

# STATE OF MICHIGAN CONTENT STANDARDS

Correlated to:

## Literature and the Language Arts: The American Tradition (Grade 10)

EMC/Paradigm Publishing Inc.

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| <b>CONTENT STANDARD 1: All students will read and comprehend general and technical material.</b> |  |
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| <b>A. Indicators of Learning</b>  | <b>Examples correlated to pages:</b>  |
|---|---|
| <p>(1) Use reading for purposes such as enjoyment, clarifying information, and learning complex procedures.</p>   | <p>(1) <i>Reading purposes: enjoyment</i> - pgs. <b>588-597</b> (“<i>How Reading Changed My Life</i>”), <b>171-182</b> (“<i>The Black Cat</i>”)<br/> <i>clarifying information</i> - pg. <b>657</b> (“<i>Einstein’s Theory of Relativity</i>”), <b>417-424</b> (“<i>Ice Light</i>”)<br/> <i>complex procedures</i> - pgs. <b>170</b> (“<i>Writer’s Journal</i>”), <b>1111</b> (“<i>step-by-step procedure</i>”)</p>   |
| <p>(2) Read a variety of texts with developing fluency, such as short stories, novels, poetry, plays, textbooks, manuals, and periodicals.</p>  | <p>(2) <i>Short stories</i> - pgs. <b>224-230</b> (“<i>The Enchanted Garden</i>”), <b>528-537</b> (“<i>The Happy Man</i>”), <b>785-790</b> (“<i>Dead Men’s Path</i>”)<br/> <i>poetry</i> - pgs. <b>88-89</b> (“<i>Dream Variations</i>”), <b>116-117</b> (“<i>I Heard My Love</i>”)<br/> <i>plays</i> - pgs. <b>242-338</b> (“<i>The Tragedy of Julius Caesar</i>”), <b>978-993</b> (“<i>The Hitchhiker</i>”); <i>manual</i> - pgs. <b>1119-1140</b> (“<i>Handbook of Literary Terms</i>”)</p>  |
| <p>(3) Employ multiple strategies to construct meaning, such as generating questions, studying vocabulary, analyzing mood and tone, recognizing how authors use information, generalizing ideas, matching form to content, and developing reference skills.</p> | <p>(3) <i>Generating questions</i> - pgs. <b>1008-1009, 1012, 1024, 1078-1079</b> <i>see also</i> “<i>Guided Reading Questions</i>” in all selections;<br/> <i>studying vocabulary</i> - pgs. <b>641, 668, 842, 857, 1017, 1044</b>, <i>see also</i> “<i>Words for Everyday Use</i>” with each selection<br/> <i>analyzing mood &amp; tone</i> - pgs. <b>83, 162, 433, 917, 1131</b><br/> <i>how authors use information</i> - pgs. <b>362-363, 395-404, 489-497</b><br/> <i>generalizing ideas</i> - pg. <b>1091</b><br/> <i>developing reference skills</i> - pgs. <b>1097-1098</b></p> |
| <p>(4) Employ multiple strategies to recognize words as they construct meaning, including the use of context clues, word roots and affixes, and syntax.</p>   | <p>(4) <i>Context clues</i> - pgs. <b>794, 1015</b>, <i>see also</i> <i>vocabulary study at the end of each unit</i>; <i>word roots</i> - pgs. <b>641, 1017</b><br/> <i>syntax</i> - pgs. <b>1044</b>; <i>diction</i> - pgs. <b>488, 497, 1040, 1125</b></p>  |
| <p>(5) Respond to a variety of oral, visual, written, and electronic texts by making connections to their personal lives and the lives of others.</p>   | <p>(5) <i>Connections: oral texts</i> - pgs. <b>83-87, 149-155, 230, 1084-1085</b>; <i>visual texts</i> - pg. <b>1117</b>, <i>written texts</i> - pgs. <b>198-207, 364-386</b>, <i>also see</i> “<i>Writer’s Journal</i>”, “<i>Reader’s Journal</i>”, “<i>Graphic Organizers</i>” for <i>connections</i>; <i>electronic texts</i> - pgs. <b>1012-1015, 1098-1099, 1101, 1104</b></p>  |

**Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.**

**A. Indicators of Learning**

(1) Write fluently for multiple purposes to produce compositions, such as personal narratives, persuasive essays, lab reports, poetry.

