

English 1

State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description
	Communication: Speaking, Listening, Media Literacy		
9.1	The student will make planned oral presentations independently and in small groups.		
9.1.a	Include definitions to increase clarity.	Organization Voice	Section 2 Section 5
9.1.b	Use relevant details to support main ideas.	Organization Voice	Section 2 Section 5
9.1.c	Illustrate main ideas through anecdotes and examples.		
9.1.d	Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.	Organization Voice	Section 2 Section 5
9.1.e	Use verbal and nonverbal techniques for presentation.	Organization Voice	Section 2 Section 5
9.1.f	Evaluate impact and purpose of presentation.	Organization Voice	Section 2 Section 5
9.1.g	Credit information sources.		
9.1.h	Give impromptu responses to questions about presentation.		

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9.1.i	Give and follow spoken directions to perform specific tasks, answer questions, or solve problems.	Organization	Section 2
9.1.j	Use a variety of strategies to listen actively.		
9.1.k	Summarize and evaluate information presented orally by others.		
9.1.l	Assume shared responsibility for collaborative work.		
9.2	The student will produce, analyze, and evaluate auditory, visual, and written media messages.		
9.2.a	Analyze and interpret special effects used in media messages including television, film, and Internet.	Voice Presentation	Section 6 Section 3
9.2.b	Determine the purpose of the media message and its effect on the audience.	Voice Presentation	Section 6 Section 3

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9.2.c	Describe possible cause and effect relationships between mass media coverage and public opinion trends.		
9.2.d	Evaluate sources including advertisements, editorial, and feature stories for relationships between intent and factual content.		
9.2.e	Monitor, analyze, and use multiple streams of simultaneous information.		
	Reading		
9.3	The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.		
9.3.a	Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.	Introduction	Study Skills
9.3.b	Use context, structure, and connotations to determine meanings of words and phrases.	Introduction Word Choice	Study Skills Section 3
9.3.c	Discriminate between connotative and denotative meanings and interpret the connotation.	Word Choice	Section 3

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9.3.d	Identify the meaning of common idioms.		
9.3.e	Identify literary and classical allusions and figurative language in text.	Voice	Section 3
9.3.f	Extend general and specialized vocabulary through speaking, reading, and writing.	Word Choice Ideas	Section 3 Section 5
9.3.g	Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.	Sentence Fluency Word Choice	Section 3 Section 1
9.4	The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.		
9.4.a	Identify author's main idea and purpose.	Introduction Word Choice Presentation Ideas	Section 1 Section 1 Section 1 Section 4
9.4.b	Summarize text relating supporting details.	Ideas Conventions	Section 7 Section 7
9.4.c	Identify the characteristics that distinguish literary forms.	Voice Word Choice	Section 2 Section 1

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9.4.d	Use literary terms in describing and analyzing selections.	Word Choice Organization	Section 2,3 Section 5
9.4.e	Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.	Ideas Organization Voice	Section 7 Section 7 Section 4
9.4.f	Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.	Voice	Section 2
9.4.g	Analyze the cultural or social function of a literary text.	Sentence Fluency Word Choice	Section 7 Section 1,4
9.4.h	Explain the relationship between the author's style and literary effect.	Word Choice	Section 4,5
9.4.i	Explain the influence of historical context on the form, style, and point of view of a written work.	Word Choice	Section 4,5
9.4.j	Compare and contrast author's use of literacy elements within a variety of genres.	Voice Word Choice Sentence Fluency	Section 2 Section 2-5 Section 4
9.4.k	Analyze how an author's specific word choices and syntax achieve special effects and support the author's purpose.		

