

**Literature and Thought
Grade 8 TEKS Correlation**

	GOVERNMENT & CURRENT EVENTS		
	Individual Rights: The Blessings of Liberty	The Three Branches of Government	We the People: Foundations of American Government
§110.20. English Language Arts and Reading, Grade 8, Beginning with School Year 2009-2010			
(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:			
(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;		SB: footnotes on pages 21; 23; 34; 37; 51; 52; 59; 65; 77; 83; 88; 94; 95; 98; 104; 106; 122; 130;	SB: 55; 19
(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings;		TG: 50	TG: 48
(D) identify common words or word parts from other languages that are used in written English (e.g., phenomenon, charisma, chorus, passé, flora, fauna); and	SB:23; 32; 60; 78; 91; 98; 104 TG: 46	SB: footnotes on pages 38; 54; 69; 70; 89; 90; 112; 114;	SB: 40; 44; 53; 54; 56-57; 61; 62; 65; 131;
(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	SB: 14 TG: 17; 31; 44; 59	SB: 18 17; 30; 41;57	SB:34 TG: 17; 43; 44;55
(3) Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:			
(A) analyze literary works that share similar themes across cultures;	TG: 26; 39; 53; 66	SB: 16-17 TG: 31; 33; 71	TG: 35; 57; 61; 62; 63
(C) explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work.	TG: 19; 20; 21; 24; 25; 43; 53; 36; 38; 45; 48; 49; 50; 60; 61; 62; 63; 64; 64	TG: 48; 74; 60; 108	TG: 19; 29-30; 40-41; 51-52; 64-66
(4) Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry).	TG: 23; 37; 47	TG: 33; 59	
(6) Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:		Note: there are three fiction selections in the text - two are poems.	There are no fiction selections in the text.

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(B) analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict; and	TG: 46	TG: 49	
(7) Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze passages in well-known speeches for the author's use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience.	TG: 27; 39; 53; 66	TG: 19; 20; 21; 22; 23;24; 31; 32; 34; 35; 42; 43; 44; 45; 46; 47; 48; 60; 61, 62; 63; 64; 65	All selections are nonfiction. TG: 29-30; 40-41; 51-52; 64-66
(8) Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the effect of similes and extended metaphors in literary text.	TG: 23; 37; 47	TG: 24; 25-26; 31; 33;36-37; 41; 43 ;49; 51; 59; 64	TG: 25
(9) Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze works written on the same topic and compare how the authors achieved similar or different purposes.	TG: 27; 39; 53; 66	TG: 19; 20; 21; 22; 23;24; 31; 32; 34; 35; 42; 43; 44; 45; 46; 47; 48; 60; 61, 62; 63; 64; 65	TG: 19; 29-30; 40-41; 51-52; 64-66
(10) Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:			
(A) summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order;	TG: 23; 37; 47; 53-54	TG: 25-26; 36-37; 50-52	TG: 19; 29-30; 40-41; 51-52; 64-66
(B) distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text;	TG: 27; 39; 53; 61; 64; 66	TG: 54; 59; 60; 61; 62; 63; 64; 65; 76; 78	TG: 19; 29-30; 40-41; 51-52; 64-66
(C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and		TG: 15-16; 19; 20; 21; 23; 24;25-26; 31; 42; 45; 47; 49; 60; 62;	TG: 26
(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence.	TG: 23; 37; 47; 53-54	TG: 25-26; 36-37; 50-52	TG: 19; 29-30; 40-41; 51-52; 64-66

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(11) Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:			
(A) compare and contrast persuasive texts that reached different conclusions about the same issue and explain how the authors reached their conclusions through analyzing the evidence each presents; and	TG: 35; 45	TG: 54; 60; 61, 62; 63; 64; 65	TG: 36; 43-44; 49; 51-52
(B) analyze the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts.		TG: 54; 60; 61, 62; 63; 64; 65	TG: 22; 23; 25; 38; 48; 61
(12) Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	TG: 25		
(B) evaluate graphics for their clarity in communicating meaning or achieving a specific purpose.	SB: 9-11; 12-13; 25; 66; 70; 76; 85	SB: 9-11; 12-13, 14-15, 16-17; 23; 31; 32; 37; 39; 47; 51; 69; 77; 78; 80; 83; 87; 89; 98; 107; 111; 113; 115; 117; 119; 130; 132; 133; 135; 136;	SB: 9-33; 36; 30-41; 45; 47; 49; 54; 60; 67; 68; 77; 81-83; 87; 92; 95; 105; 107; 111; 112-113; 116; 119; 123; 125; 128; 132; 134-135; 137; 140; 143
(13) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:			
(A) evaluate the role of media in focusing attention on events and informing opinion on issues;	TG: 22;		TG: 37; 60
(C) evaluate various techniques used to create a point of view in media and the impact on audience; and	TG: 34		SB: 9-33; 36; 30-41; 45; 47; 49; 54; 60; 67; 68; 77; 81-83; 87; 92; 95; 105; 107; 111; 112-113; 116; 119; 123; 125; 128; 132; 134-135; 137; 140; 143
(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:			
(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	TG; 27; 40; 67	TG: 25-26; 36-37; 50-53	TG: 22; 23; 25; 38; 48; 61