**Examples correlated to pages:**

(1) *Personal narrative compositions* - pgs. 405, 415, 598-604  
*persuasive essays* - pgs. 348-356, 363, 510-515  
*encyclopedia entry* - pg. 61  
*poetry* - pgs. 74-77, 149-155  
*writing directions* - pgs. 445, 1111  
*comparison/contrast essays* - pgs. 465, 473, 499-506  
*writing newsletter copy* - pgs. 182, 744, 790, 794

(2) Recognize and use author's techniques that convey meaning and build empathy with readers when composing their own texts. Examples include appeals to reason and emotion, use of figurative language, and grammatical conventions which assist audience comprehension.

(2) *Appeals to reason & emotion: figurative language* - pgs. 78-81, 120-127, 1128-1129  
*persuasive writing* - 348-356, 363, 448-456, 852-856  
*grammatical conventions to assist comprehension* - pgs. 1040-1072  
 ("Grammer Handbook")

(3) Plan and draft text and revise and edit their own writing, and help others revise and edit in such areas as content, perspective, and effect.

(3) *Editing to clarify* - pgs. 514-515, 701-702, 1050  
*total writing process* - pgs. 1018-1020  
*effect (correcting wordiness)* - pg. 1050  
*evaluation* - pgs. 351, 451, 701

(4) Select and use appropriate language conventions when editing text. Examples include various grammatical constructions, subject-verb agreement, punctuation, and spelling.

(4) *Grammatical construction: prepositions, conjunctions & interjections* - pgs. 223, 1043, 1062-1063, 1041, 1063;  
*punctuation* - pgs. 1067-1069; *spelling* - pgs. 1071-1072  
*pronoun/antecedent agreement* - pgs. 145, 603-604, 1055  
*subject-verb agreement* - pgs. 234-235, 1052-1053

**Content Standard 3: All students will focus on meaning and communications as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.**

| <b>A. Indicators of Learning</b>  | <b>Examples correlated to pages:</b>   |
|---|--|
| (1) Integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a career exploration.  | (1) <i>Unit group projects</i> - <b>pg. 404</b> ( <i>Civil Rights celebration</i> ), <b>pg. 714</b> ( <i>workplace diversity training program</i> ), <b>pg. 207</b> ( <i>observation and description game</i> )<br><b>pg. 308</b> (“ <i>Media Literacy</i> ” project)  |
| (2) Begin to implement strategies to regulate effects of variables of the communication process. An example is selecting a format for the message to influence the receiver’s response.   | (2) <i>Influencing receiver’s response</i> - <b>pgs. 550, 935</b> ( <i>advertising</i> ); <b>pg. 507</b> ( <i>editorial essay</i> ); <i>press releases</i> - <b>pgs. 432, 474, 1116</b><br><i>news reports/articles</i> - <b>pgs. 217, 744, 790</b><br><i>public service announcements</i> - <b>pgs. 597, 1116</b>   |
| (3) Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively. Examples include reporting formally to an audience, debating issues, and interviewing members of the public.  | (3) <i>Reporting formally to audience</i> - <b>pgs. 526, 661, 808</b><br><i>debating issues</i> - <b>pgs. 344, 498, 763, 1086-1087</b><br><i>interviewing</i> - <b>pgs. 463, 719, 832, 1026</b><br><i>writing a personal essay</i> - <b>pgs. 598-604</b>   |
| (4) Practice verbal and nonverbal strategies that enhance understanding of spoken messages and promote effective listening behaviors. Examples include altering inflection, volume, and rate, using evidence, and reasoning.  | (4) <i>Speaking and listening strategies</i> - <b>pgs. 1073-1079</b><br><i>verbal and nonverbal communication</i> - <b>pgs. 1073-1074</b><br><i>altering inflection, volume and rate</i> - <b>pg. 1073</b><br><i>decision making</i> - <b>pgs. 1088-1089</b><br><i>adapting listening skills to specific tasks</i> - <b>pgs. 1074-1076</b>   |
| (5) Select appropriate strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include generating relevant questions, studying vocabulary, analyzing mood and tone, recognizing how authors and speakers use information, and matching form to content. | (5) <i>Generating relevant questions</i> - <b>pgs. 1008-1009, 1024, 1078-1079</b><br><i>studying vocabulary, diction &amp; word choice</i> - <b>pgs. 641, 857, 1017, 1044</b><br><i>analyzing mood and tone</i> - <b>pgs. 83, 162, 433, 917, 1131</b><br><i>recognizing how authors and speakers use information</i> - <b>pgs. 362-363</b><br><i>matching form to content</i> - <b>pg. 189, 996, 700, 853</b><br><i>see also Content Standard 1.3.</i> |
| (6) Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as semantic and structural features, prior knowledge, reference materials, and electronic sources.  | (6) <i>Structural/semantic features to enhance meaning</i> - <b>pgs. 207, 217, 230</b><br><i>also “Words for Everyday Use”</i><br><i>reference materials</i> - <b>pgs. 1097-1098</b><br><i>electronic sources</i> - <b>pgs. 462, 1012-1015, 1098-1099, 1101, 1104</b>  |

