

<b>Communication and Multimodal Literacies</b>						
9.1- The student will participate in, collaborate in, and make multimodal presentations both independently and in small groups.						
9.2 - The student will produce, analyze, and evaluate media messages.		<b>C</b>	<b>T</b>	<b>N</b>	<b>A</b>	<b>Total Criteria</b>
<b>9.1a</b>	Make strategic use of multimodal tools.					0
<b>9.1b</b>	Credit information sources.					0
<b>9.1c</b>	Use vocabulary appropriate to the topic, audience, and purpose.					0
<b>9.1d</b>	Assist with setting rules for group work including informal consensus, taking votes on key issues, presentation of alternate views and goal setting.					0
<b>9.1e</b>	Assume responsibility for specific group tasks.					0
<b>9.1f</b>	Share responsibility for collaborative work.					0
<b>9.1g</b>	Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.					0
<b>9.1h</b>	Include all group members, acknowledge new information expressed by others, and value individual contributions made by each group member.					0
<b>9.1i</b>	Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.					0
<b>9.1j</b>	Evaluate impact, purpose, point of view, reasoning, and use of evidence and rhetoric of presentation(s).					0
<b>9.1k</b>	Use self-reflection to evaluate one's own role in preparation and participation in small-group activities.					0
<b>9.2a</b>	Analyze and interpret special effects used in media messages.					0
<b>9.2b</b>	Determine the purpose of the media message and its effect on the audience.					0
<b>9.2c</b>	Analyze the purpose of information and persuasive techniques used in diverse media formats.					0
<b>9.2d</b>	Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).					0
<b>9.2e</b>	Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.					0
<b>9.2f</b>	Describe possible cause and effect relationships between mass media coverage and public opinion trends.					0
<b>9.2g</b>	Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content.					0
<b>9.2h</b>	Monitor, analyze, and use multiple streams of simultaneous information.					0
<b>9.2i</b>	Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.					0
<b>Reading</b>						
9.3 - The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.						
9.4 - The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.						
9.5 - The student will read and analyze a variety of nonfiction texts.		<b>C</b>	<b>T</b>	<b>N</b>	<b>A</b>	<b>Total Criteria</b>
<b>9.3a</b>	Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.					0
<b>9.3b</b>	Use context, structure, and connotations to determine meanings of words and phrases.					0
<b>9.3c</b>	Discriminate between connotative and denotative meanings and interpret the connotation.					0
<b>9.3d</b>	Identify the meaning of common idioms.					0
<b>9.3e</b>	Explain the meaning of literary and classical allusions and figurative language in text.					0

9.3f	Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.								0
9.4a	Identify the characteristics that distinguish literary forms.								0
9.4b	Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.								0
9.4c	Interpret how themes are connected across texts.								0
9.4d	Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.								0
9.4e	Analyze the cultural or social function of a literary text.								0
9.4f	Explain the relationship between the author's style and literary effect.								0
9.4g	Explain the influence of historical context on the form, style, and point of view of a written work.								0
9.4h	Compare and contrast authors' use of literary elements within a variety of genres.								0
9.4i	Analyze how the author's specific word choices and syntax impact the author's purpose.								0
9.4j	Make inferences and draw conclusions using references from the text(s) for support.								0
9.4k	Compare/contrast details in literary and informational nonfiction texts.								0
9.4l	Use reading strategies to monitor comprehension throughout the reading process.								0
9.5a	Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.								0
9.5b	Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.								0
9.5c	Analyze the author's qualifications, viewpoint, and impact.								0
9.5d	Recognize an author's intended purpose for writing and identify the main idea.								0
9.5e	Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.								0
9.5f	Identify characteristics of expository, technical, and persuasive texts.								0
9.5g	Identify a position/argument to be confirmed, disproved, or modified.	1	1	1	1	1	1	1	4
9.5h	Evaluate clarity and accuracy of information.	1	1	1	1	1	1	1	4
9.5i	Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.	1	1	1	1	1	1	1	4
9.5j	Differentiate between fact and opinion and evaluate their impact.	1	1	1	1	1	1	1	4
9.5k	Analyze ideas within and between selections providing textual evidence.								0
9.5l	Use the reading strategies to monitor comprehension throughout the reading process.								0

<b>Writing</b>								
9.6 - The student will write in a variety of forms to include expository, persuasive, reflective, and analytic with an emphasis on persuasion and analysis.								
9.7 - The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.		<b>C</b>	<b>T</b>	<b>N</b>	<b>A</b>	<b>Total Criteria</b>		
9.6a	Engage in writing as a recursive process.							0
9.6b	Plan, organize, and write for a variety of audiences and purposes.							0
9.6c	Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.							0
9.6d	Blend multiple forms of writing including embedding a narrative to produce effective essays.							0
9.6e	Communicate clearly the purpose of the writing using a thesis statement.							0
9.6f	Compose a thesis for persuasive writing that advocates a position.							0

<b>9.6g</b>	Clearly state and defend a position using reasons and evidence from credible sources as support.					0
<b>9.6h</b>	Identify counterclaims and provide counter - arguments.					0
<b>9.6i</b>	Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position.					0
<b>9.6j</b>	Use textual evidence to compare and contrast multiple texts.					0
<b>9.6k</b>	Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.					0
<b>9.6l</b>	Revise writing for clarity of content, accuracy, and depth of information.					0
<b>9.7a</b>	Use parallel structure across sentences and paragraphs.					0
<b>9.7b</b>	Use appositives, main clauses, and subordinate clauses.					0
<b>9.7c</b>	Use commas and semicolons to distinguish and divide main and subordinate clauses.					0
<b>9.7d</b>	Distinguish between active and passive voice.					0
<b>9.7e</b>	Use a variety of sentence structures to infuse sentence variety in writing.					0
<b>Research</b>						
9.8 - The student will find, evaluate, and select credible resources to create a research product.		<b>C</b>	<b>T</b>	<b>N</b>	<b>A</b>	<b>Total Criteria</b>
<b>9.8a</b>	Verify the validity and accuracy of all information.					0
<b>9.8b</b>	Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.					0
<b>9.8c</b>	Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.					0
<b>9.8d</b>	Cite sources for both quoted and paraphrased information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).					0
<b>9.8e</b>	Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.					0
<b>9.8f</b>	Demonstrate ethical use of the Internet.					0