



## English I

State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description
1	Writing, Speaking, and Visual Expression		
1.1	Understand and practice writing as a recursive process.	Conventions	Revised Essay Review and Final Draft
CE 1.1.1	Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.	Conventions	Revised Essay Review and Final Draft
			Using Technology to Edit
			Revising Your Diagnostic Essay for Conventions
		Research	Research, Decision-Making, and Drafting
		Organization	Semester Project and Review
		Sentence Fluency	Semester Project
		Voice	Semester Project
CE 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).	Ideas	Have something to say
		Research	Preparation
CE 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).	Voice	Adapting Voice to Audience and Purpose
		Introduction	Audience and Purpose
			Audience
		Research	Purpose and Audience
CE 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	Introduction	Diagnostic
			6 + 1 Writing Traits



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	simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.	Sentence Fluency	The Limitations of Technology
CE 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.	Introduction	The Writing Process
			Active Learning
			Diagnostic
		Sentence Fluency	Semester Project
		Word Choice	Semester Project
		Conventions	Revising Your Diagnostic Essay for Conventions
			Revised Essay Review and Final Draft
		Research	Research, Decision-Making, and Drafting
	Organization	Semester Project and Review	
	Voice	Semester Project	
CE 1.1.6	Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.	Sentence Fluency	Introduction
			Revising for Sentence Fluency
		Conventions	Introduction
		Sentence Fluency	Importance of Sentence Fluency
			Combining Sentences
			Using Your Own Work as a Sample
	Combining Sentences for Sentence Fluency		
	Recognizing Sentence		



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			Fluency
			Vary Sentence Length and Structure
		Conventions	Revising Your Diagnostic Essay for Conventions
			Avoiding Common Errors
CE 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.	Introduction	Audience
			Audience and Purpose
		Conventions	Avoiding Common Errors
			Using Technology to Edit
			Introduction
			Revising Your Diagnostic Essay for Conventions
		Word Choice	Nouns
			Strategies for Improving Word Choice
			Verbs
			Using Logical Relationships
			Adjectives
			Improving Diction
			Adverbs
		Sentence Fluency	Transitions
		Voice	Adapting Voice to Audience and Purpose
		Research	Purpose and Audience
		Biography	Introduction
CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a	Conventions	Common Spelling Errors



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CE 1.1.8	public audience.	Conventions	Common Spelling Errors
			Confusing Word Pairs
		Introduction	Audience and Purpose
		Introduction	Audience
		Voice	Adapting Voice to Audience and Purpose
		Research	Purpose and Audience
		Biography	Introduction
1.2	Use writing, speaking, and visual expression for personal understanding and growth.	Presentation	
CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.	Presentation	
CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).	Presentation	
CE 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).	Organization	Technology and Writing
CE 1.2.4	Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.	Introduction	Active Learning
			The Writing Process
		Organization	Electronic Portfolio
			Technology and Writing
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).	Introduction	Audience and Purpose
CE 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,	Biography	Introduction
			Biographical and Autobiographical Writing
			Classic Biography and



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	free verse, dialogue, comparison/contrast, definition, or cause and effect).		Autobiography
		Presentation	Technical Writing Creating a Presentation
CE 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 by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.	Introduction	Audience
			Diagnostic
			Purpose
			6 + 1 Writing Traits
			Audience and Purpose
		Organization	Logical Organization Structures
			Sentence Ambiguity
			Transitions Between Paragraphs
			Sentences
			Paragraphing Structures
			Types of Complements Paragraphs
			Transitions Within Paragraphs
			Essays
		Sentence Fluency	Analyzing Essay Structure
			More Ways to Combine Sentences
			Recognizing and Correcting Sentence Errors
			Transitions
			Combining Sentences



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			Run-ons
			Combining Sentences for Sentence Fluency
			Fragments
		Biography	Introduction
		Voice	Adapting Voice to Audience and Purpose
		Ideas	Thinking Skills and Logic
		Presentation	Semester Project
		Research	Formal Essays
CE 1.3.3	Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.	Introduction	Thesis Statement
			Diagnostic
			6 + 1 Writing Traits
		Presentation	Formal Essays
CE 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 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).	Ideas	Semester Project
			Essays
		Organization	Essays
			Introduction
			Thinking Skills and Logic
		Research	The Research Paper: 6 + 1 Writing Traits in Paper
			Thesis Statement
		Introduction	Diagnostic
	6 + 1 Writing Traits		
CE 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	Organization	Basic Organizational Structures
		Introduction	Audience and Purpose