**Content Standard 3 (cont.): All students will focus on meaning and communications as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.**

| <b>A. Indicators of Learning</b>  | <b>Examples correlated to pages:</b>   |
|---|--|
| <p>(7) Recognize and use varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include identification with characters and multiple points of view.</p> | <p>(7) <i>Identification with characters</i> - <b>pgs. 162, 528-537, 208-216, 563-579</b><br/> <i>multiple points of view</i> - <b>pgs. 128, 190, 711, 1134</b><br/> <i>narrator and repetition</i> - <b>pgs. 164, 288, 307, 526, 667, 772, 785, 1132</b></p>  |
| <p>(8) Express their responses and make connections between oral, visual, written, and electronic texts and their own lives.</p>  | <p>(8) <i>Respond and connect: oral interpretation</i> - <b>pgs. 527, 719, 7945, 728, 1084-1086</b><br/> <i>visual</i> - <b>pgs. 513-515</b><br/> <i>written</i> - <b>pgs. 9, 344, 394, 1019</b><br/> <i>electronic-</i> <b>pgs. 462-464, 1098-1099, 1104</b><br/> <i>communicating with others-</i> <b>pgs. 385, 1080</b></p> |

**Content Standard 4: All students will use the English language effectively.**

| Indicators of Learning   | Examples correlated to pages:   |
|--|---|
| <p>(1) Compare and contrast spoken, written, and visual language patterns used in their communication contexts, such as community activities, discussions, mathematics and science classes, and the workplace.</p>   | <p>(1) <i>Compare &amp; contrast language patterns</i> - <b>pgs. 1017, 1043-1044, 1047-1057</b><br/> <i>spoken patterns-</i> <b>pgs. 808, 1080-1081, 1082-1084</b><br/> <i>written -</i> <b>pgs. 993, 1037</b><br/> <i>visual -</i> <b>pgs. 1014-1015, 1087</b></p>   |
| <p>(2) Investigate the origins of language patterns and vocabularies and their impact on meaning in formal and informal situations. An example is comparing language in a business letter to language in a friendly letter.</p>  | <p>(2) <i>Formal and informal language patterns in formal and informal situations: comparing language in business letter to that of a friendly letter</i> - <b>pgs. 452-453, 698, 778-778, 1038-1039</b></p>  |
| <p>(3) Investigate idiomatic phrases and word origins and how they have contributed to contemporary meaning.</p>   | <p>(3) <i>Idiomatic phrases/dialect</i> - <b>pgs. 488, 497, 965, 976, 1040, 1125</b><br/> <i>word origins and meaning</i> - <b>pgs. 641, 1017</b></p>   |
| <p>(4) Demonstrate how communication is affected by connotation and denotation and why one particular word is more effective or appropriate than others in a given context.</p>  | <p>(4) <i>Connotation and denotation</i> - <b>pgs. 1017, 1124-1125</b><br/> <i>context</i> - <b>pgs. 794, 1015</b></p>  |
| <p>(5) Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to a particular field. Examples include community building, an explanation of a biological concept, comparison of computer programs, commentary on an artistic work, analysis of a fitness program, and classroom debates on political issues.</p> | <p>(5) <i>Appropriate levels of discourse</i> - <b>pgs. 207, 432, 1017, 1038, 1051</b><br/> <i>writing reports</i> - <b>pg. 526, 661, 668, 808</b><br/> <i>writing directions-</i> <b>pgs. 445, 1111</b><br/> <i>writing step-by-step procedures</i> - <b>pg. 170, 1111</b><br/> <i>debating</i> - <b>pgs. 344, 498, 763, 832, 925</b><br/> <i>identifying with your audience</i> - <b>pgs. 150-151, 350, 599, 700, 853-854</b><br/> <i>group discussion</i> - <b>pgs. 87, 115, 661</b></p> |

