

MVS Course Alignment Document

English 9A MMC

Note: These alignment references are not entirely inclusive, but rather they are typical or representative. Many of the content expectations appear in all units and in multiple assignments.

Standard 1 WRITING, SPEAKING, AND REPRESENTING

1.1 Understand and practice writing as a recursive process.		Unit	Lesson	Resources
1.1.1	Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts	1,2,3	1.3, 2.3, 3.3; 1.7, 2.7, 3.7; 4.2, 4.4	Writing Projects, Quick Writes, E-text Writer's Workshops
1.1.2	Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).	1,2,3	1.3, 2.3, 3.3; 1.7, 2.7, 3.7; 4.2, 4.4	Writing Projects, Quick Writes, E-text Writer's Workshops
1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).	1,2,3	1.3, 2.3, 3.3; 1.7, 2.7, 3.7; 4.2; 4.4	Writing Projects, Quick Writes, E-text Writer's Workshops
1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.	1,2,3	1.3, 2.3, 3.3; 1.7, 2.7, 3.7; 4.2; 4.4	Writing Projects, Quick Writes, E-text Writer's Workshops
1.1.5	Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one's own work with the eye of a reader; then refine the text-- deleting and/or reorganizing ideas, and addressing potential readers' questions.	1,2,3	1.3, 2.3, 3.3; 1.7, 2.7, 3.7; 4.2; 4.4	Writing Projects, Quick Writes, E-text Writer's Workshops
1.1.6	Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.	1,2,3	1.7, 2.7, 3.7; 4.2; 4.4;1.4, 2.4, 3.4, 4.10	Writing Projects, Quick Writes, E-text Writer's Workshops, Grammar Handbook
1.1.7	Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience	1,2,3	1.7, 2.7, 3.7; 4.2; 4.4;1.4, 2.4, 3.4, 4.10	Writing Projects, Quick Writes, E-text Writer's Workshops, Grammar Handbook
1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.	1,2,3	1.7, 2.7, 3.7; 4.2; 4.4; 1.4, 2.4, 3.4, 4.10	Writing Projects, Quick Writes, E-text Writer's Workshops, Grammar Handbook
1.2 Use writing, speaking, and visual representation for personal growth and understanding.		Unit	Lesson	Resources
1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.	3	3.7, 3.8, 4.4	Writing Projects, Quick Writes, E-text Writer's Workshops
1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).	1,2,3	1.7, 2.7, 3.7; 4.2; 4.4	Writing Projects, Quick Writes, E-text Writer's Workshops
1.2.3	Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages).	1	1.7	Writing Projects, Quick Writes, E-text Writer's Workshops
1.2.4	Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.	1,2,3	4.2	Writing Projects, Quick Writes, E-text Writer's Workshops, Portfolio
1.3 Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).		Unit	Lesson	Resources

1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): Pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive); and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).	1,2,3	1.5; 2.5, 3.5, 4.1; 1.7, 2.7, 3.7, 5.3, 2.3, 3.3	Oral Readings, Writing Projects, Quick Writes, E-text Writer's Workshops
1.3.2	Compose written and spoken essays or work related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.	1,2,3	1.7, 2.7, 3.7; 1.3, 2.3, 3.3	Writing Projects, Quick Writes, E-text Writer's Workshops
1.3.3	Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.	1,2,3	1.7, 2.7, 3.7; 1.4, 2.4, 3.4, 1.3, 2.3, 3.3	Writing Projects, Quick Writes, E-text Writer's Workshops, Grammar, Usage, Mechanics
1.3.4	Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in the writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).	1,2,3	1.7, 2.7, 3.7; 1.3, 2.3, 3.3, 4.1; 4.4	Writing Projects, Quick Writes, E-text Writer's Workshops
1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.	1,2,3	1.7, 2.7, 3.7; 4.1; 4.4	Writing Projects, Quick Writes, E-text Writer's Workshops
1.3.6	Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).	3	3.7	Writing Projects, Quick Writes, E-text Writer's Workshops
1.3.7	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)--fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.	1,2,3	1.9; 2.9, 3.9	Writing Projects, Quick Writes, E-text Writer's Workshops
1.3.8	Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).	1,2,3	4.2	Learning Log and Portfolio
1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.	1,2,3	1.7, 2.7, 3.7; 3.8; 4.1; 4.2; 4.4	Writing Projects, Quick Writes, E-text Writer's Workshops
1.4 Develop and use the tools and practices of inquiry and research—generating, exploring, and refining important questions; creating an hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.		Unit	Lesson	Resources
1.4.1	Identify, explore, and refine topics and questions appropriate for research.	1,2,3	4.1, 4.8, 4.10	Independent Study <i>To Kill a Mockingbird</i> , Writing Handbook, Grammar Handbook
1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.	1,2,3	4.1, 4.8, 4.10	Independent Study TKAM, Writing Handbook, Grammar Handbook