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	communication strategies appropriately and effectively.		
CE 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).	Introduction	The Writing Process Active Learning
CE 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.	Introduction	Threaded Discussion
CE 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).	Conventions	Discussion Assignment
		Presentation	Why Presentation Matters
			Tips and Practice for Effective Presentations
			Technical Writing
		Introduction	Discussion
			Threaded Discussion
Grading Discussion			
CE 1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.	Presentation	Tips and Practice for Effective Presentations
1.4	Develop and use the tools and practices of inquiry and research-generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.	Introduction	Research
CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.	Research	Introduction Topic Focusing
		Presentation	Research Papers
CE 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.	Research	Gathering Information
			Source Cards



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CE 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).	Ideas	Introduction
CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (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.	Research	Source Cards
CE 1.4.5	Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.	Organization	Beginning-Middle-End
CE 1.4.6	Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).	Introduction	Research
CE 1.4.7	Recognize the role of research, including student 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 research brief, a multi-genre report, I-Search, literary analysis, news article).	Introduction	Research
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).	Voice	Logic and Voice in Poetry
CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.	Word Choice	Creativity in Word Choice
		Presentation	Technical Writing Creating a Presentation
CE 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.	Introduction	Audience and Purpose Audience
		Presentation	Technical Writing



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			Creating a Presentation
		Voice	Adapting Voice to Audience and Purpose
			Looking at Samples
		Research	Purpose and Audience
		Biography	Introduction
CE 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, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).	Introduction	6 + 1 Writing Traits
			Audience and Purpose
			Audience
			Diagnostic
		Organization	Basic Organizational Structures
		Research	The Research Paper: 6 + 1 Writing Traits in Paper
			Purpose and Audience
		Voice	Adapting Voice to Audience and Purpose
		Biography	Introduction
		Presentation	PDF
		Ideas	Introduction
CE 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).	Word Choice	Using Technology
CE 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).	Presentation	Technical Writing
			Creating a Presentation
2	Reading, Listening, and Viewing	Research	Research and Literature
2.1	Develop critical reading, listening, and viewing strategies.	Research	Research and Literature

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CE 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.	Introduction	Purpose
			Audience and Purpose
			Audience
CE 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.	Introduction	Audience and Purpose
CE 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.	Voice	Using Figurative Language to Improve Voice
CE 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.	Ideas	Thinking Skills and Logic
		Organization	Logical Organization Structures
CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).		Logical Organization Structures
CE 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.	Research	Research Organization and Analysis
CE 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.	Organization	How to Organize What You Say
CE 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.	Organization	How to Organize What You Say
CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.	Voice	Adapting Voice to Audience and Purpose



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CE 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.	Ideas	Introduction
			Thinking Skills and Logic
		Organization	Logical Organization Structures
CE 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.	Conventions	Discussion Assignment
		Introduction	Discussion
			Threaded Discussion
		Grading Discussion	
CE 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, notice 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).	Voice	Adapting Voice to Audience and Purpose
		Ideas	Thinking Skills and Logic
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).	Presentation	
CE 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).	Word Choice	
CE 2.2.2	Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.	Presentation	Technical Writing
			Creating a Presentation
CE 2.2.3	Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.	Ideas	Literature: The World of Universal Ideas
2.3	Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.	Ideas	Literature: The World of Universal Ideas
CE 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.	Introduction	Audience and Purpose
			Audience
			Purpose
CE 2.3.2	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.	Ideas	Novel Study



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CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).	Presentation	Technical Writing
CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).	Research	Research Organization and Analysis
CE 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.	Organization	Logical Organization Structures
CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.	Ideas	Novel Study
CE 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).	Introduction	Threaded Discussion
CE 2.3.8	Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.	Introduction	Threaded Discussion
3	Literature and Culture	Ideas	Literature: The World of Universal Ideas
3.1	Develop the skills of close and contextual literary reading.	Ideas	Literature: The World of Universal Ideas
CE 3.1.1	Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.	Ideas	Short Stories
CE 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.	Ideas	Short Stories
CE 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.	Organization	Elements of Plot
			Special Plot Devices
			Literature: Plot as an Organizational Device
CE 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	Introduction	Audience and Purpose
			Audience

