions, and conclusions
W4.1 Writes essay/papers utilizing the traits of the Writing Rubric	W4.1 Writes essays/papers utilizing the traits of the Writing Rubric
W4.2 Writes using a variety of forms (i.e. biographies, essays, short stories, literary reviews, poetry, letters, journals, and reports)	W4.2 Writes using a variety of forms (i.e. biographies, essays, short stories, literary reviews, poetry, letters, journals, dramas, scripts, storyboards, and reports)
W4.2 Writes for a variety of purposes and audiences (communicate, persuade, describe, document, analyze, and synthesize)	W4.2 Writes for a variety of purposes and audiences (communicate, persuade, describe, document, analyze, and synthesize)
W4.3 Identifies and uses parts of speech, noun/pronoun and subject/verb agreement, correct verb tense, consistent point of view, sentence punctuation, paragraph conventions, and spelling strategies	W4.3 Identifies and uses parts of speech, noun/pronoun and subject/verb agreement, correct verb tense, consistent point of view, sentence punctuation, paragraph conventions, and spelling strategies
W4.4 Revise writing to improve clarity and details for self and others	W4.4 Revise writing to improve clarity and details for self and others
W4.4 Develops sophistication and style as a writer	W4.4 Develops sophistication and style as a writer
W4.4 Uses the Writing Rubric for self-assessment	W4.4 Uses the Writing Rubric for self-assessment
W4.5 Practices use of MLA format for documentation	W4.5 Practices use of MLA format for documentation
W4.6 Uses technological resources to compose and edit compositions	W4.6 Uses technological resources to compose and edit compositions

### Typical Classroom Assessments

9	10
<ul style="list-style-type: none"> <li>Quizzes, discussion, teacher observation, self and peer editing, district rubrics, essay tests, essays, stories, poems, letters, journals, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes, discussion, teacher observation, self and peer editing, district rubrics, essay tests, essays, stories, poems, letters, journals, etc.</li> </ul>

### Formal School District and State Assessments

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Terra Nova	HSGQE

### Major Thematic Strands and/or Instructional Units

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<ul style="list-style-type: none"> <li>U.S. History--early Native American groups</li> <li>early explorers</li> <li>April Morning (novel)</li> <li>American Revolution</li> <li>Westward expansion</li> <li>Civil War</li> <li>Immigration/Ellis Island</li> <li>WWI/Women's Suffrage</li> <li>Depression/New Deal</li> <li>WWII-Europe</li> <li>Hiroshima (novel)</li> </ul>	<ul style="list-style-type: none"> <li>Various novel units</li> <li>Speech/Drama/Debate</li> <li>Shakespeare and History of English</li> <li>Poetry Writing</li> <li>Life Plan</li> <li>Expository/Persuasive/Comparison-Contrast essays</li> <li>Creative writing</li> <li>writing journals</li> <li>reader response</li> </ul>

<ul style="list-style-type: none"> <li>• The Fifties/Cold War</li> <li>• Civil Rights/To Kill a Mockingbird (novel)</li> <li>• The Sixties/Vietnam</li> </ul>	
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Integration of Technology	
<i>9</i>	<i>10</i>
<ul style="list-style-type: none"> <li>• word processing</li> <li>• Internet research</li> </ul>	<ul style="list-style-type: none"> <li>• word processing</li> <li>• Internet research</li> </ul>