1.4.3	Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).	1,2,3	1.7, 2.7, 3.7, 4.1, 4.8, 4.10	Writer's Workshops, Independent Study TKAM, Writing Handbook, Grammar Handbook
1.4.4	Interpret, synthesize, and evaluate information/findings (e.g. fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.	1,2,3	1.7, 2.7,3.7, 4.1, 4.8, 4.10	Writer's Workshops, Independent Study TKAM, Writing Handbook, Grammar Handbook
1.4.5	Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.	1,2,3	1.7, 2.7, 3.7, 4.1, 4.8, 4.10	Writer's Workshops, Independent Study, Writing Handbook, Grammar Handbook
1.4.6	Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).	1,2,3	4.1, 4.8, 4.10	Independent Study TKAM, Writing Handbook, Grammar Handbook
1.4.7	Recognize the role of research as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a multi-genre report, I-Search, literary analysis, news article).	1,2,3	4.1, 4.8, 4.10	Independent Study TKAM, Writing Handbook, Grammar Handbook
1.5 Produce a variety of written, spoken, multigenre, and multimedia works, making conscious choices about language, form, style, and/or visual representation for each work (e.g., poetry, fiction and creative nonfiction stories, academic and literary essays, proposals, memos, manifestos, business letters, advertisements, prepared speeches, group and dramatic performances, poetry slams and digital stories.		Unit	Lesson	Resources
1.5.1	Use writing, speaking, and visual expression to develop powerful creative and critical messages.	1,2,3	1.3, 2.3, 3.3; 1.7, 2.7, 3.7; 1.9, 2.9, 3.9	Writing Projects, Quick Writes, E-text Writer's Workshops, Discussion Boards
1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.	1,2,3	3.8, 4.1	E-Text, Independent Study TKAM, Speech, United Streaming video "I Have a Dream"
1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).	3	3.8	Speech, United Streaming video "I Have a Dream"
1.5.4	Use technology tools (e.g. word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).	1,2,3	1.1-1.9; 2.1-2.9; 3.1-3.9	Writing Projects, Quick Writes, E-text Writer's Workshops, Discussion Boards
1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).	1,2,3	1.1-1.9; 2.1-2.9; 3.1-3.9	Writing Projects, Quick Writes, E-text Writer's Workshops, Discussion Boards

Standard 2 READING, LISTENING, AND VIEWING

2.1 Develop critical reading, listening, and viewing strategies.	Unit	Lesson	Resources
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2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands, and features.	1,2,3	1.10, 2.10, 3.10; 1.16, 2.16, 3.1.6, 4.7, 4.9	E-Text
2.1.2	Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.	1,2,3	1.1-1.16-3.16; 4.1, 4.2	Writing Projects, Quick Writes, E-text Writer's Workshops, Discussion Boards, Grammar, Usage, Mechanics, Oral Reading, Independent Study, Learning Log and Portfolio, Reading Handbook and Academic Reading Handbook, Communications Handbook
2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.	1,2,3	1.17, 2.17, 3.1, 4.12	Vocabulary and Literary Terms, E-text, Classzone interactive vocabulary
2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.	1,2,3	1.16, 2.16, 3.16, 4.9	E-text readings, Communications Handbook
2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).	1,2,3	1.16, 2.16, 3.16, 4.8	E-text readings, Writing Handbook
2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g. thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.	1,2,3	1.10, 2.10, 3.10,1.16, 2.16, 3.16; 1.11, 2.11, 3.11	E-text readings, Connect to Your Life, Thinking Critically
2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.	1,2,3	1.16,2.16,3.16;1.11,2.11,3.11;1.9,2.9,3.9	E-text readings, Thinking Critically, Discussion Boards
2.1.8	Recognize the conventions of visual and multimedia presentations (e.g., lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.	2,3	2.16, 3.16, 4.9	E-text readings, Communications Handbook
2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.	1,2,3	1.16, 2.16, 3.16, 4.9	E-text readings, Communications Handbook
2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.	3	3.12,	United Streaming video "I Have a Dream"
2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.	1,2,3	1.9, 2.9, 3.9; 4.3	Discussion Boards, Netiquette
2.1.12	Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, note cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).	3	3.12	United Streaming video "I Have a Dream"

