

## English 1

State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description
A	A student should be able to speak and write well for a variety of purposes and audiences.		
A.1	apply elements of effective writing and speaking; these elements include ideas, organization, vocabulary, sentence structure, and personal style;	Organization Sentence Fluency Word Choice	Section 3 Section 3 Section 2
A.2	in writing, demonstrate skills in sentence and paragraph structure, including grammar, spelling, capitalization, and punctuation;	Conventions	Section 2-3
A.3	in speaking, demonstrate skills in volume, intonation, and clarity;	Conventions	Section 5
A.4	write and speak well to inform, to describe, to entertain, to persuade, and to clarify thinking in a variety of formats, including technical communication;	Ideas Sentence Fluency Presentation	Section 5-7 Section 5-7 Section 6
A.5	revise, edit, and publish the student's own writing as appropriate;	Presentation Research	Section 6 Section 7
A.6	when appropriate, use visual techniques to communicate ideas; these techniques may include role playing, body language, mime, sign language, graphics, Braille, art, and dance;	Presentation	Section 6
A.7	communicate ideas using varied tools of electronic technology; and	Biography Presentation Conventions	Section 5-7 Section 6 Section 7
A.8	evaluate the student's own speaking and writing and that of others using high standards.	Biography Presentation Conventions	Section 5-7 Section 6 Section 7
B	A student should be a competent and thoughtful reader, listener, and viewer of literature, technical materials, and a variety of other information.		

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B.1	comprehend meaning from written text and oral and visual information by applying a variety of reading, listening, and viewing strategies; these strategies include phonic, context, and vocabulary cues in reading, critical viewing, and active listening;	Ideas Sentence Fluency Presentation	Section 4 Section 4 Section 1
B.2	reflect on, analyze, and evaluate a variety of oral, written, and visual information and experiences, including discussions, lectures, art, movies, television, technical materials, and literature; and	Ideas Sentence Fluency Presentation	Section 4 Section 4 Section 1
B.3	relate what the student views, reads, and hears to practical purposes in the student's own life, to the world outside, and to other texts and experiences.	Word Choice Presentation	Section 3-7 Section 6
C	A student should be able to identify and select from multiple strategies in order to complete projects independently and cooperatively.	Presentation Research	Section 6 Section 1-4
C.1	make choices about a project after examining a range of possibilities;		
C.2	organize a project by		
C.2.a	understanding directions;	Presentation Research	Section 6 Section 1-4

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C.2.b	making and keeping deadlines; and	Presentation Research	Section 6 Section 1-4
C.2.c	seeking, selecting, and using relevant resources;	Presentation Research	Section 6 Section 1-4
C.3	select and use appropriate decision-making processes;	Presentation Research	Section 6 Section 1-4
C.4	set high standards for project quality;	Presentation Research	Section 6 Section 1-4
C.5	when working on a collaborative project,		
C.5.a	take responsibility for individual contributions to the project;		
C.5.b	share ideas and workloads;		
C.5.c	incorporate individual talents and perspectives;		

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C.5.d	work effectively with others as an active participant and as a responsive audience; and		
C.5.e	evaluate the processes and work of self and others.		
D	A student should be able to think logically and reflectively in order to present and explain positions based on relevant and reliable information.		
D.1	develop a position by	Research Word Choice Organization	Section 1-4 Section 5 Section 3
D.1.a	reflecting on personal experiences, prior knowledge, and new information;	Research Word Choice Organization	Section 1-4 Section 5 Section 3
D.1.b	formulating and refining questions;	Research Word Choice Organization	Section 1-4 Section 5 Section 3
D.1.c	identifying a variety of pertinent sources of information;	Research Presentation	Section 1-4 Section 6
D.1.d	analyzing and synthesizing information; and	Research Word Choice Organization	Section 1-4 Section 5 Section 3

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D.1.e	determining an author’s purposes;	Introduction	Section 1
D.2	evaluate the validity, objectivity, reliability, and quality of information read, heard, and seen;	Research Word Choice Organization	Section 1-4 Section 5 Section 3
D.3	give credit and cite references as appropriate; and	Research	Section 1-7
D.4	explain and defend a position orally, in writing, and with visual aids as appropriate.	Research Word Choice Organization	Section 1-4 Section 5 Section 3
E	A student should understand and respect the perspectives of others in order to communicate effectively.	Biography Presentation	Section 4-7 Section 6
E.1	use information, both oral and written, and literature of many types and cultures to understand self and others;	Research Biography	Section 1-4 Section 1-7
E.2	evaluate content from the speaker’s or author’s perspective;	Research Biography	Section 1-4 Section 1-7
E.3	recognize bias in all forms of communication; and		



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E.4	recognize the communication styles of different cultures and their possible effects on others.		
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