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9.4.l	Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension.	Ideas Organization Sentence Fluency	Section 7 Section 7 Section 7
9.4.m	Use reading strategies to monitor comprehension throughout the reading process.	Introduction Ideas	Study Skills Section 1
9.5	The student will read and analyze a variety of nonfiction texts.		
9.5.a	Recognize an author's intended purpose for writing and identify the main idea.	Introduction Voice Biography	Section 1 Section 1 Section 1
9.5.b	Summarize text relating supporting details.	Biography	Section 3,4
9.5.c	Understand the purpose of text structures and use those features to locate information and gain meaning from texts.	Presentation Biography	Section 1,2 Section 1,2
9.5.d	Identify characteristics of expository, technical, and persuasive texts.	Presentation Biography Sentence Fluency	Section 1,2 Section 1,2 Section 6
9.5.e	Identify a position/argument to be confirmed, disproved, or modified.	Sentence Fluency Voice Ideas	Section 6 Section 7 Section 4

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9.5.f	Evaluate clarity and accuracy of information.	Research	Section 3
9.5.g	Analyze and synthesize information in order to solve problems, answer questions, or complete a task.	Research	Section 3,4
9.5.h	Draw conclusions and make inferences on explicit and implied information using textual support as evidence.	Research	Section 3,4
9.5.i	Differentiate between fact and opinion.	Research	Section 3
9.5.j	Organize and synthesize information from sources for use in written and oral presentations.	Research	Section 3,4
9.5.k	Use the reading strategies to monitor comprehension throughout the reading process.	Research	Section 3
	Writing		
9.6	The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.		

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9.6.a	Generate, gather, and organize ideas for writing.	Sentence Fluency Ideas Biography	Section 6 Section 4 Section 5-7
9.6.b	Plan and organize writing to address a specific audience and purpose.	Research Biography	Section 4 Section 4
9.6.c	Communicate clearly the purpose of the writing using a thesis statement where appropriate.	Research Biography	Section 4 Section 4
9.6.d	Write clear, varied sentences using specific vocabulary and information.	Sentence Fluency	Section 3
9.6.e	Elaborate ideas clearly through word choice and vivid description.	Voice Word Choice	Section 3 Section 3
9.6.f	Arrange paragraphs into a logical progression.	Research Biography	Section 4-7 Section 4-7
9.6.g	Use transitions between paragraphs and ideas.	Research Biography	Section 4-7 Section 4-7
9.6.h	Revise writing for clarity of content, accuracy and depth of information.	Research Biography	Section 4-7 Section 4-7

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9.6.i	Use computer technology to plan, draft, revise, edit, and publish writing.	Research Biography	Section 4-7 Section 4-7
9.7	The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.		
9.7.a	Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions.	Sentence Fluency Conventions	Section 1-4 Section 1-3
9.7.b	Use parallel structures across sentences and paragraphs.	Sentence Fluency Conventions	Section 1-4 Section 1-3
9.7.c	Use appositives, main clauses, and subordinate clauses.	Sentence Fluency Conventions	Section 1-4 Section 1-3
9.7.d	Use commas and semicolons to distinguish and divide main and subordinate clauses.	Sentence Fluency Conventions	Section 1-4 Section 1-3
9.7.e	Distinguish between active and passive voice.	Sentence Fluency	Section 3
9.7.f	Proofread and edit writing for intended audience and purpose.	Research Biography	Section 4-7 Section 4-7

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	Research		
9.8	The student will use print, electronic databases, online resources, and other media to access information to create a research product.		
9.8.a	Use technology as a tool for research to organize, evaluate, and communicate information.	Research Biography	Section 4-7 Section 4-7
9.8.b	Narrow the focus of a search.	Research Biography	Section 4-7 Section 4-7
9.8.c	Find, evaluate, and select appropriate sources to access information and answer questions.	Research Biography	Section 4-7 Section 4-7
9.8.d	Verify the validity and accuracy of all information.	Research Biography	Section 4-7 Section 4-7
9.8.e	Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.	Research Biography	Section 4-7 Section 4-7
9.8.f	Credit the sources of quoted, paraphrased, and summarized ideas.	Research	Section 4-7

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9.8.g	Cite sources of information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).	Research	Section 4-7
9.8.h	Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.	Research	Section 4-7