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	purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.		Purpose
		Research	Purpose and Audience
		Voice	Looking at Samples
CE 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.		
CE 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.	Ideas	Literature: The World of Universal Ideas
CE 3.1.7	Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.	Ideas	Literature: The World of Universal Ideas
CE 3.1.8	Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.	Ideas	Literature: The World of Universal Ideas
CE 3.1.9	Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.	Ideas	Literature: The World of Universal Ideas
CE 3.1.10	Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.	Biography	Modern Biography and Autobiography
3.2	Read and respond to classic and contemporary fiction, literary nonfiction, 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).	Ideas	Literature: The World of Universal Ideas
CE 3.2.1	Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.	Biography	Classic Biography and Autobiography
			Introduction
			Biographical and Autobiographical Writing
CE 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.	Voice	Logic and Voice in Poetry
CE 3.2.3	Identify how elements of dramatic literature (e.g., dramatic irony, soliloquy, stage direction, and dialogue) illuminate the meaning of the text.	Word Choice	The Night Thoreau Spent in Jail



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CE 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).	Introduction	Grading Discussion
			Discussion
			Threaded Discussion
		Conventions	Discussion Assignment
CE 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.	Biography	Modern Biography and Autobiography
3.3	Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.	Biography	Classic Biography and Autobiography
CE 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.	Biography	Ben Franklin
		Sentence Fluency	Short Stories
		Word Choice	Literature: Drama Studies
			The Night Thoreau Spent in Jail
CE 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.	Sentence Fluency	Short Stories
		Word Choice	Literature: Drama Studies
			The Night Thoreau Spent in Jail
		Biography	Ben Franklin
CE 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).	Word Choice	Literature: Drama Studies
CE 3.3.4	Demonstrate knowledge of American minority literature and the contributions of minority writers.	Word Choice	Literature: Drama Studies
			The Night Thoreau Spent in Jail
		Biography	Ben Franklin
		Sentence Fluency	Short Stories
CE 3.3.5	Demonstrate familiarity with world literature, including authors beyond American	Ideas	Literature: The World of



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	and British literary traditions.		Universal Ideas
CE 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).	Ideas	Literature: The World of Universal Ideas
3.4	Examine mass media, film, series fiction, and other texts from popular culture.	Ideas	Technology and Writing
		Voice	Logic and Voice in the World Wide Web
CE 3.4.1	Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.	Voice	Logic and Voice in the World Wide Web
CE 3.4.2	Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.	Ideas	Technology and Writing
CE 3.4.3	Understand the ways people use media in their personal and public lives.	Ideas	Technology and Writing
		Voice	Logic and Voice in the World Wide Web
CE 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.	Voice	Logic and Voice in the World Wide Web
4	Language	Introduction	Audience and Purpose
4.1	Understand and use the English language effectively in a variety of contexts and settings.	Introduction	Audience and Purpose
CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.	Sentence Fluency	Avoiding Sentence Errors
			How Sentence Fluency Enhances Logic
			Transitions
		Organization	Sentences
		Word Choice	Nouns
			Verbs



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			Adverbs
CE 4.1.2	Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).	Word Choice	Malapropisms Using Technology
CE 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).	Introduction	Audience and Purpose Audience Purpose
CE 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.	Introduction	Audience and Purpose
CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.	Organization	Sentences
		Sentence Fluency	Using Your Own Work as a Sample Vary Sentence Length and Structure Introduction Revising for Sentence Fluency Transitions Importance of Sentence Fluency Combining Sentences Avoiding Sentence Errors How Sentence Fluency Enhances Logic
		Sentence Fluency	Combining Sentences for Sentence Fluency
		Conventions	Confusing Word Pairs Common Spelling Errors



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			Common Punctuation Errors
			Avoiding Common Errors
		Ideas	Word Choice and Parts of Speech
4.2	Understand how language variety reflects and shapes experience.	Introduction	Audience and Purpose
CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).	Introduction	Audience and Purpose
CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).	Introduction	Audience and Purpose
CE 4.2.3	Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.	Introduction	Audience and Purpose
CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus 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, and racial, ethnic, or gender epithets).	Introduction	Audience and Purpose
CE 4.2.5	Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.	Introduction	Audience and Purpose