**Content Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.**

| <b>Indicators of Learning</b>   | <b>Examples correlated to pages:</b>   |
|---|--|
| <p>(1) Select, read, listen to, view and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p>   | <p>(1) <i>Quality &amp; literary merit of texts: pgs. 128-133 (Jamaica Kincaid’s “Holidays”), pgs. 190-197 (“The Moment Before the Gun Went Off”), pgs. 242-344 (“The Tragedy of Julius Caesar”)</i></p>   |
| <p>(2) Describe and discuss shared issues in the human experience that appear in literature and other texts from around the world. Examples include quests for happiness and service to others.</p> <p>(3) Identify and discuss how the tensions among characters, communities, themes, and issues in literature and other texts are related to one’s own experience.</p> | <p>(2) <i>Human experience issues: alienation - pgs. 669-692 (“Flowers for Algernon”), pgs. 720-728 (“The Cabuliwallah”), pgs. 785-790 (“Dead Men’s Path”); family - pgs. 642-649 (“My Left Foot”), pg. 659 (“My Credo”); pgs. 208-217 (“I Stand Here Ironing”); growing up - pgs. 364-385 (“The Diary of a Young Girl”); death - pgs. 242-344 (The Tragedy of Julius Caesar”) justice - pgs. 395-404 (“Montgomery Boycott”)</i></p> <p>(3) <i>Theme analysis - pgs. 163, 216, 229, 714, 727, 770, 772, 1140</i></p> |
| <p>(4) Investigate and demonstrate understanding of the cultural and historical contexts of the themes, issues, and our common heritage as depicted in literature and other texts.</p>  | <p>(4) <i>Historical and cultural contexts - pgs. 10-15 (“The Greek Myths”), pgs. 16-21 (“Popol Vuh”), pgs. 23-31 (“Popocatepetl and Ixtacihuatl”), pg. 32-44 (“King Arthur and His Knights of the Round Table”), pgs. 54-61 (“Sundiata Keita: The Legend and the King”)</i></p>   |
| <p>(5) Investigate through literature and other texts various examples of distortion and stereotypes. Examples include those associated with gender, race, culture, age, class, religion, and handicapping conditions.</p>  | <p>(5) <i>Distortion and stereotyping - pgs. 190-197, 764-769, 795-808 bias/prejudice - pgs. 833 - 842 (“Desert Exile: The Uprooting of a Japanese American Family”) diversity - pgs. 386 - 394 (“Harriet Tubman: The Moses of Her People”) religion - pgs. 926 - 932 (“A Very Old Man With Enormous Wings”)</i></p>   |

**Content Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.**

| <b>A. Indicators of Learning</b>   | <b>Examples correlated to pages:</b>   |
|--|--|
| (1) Analyze their use of elements of effective communication that impact their relationships in their schools, families, and communities. Examples include use of pauses, suspense, and elaboration. | (1) <i>Elements of effective communication</i> : <b>pgs. 348-356, 432, 598-604 978, 992, 1019-1020, 1029-1030, 1033-1034</b>   |
| (2) Demonstrate their ability to use different voices in oral and written communication to persuade, inform, entertain, and inspire their audiences.   | (2) <i>Persuasive voice</i> - <b>pgs. 512-515</b> ( <i>media campaign</i> )<br><i>informative voice</i> - <b>pgs. 349-350</b> ( <i>extended definition</i> ), <b>pgs. 774-779</b> ( <i>cause and effect essay</i> );<br><i>entertaining voice</i> - <b>pgs. 994-1002</b> (“ <i>writing science fiction short story</i> ”)<br><i>expressive voice</i> - <b>pgs. 150, 449</b> ( <i>poetic voice</i> )<br><i>finding your voice</i> - <b>pgs. 63-64</b> ( <i>understanding register</i> ), <b>pgs. 1019-1020</b> ( <i>modes &amp; purposes of writing</i> ) |
| (3) Compare and contrast the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences’ expectations.                        | (3) <i>How authors, speakers and illustrators shape text &amp; influence audience expectations</i> - <b>pgs. 63-65, 449-450, 700-706, 855-856, 1014-1015, 1025, 1033-1034</b>  |
| (4) Document and enhance a developing voice through multiple media. Examples include reflections for their portfolios, audio and video tapes, and submissions for publications.                      | (4) <i>Opportunities to develop voice through reflections for portfolios</i> - <b>pgs. 1002, 856, 779, 456</b><br><i>audio and video tapes</i> - <b>pgs. 462-464, 1087, 1075-1076</b><br><i>submissions for publications</i> - <b>pgs. 69, 155, 234, 356</b>   |