2.2 Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level (e.g., drawing inferences; confirming and correcting; making comparisons, connections, and generalizations; and drawing conclusions).		Unit	Lesson	Resources
2.2.1	Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g. imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view.)	1,2,3	1.16, 2.16, 3.16; 3.8, 4.7	E-text, Speech, Academic Reading Handbook
2.2.2	Examine the ways in which prior knowledge affects the understanding of written, spoken, or multimedia text.	1,2,3	1.10, 2.10, 3.10	Connect to Your Life, E-text
2.2.3	Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.	1,2,3	1.16, 2.16, 3.16; 3.12, 3.8	E-text readings, United Streaming video "I Have a Dream" speech
2.3 Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.		Unit	Lesson	Resources
2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.	1,2,3	1.16, 2.16, 3.16; 1.15, 2.15, 3.15	E-text readings, Oral Reading,
2.3.2	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.	1,2,3	1.16, 2.16, 3.16; 1.15, 2.15, 3.15	E-text readings, Oral Reading,
2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).	1,2,3	4.6	Blackboard site course instructions
2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, and subject-specific books).	1,2,3	4.1	Independent Study TKAM
2.3.5	Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.	1,2,3	1.14, 2.14, 3.14; 4.2; 4.4	Assessments, Learning Log, teacher feedback, Course Project
2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.	1,2,3	1.14, 2.14, 3.14; 4.2; 4.4	Assessments, Learning Log, teacher feedback, Course Project
2.3.7	Participate as an active member of a reading, listening, and viewing community collaboratively selecting materials to read or events to view and enjoy. (e.g., book talks, literature circles, film clubs).	1,2,3	1.9, 2.9, 3.9	Discussion Boards
2.3.8	Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.	1,2,3	1.14, 2.14, 3.15; 4.2, 4.4	Assessments, Portfolio and learning log, Course project, teacher feedback

Standard 3 LITERATURE AND CULTURE				
3.1 Develop the skills of close and contextual literary reading.		Unit	Lesson	Resources
3.1.1	Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.	1,2,3	1.16, 2.16, 3.16; 1.17, 2.17, 3.17; 1.15, 4.12	E-text explanations, Vocabulary and Literary Terms, Classzone Interactive vocabulary
3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.	1,2,3	1.16, 2.16, 3.16; 1.17, 2.17, 3.17; 1.15, 4.7	E-text, Vocabulary and Literary Terms, Academic Reading Handbook
3.1.3	Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works..	1,2,3	1.16, 2.16, 3.16; 1.17, 2.17, 3.17; 1.15	E-text, Vocabulary and Literary Terms

3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.	1,2,3	1.16, 2.16, 3.16; 1.17, 2.17, 3.17; 1.15	E-text, Vocabulary and Literary Terms
3.1.5	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.	1,2	1.12, 2.16	United Streaming Video "I Have a Dream", E-text
3.1.6	Examine differing and diverse interpretations of literary and expository works and explain how and why interpretation may vary from reader to reader.	1,2,3	1.9, 2.9, 3.9	Discussion Boards
3.1.7	Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.	1,2,3	1.16, 2.16, 3.16	E-text Readings, Explanations, and Background for Reading
3.1.8	Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by expository works.	1,2,3	1.16, 2.16, 3.16, 1.9, 2.9, 3.9	E-text Background for Reading, Discussion Boards
3.1.9	Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.	1,2,3	1.16, 2.16, 3.16, 1.9,2.9,3.9	E-text Background for Reading, Discussion Boards
3.1.10	Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.	1,2,3	1.9, 2.9, 3.9	Discussion Boards
3.2 Read and respond to classic and contemporary fiction, literary non-fiction, and expository text, from a variety of literary genres representing many time periods and authors (e.g., myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative non-fiction, hypertext fiction).		Unit	Lesson	Resources
3.2.1	Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre text, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.	1,2,3	1.16, 2.16, 3.16; 4.6, 4.7	E-text Readings, Explanations, and Academic Reading Handbook; Explanations on Blackboard Site
3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.	1,2,3	1.16, 2.16, 3.16; 4.6, 4.7	E-text Readings, Explanations, and Academic Reading Handbook; Explanations on Blackboard Site
3.2.3	Identify how elements of dramatic literature (e.g., dramatic irony, soliloquy, stage direction, and dialogue) illuminate the meaning of the text.	1,2,3	1.16, 2.16, 3.16; 4.6;1.17, 2.17, 3.17	E-text, Blackboard, Vocabulary and Literary Terms
3.2.4	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).	1,2,3	1.9, 2.9, 3.9	Discussion Board
3.2.5	Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.	1,2,3	1.3, 2.3, 3.3; 1.7, 2.7, 3.7; 1.14, 2.14, 3.14; 4.4	Quick Writes, Writer's Workshops, Assessments, Course Project
3.3 Use knowledge of literary history, traditions, and theory to analyze the meaning of texts.		Unit	Lesson	Resources