**Content Standard 7: All students will demonstrate, analyze, and reflect upon the skill and processes used to communicate through listening, speaking, reading, and writing.**

| <b>Indicators of Learning</b>  | <b>Examples correlated to pages:</b>  |
|--|---|
| <p>(1) Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include generating questions, studying vocabulary, analyzing mood and how creators of text use and represent information, and matching form to content.</p> | <p>(1) <i>Constructing meaning by generating questions</i> - <b>pgs. 852-853, 1024</b><br/> <i>analysis charts</i> - <b>pgs. 1025-1026</b><br/> <i>organizing ideas</i> - <b>pgs. 1027-1030</b><br/> <i>see also, Content Standard 1.3 - (Page 1 of this document)</i></p>  |
| <p>(2) Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning, and develop strategies to deal with new communication needs.</p>   | <p>(2) <i>Evaluating strategies</i> - <b>pgs. 1032-1033</b><br/> <i>vocabulary development</i> - <b>pg. 209</b><br/> <i>analyzing a syntactic language</i> - <b>pgs. 1043-1044</b><br/> <i>using electronic communication</i> - <b>pgs. 1098-1099, 1101, 1104</b></p>   |
| <p>(3) Reflect on their own developing literacy, set learning goals, and evaluate their progress.</p>  | <p>(3) <i>Analyzing different genres</i> - <b>pgs. 795, 807, 1129</b><br/> <i>setting learning goals</i> - <b>pgs. 74-77, 151, 149-155, 1134 (poetic license);</b><br/> <i>evaluating, extending, perspective</i> - <b>pg. 1093</b><br/> <i>group communication</i> - <b>pgs. 1117-1118</b></p>   |
| <p>(4) Demonstrate a variety of strategies for planning, drafting, revising, and editing several different forms of texts for specific purposes. Examples include persuading a particular audience to take action and capturing feelings through poetry.</p>               | <p>(4) <i>Developing strategies to meet different purposes</i> - <b>pgs. 348-356, 510-515;</b> <i>comparing forms of communication</i> - <b>pg. 507</b><br/> <i>writing and editing a personal narrative</i> - <b>pgs. 598-604, 1019</b><br/> <i>personal writing</i> - <b>pgs. 1019</b><br/> <i>comparison-contrast</i> - <b>pgs. 404, 855-856, 1029</b></p> |

**Content Standard 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics, including text structure, figurative and descriptive language, spelling, punctuation, and grammar to construct and convey meaning.**

| Indicators of Learning  | Examples correlated to pages:  |
|---|--|
| <p>(1) Select and use mechanics that enhance and clarify understanding. Examples include paragraphing, organizational patterns, variety in sentence structure, appropriate punctuation, grammatical constructions, conventional spelling, and the use of connective devices, such as pre-views and reviews.</p>             | <p>(1) <i>Mechanics that clarify meaning: paragraphing - pgs. 67-69, 153-155 sentence variety - pgs. 353-356, 82, 487, 1044 punctuation - pgs. 1067-1069 grammatical constructions - pgs. 1066 (main clause), 911-912 (parallelism); “Grammar Handbook” - pgs. 1040-1071</i></p>   |
| <p>(2) Describe and use characteristics of various narrative genre and elements of narrative technique to convey ideas and perspectives. Examples include foreshadowing and flashback in poetry, science fiction, short stories, and novels.</p>  | <p>(2) <i>Foreshadowing &amp; flashback - pgs. 23, 30, 198, 206, 309, 324, 992, 1128-1129</i></p>  |
| <p>(3) Describe and use characteristics of various informational genre (e.g., biographies, newspapers, brochures, and persuasive arguments and essays) and elements of expository text structure (e.g., multiple patterns of organization, relational links, and central purposes) to convey facts.</p>                     | <p>(3) <i>Conveying facts: biographies - pgs. 362, 650, 990 newspaper articles, brochures &amp; press releases - pgs. 182, 432, 474, 744, 790, 794, 1116 patterns of organization - pg. 1019 central purpose - pgs. 1021, 1027-1030</i></p>  |
| <p>(4) Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include color and composition, flashback, multi-dimensional characters, pacing, appropriate use of details, strong verbs, language that inspires, and effective leads.</p> | <p>(4) <i>Artistic expression of ideas: color - pgs. 432, 1051 composition - pg. 1051 (active sentences) flashback - pgs. 171, 181, 1128 multi-dimensional characters - pgs. 162, 183-189, 208-217, 528-537 use of details - pg. 1028 strong verbs - pgs. 445, 498, 1042, 1045, 1047, 1059-1061 symbolism - pgs. 586, 639-640, 791-794</i></p> |
| <p>(5) Explain how the characteristics of various oral, visual, and written text (e.g., videos, hypertext, glossaries, textbooks, and speeches) and the textual aids they employ (e.g., subheadings/titles, charts, and indexes) are used to convey meaning.</p>  | <p>(5) <i>How oral, visual and written texts are used to convey meaning: charts &amp; graphic organizers - pgs. 464, 809, 824, 917, 958 Venn diagrams - pg. 1025 elements of visual &amp; informational media - pg. 1117 general references - pgs. 1097-1098 glossaries and indexes - pg. 1098</i></p>   |

**Content Standard 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.**

| <b>Indicators of Learning</b>  | <b>Examples correlated to pages:</b>   |
|--|--|
| <p>(1) Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include coming of age, rights and responsibilities, group and individual roles, conflict and cooperation, creativity and resourcefulness.</p> | <p>(1) <i>Universal themes and issues</i> - <b>pgs. T32-T34</b><br/> <i>leadership</i> - <b>pgs. 348-356, 863-905</b> (“<i>Antigone</i>”)<br/> <i>courage &amp; fear</i> - <b>pgs. 224-230</b> (“<i>The Enchanted Garden</i>”)<br/> <i>freedom</i> - <b>pgs. 134-143</b> (“<i>The Drowned Maid</i>”)<br/> <i>heroism</i> - <b>pgs. 32-44</b> (“<i>King Arthur &amp; his Knights of the Round Table</i>”)<br/> <i>honesty</i> - <b>pgs. 339-344</b> (“<i>The Prince</i>”)</p> |
| <p>(2) Synthesize content from multiple texts representing varied perspectives and order to formulate principles and generalizations.</p>  | <p>(2) <i>Synthesizing content</i> - <b>pg. 1092</b><br/> <i>comparing and contrasting content</i> - <b>pgs. 95, 189, 217, 404, 1092-1093</b><br/> <i>constructing generalizations</i> - <b>pgs. 1091-1092</b></p>   |
| <p>(3) Develop a thesis using key concepts, supporting evidence, and logical arguments.</p>  | <p>(3) <i>Developing a thesis</i> - <b>pgs. 527, 1140</b><br/> <i>supporting evidence</i> - <b>pgs. 1088-1093</b><br/> <i>logical arguments</i> - <b>pg. 1092</b></p>  |

**Content Standard 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.**

| <b>Indicators of Learning</b>  | <b>Examples correlated to pages:</b>  |
|--|---|
| (1) Analyze themes and central ideas in literature and other texts in relation to issues in their own lives.   | (1) <i>Theme analysis</i> - <b>pgs. 163, 208-217, 224-230, 711-714, 770-773, 1140</b><br><i>relationships to students' lives</i> - <b>pgs. 692, 711, 755, 763</b> (any personalized questions in "Reader's Journal" & "Writer's Journal" throughout text) |
| (2) Perform the daily functions of a literate individual. Examples include acquiring information from multiple sources and then evaluating, organizing, and communicating it in various contexts.  | (2) <i>Acquiring, evaluating, organizing &amp; communicating information</i> - <b>pgs. 1022-1030, 1036-1037</b><br><i>evaluation</i> - <b>pg. 1093</b><br><i>organization &amp; coherence</i> - <b>pgs. 1029-1030</b>                                     |
| (3) Use oral, written, and visual texts to identify and research issues of importance that confront adolescents, their community, their nation, and the world. Examples include using research findings to organize and create texts to persuade others to take a particular position or to alter their course of action with regard to a particular school/ community issue or problem. | (3) <i>Researching issues of importance</i> - <b>pgs. 763, 481, 733, 385</b><br><i>persuading others to take a particular position</i> - <b>pgs. 348-356, 448-456, 510-515, 1019</b>  |