3.3.1	Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g., Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced.	1,2,3	1.16, 2.16, 3.16	E-text Background for Reading, Readings
3.3.2	Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.	1,2,3	1.16, 2.16, 3.16	E-text Background for Reading, Readings
3.3.3	Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).	1,2,3	1.16, 2.16, 3.16	E-text Readings, Explanations
3.3.4	Demonstrate knowledge of American minority literature and the contributions of minority writers.	1,2,3	1.16, 2.16, 3.16	E-text Readings, Background for Reading
3.3.5	Demonstrate familiarity with world literature, including authors beyond American and British literary traditions.	1	1.16	E-text Readings, Background for Reading
3.3.6	Critically examine standards of literary judgment (e.g., aesthetic value, quality of writing, literary merit, social significance) and questions regarding the inclusion and/or exclusion of literary works in the curriculum (e.g., canon formation, "classic" vs. "popular" texts, traditional vs. non-traditional literature, the place of literature by women and/or minority writers).	1,3	1.16, 3.16	E-text Readings, Explanations
3.4 Examine mass media, film, series fiction, and other texts from popular culture.		Unit	Lesson	Resources
3.4.1	Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and works from popular culture.	1,2,3	4.1	Independent Study <i>To Kill a Mockingbird</i>
3.4.2	Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.	1,2,3	4.1	Independent Study TKAM
3.4.3	Understand the ways people use media in their personal and public lives.	3	3.12	United Streaming video "I Have a Dream"
3.4.4	Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.	1,2,3	4.1	Independent Study TKAM

Standard 4 LANGUAGE

4.1 Understand and use the English language effectively in a variety of contexts and settings.		Unit	Lesson	Resources
4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal), and for various rhetorical purposes.	1,2,3	1.16, 2.16, 3.16; 1.17, 2.17, 3.17; 4.10	E-text, Vocabulary and Literary Terms, Grammar Handbook
4.1.2	Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).	1,2,3	1.17, 2.17, 3.17; 1.16,2.16, 3.16; 4.12	E-text, Vocabulary and Literary Terms, Classzone Interactive Vocabulary
4.1.3	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).	1,2,3	1.9, 2.9, 3.9;1.16, 2.16, 3.16;1.7, 3.7, 3.8	Discussion Boards, E-text, Writer's Workshops

4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.	1,2,3	1.9, 2.9, 3.9; 1.16, 2.16, 3.16; 1.7, 3.7, 3.8	Discussion Boards, E-text, Writer's Workshops
4.1.5	Demonstrates use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.	1,2,3	1.7, 2.7, 3.7;1.4, 2.4 3.4; 1.13, 2.13, 3.13; 4.10	Writer's Workshops, Independent Study Project TKAM, Grammar, Usage, and Mechanics, Grammar Handbook
4.2 Understand how language variety reflects and shapes experience.		Unit	Lesson	Resources
4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under difference circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).	Intro, 3	3.16, 3.12, 4.3	Introduction, E-text, United Streaming video "I Have a Dream", Netiquette
4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).	Intro, 3	3.16, 3.12, 4.3	Introduction, E-text, United Streaming video "I Have a Dream", Netiquette
4.2.3	Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.	Intro, 3	3.16, 3.12, 4.3	Introduction, E-text, United Streaming video "I Have a Dream", Netiquette
4.2.4	Understand the appropriate uses and implications of casual or informal vs. professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, racial, ethnic, or gender epithets).	Intro, 3	3.16, 3.12, 4.3	Introduction, E-text, United Streaming video "I Have a Dream", Netiquette
4.2.5	Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.	Intro, 3	3.16, 3.12, 4.3	Introduction, E-text, United Streaming video "I Have a Dream", Netiquette