**Content Standard 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.**

| <b>A. Indicators of Learning</b>  | <b>Examples correlated to pages:</b>  |
|---|---|
| <p>(1) Generate questions about important issues that affect them or topics about which they are curious; narrow the questions to a clear focus; and create a thesis or a hypothesis.</p>   | <p>(1) <i>Narrowing topics to create a thesis or hypothesis</i> - <b>pgs. 1019, 1021, 1027</b></p>  |
| <p>(2) Explain and use resources that are most appropriate and readily available for investigating a particular question or topic. Examples include knowledgeable people, field trips, tables of contents, indexes, glossaries, icons/headings, hypertext, storage addresses, CD-ROM/laser disks, electronic mail, and library catalogue databases.</p> | <p>(2) <i>Researching a variety of sources:</i><br/> <i>tables of contents</i> - <b>pgs. T32-T34, v-xiv</b><br/> <i>indexes</i> - <b>pg. 1098</b><br/> <i>glossaries</i> - <b>pgs. 1098, 1141-1151</b><br/> <i>Internet research</i> - <b>pgs. 1012-1015, 1098-1099, 1101, 1104</b><br/> <i>library catalogue</i> - <b>pgs. 1094-1098</b></p> |
| <p>(3) Organize, analyze, and synthesize information to draw conclusions and implications based on their investigation of an issue or problem.</p>  | <p>(3) <i>Analyzing and drawing conclusions</i> - <b>pgs. 1025, 64-65, 1031, 906-911, 597, 348-356</b></p>  |
| <p>(4) Use different means of developing and presenting conclusions based on the investigation of an issue or problem to an identified audience. Examples include election ballots, hypertext, and magazines and booklets including graphics.</p>   | <p>(4) <i>Investigating and drawing conclusions using other means:</i><br/> <i>magazines/booklets</i> - <b>pgs. 462, 100, 61</b><br/> <i>graphics</i> - <b>pgs. 462, 464, 1011, 1014-1015, 1117</b><br/> <i>Internet</i> - <b>pgs. 462, 463, 507</b></p>  |

**Content Standard 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation and evaluation of their own and others' oral, written, and visual texts.**

| Indicators of Learning  | Examples correlated to pages:  |
|---|--|
| <p>(1) Differentiate sets of standards for individual use according to the purpose of the communication context. An example is maintaining different sets of individual standards when creating texts for formal and informal situations.</p> | <p>(1) <i>Standards for evaluating Internet sites</i> - <b>pgs. 1098-1099, 1101, 1162-1163, 1104</b><br/> <i>standards for evaluating reference works</i> - <b>pgs. 1097-1098, 1105-1106</b><br/> <i>standards for creating formal and informal texts</i> - <b>pgs. 452-453, 698, 778- 779, 1038</b></p> |
| <p>(2) Demonstrate understanding of individual standards when creating texts for formal and informal situations.</p>  | <p>(2) <i>Recognizing individual standards</i> - <b>pgs. 1077-1078, 1079-1082</b></p>  |
| <p>(3) Develop critical standards based on aesthetic qualities, and use them to explain choices in reading, writing, speaking, listening, viewing, and representing.</p>  | <p>(3) <i>Developing critical aesthetic standards:</i><br/> <i>reading</i> - <b>pgs. 1008-1013</b><br/> <i>writing</i> - <b>pgs. 1018-1037</b><br/> <i>speaking</i> - <b>pgs. 1083-1087</b><br/> <i>listening</i> - <b>pgs. 1074-1076</b><br/> <i>viewing</i> - <b>pgs. 1014-1015</b></p>                |
| <p>(4) Create a collection of personal work based on individual, shared, and academic standards, reflecting on the merit of each selection</p>  | <p>(4) <i>Creating a collection of personal work</i> - <b>pgs. 69, 155, 235, 356</b><br/> <i>forming a reader's or writer's group</i> - <b>pgs. 1009-1010</b></p>  |
| <p>(5) Refine their own standards to evaluate personal and public communications within a responsible and ethical system for the expression of ideas.</p>   | <p>(5) <i>Refining &amp; evaluating</i> - <b>pgs. 514, 602, 701, 777</b></p>   |