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(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;	TG; 27; 40; 67	TG: 25-26; 36-37; 50-53	TG: 22; 23; 25; 38; 48; 61
(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;	TG; 27; 40; 67	TG: 75	TG: 73
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 73	TG: 75	TG: 73
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TG: 73	TG: 75	TG: 73
(15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:			
(B) write a poem using:		TG: 59	
(17) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	TG: 19; 34; 37; 47; 49; 52; 52; 60; 61; 62; 63; 64		TG: 48; 62; 63
(A) write a multi-paragraph essay to convey information about a topic that:	TG: 19; 39-40; 47	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(i) presents effective introductions and concluding paragraphs;	TG: 19; 39-40; 47	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(ii) contains a clearly stated purpose or controlling idea;	TG: 19; 39-40; 47	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;	TG: 19; 39-40; 47	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(iv) accurately synthesizes ideas from several sources; and	TG: 19; 39-40; 47	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;	TG: 19; 39-40; 47	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;		TG: 23	
(D) produce a multimedia presentation involving text, graphics, images, and sound using available technology.	TG: 18; 20; 21; 32; 34; 36; 52; 54; 62	TG: 33; 61; 72	TG: 27; 28; 38; 50; 58; 63
(18) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:		TG: 19; 25-26; 49; 56; 61; 62; 70	TG: 23; 57; 58
(A) establishes a clear thesis or position;	TG; 27; 40; 67		

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(B) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and	TG; 27; 40; 67		
(C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.	TG; 27; 40; 67		
(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	TG: 19, 21, 22, 23, 25, 33, 34, 36, 37, 45, 46, 47, 48, 49, 50, 53-54; 62; 69; 70; 72	TG: 23; 23; 34; 42; 46; 48; 55; 60; 61; 62; 64; 65; 70	TG: 36; 44; 55; 66; 67; 68
(23) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	TG: 19, 21, 22, 23, 25, 33, 34, 36, 37, 45, 46, 47, 48, 49, 50, 53-54; 62; 69; 70; 72	TG: 23; 23; 34; 42; 46; 48; 55; 60; 61; 62; 64; 65; 70	TG: 36; 44; 55; 66; 67; 68
(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	TG: 19, 21, 22, 23, 25, 33, 34, 36, 37, 45, 46, 47, 48, 49, 50, 53-54; 62; 69; 70; 72	TG: 23; 23; 34; 42; 46; 48; 55; 60; 61; 62; 64; 65; 70	TG: 36; 44; 55; 66; 67; 68
(25) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:	TG: 19, 21, 22, 23, 25, 33, 34, 36, 37, 45, 46, 47, 48, 49, 50, 53-54; 62; 69; 70; 72	TG: 23; 23; 34; 42; 46; 48; 55; 60; 61; 62; 64; 65; 70	TG: 36; 44; 55; 66; 67; 68
(27) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to advocate a position using anecdotes, analogies, and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.	TG: 21; 23; 32; 36; 46; 49; 52; 70	TG: 20; 22; 37; 43; 49; 70	TG: 39; 57; 58 ; 60
(28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.	TG: 23; 24 ; 33; 51; 60; 62	TG: 19; 20; 22; 23; 24; 31; 32; 34; 35; 37 ;42; 43; 44; 45; 46; 47; 48; 49; 63; 64; 65, 70	TG: 47; 48; 49; 50; 56; 59; 61; 62

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§110.31. English Language Arts and Reading, English I, Beginning with School Year 2009-2010			
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:			
(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;		SB: footnotes on pages 21; 23; 34; 37; 51; 52; 59; 65; 77; 83; 88; 94; 95; 98; 104; 106; 122; 130;	SE: 55; 19
(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;		TG: 50	TG: 48
(D) describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., <i>caveat emptor</i> , <i>carte blanche</i> , <i>tete a tete</i> , <i>pas de deux</i> , <i>bon appetit</i> , <i>quid pro quo</i>); and	SE: 23; 32; 60; 78; 91; 98; 104 TG: 46	SB: footnotes on pages 21; 23; 34; 37; 51; 52; 59; 65; 77; 83; 88; 94; 95; 98; 104; 106; 122; 130	SE: 40; 44; 53; 54; 56-57; 61; 62; 65; 131;
(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.	SE: 14 TG: 17; 31; 44; 59	SB: 18 17; 30; 41; 57	SE: 34 TG: 17; 43; 44; 55
(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:			
(A) analyze how the genre of texts with similar themes shapes meaning;	TG: 26; 39; 53; 66	TG: 25-26; 36-37; 50-52; 68	TG: 19; 29-30; 40-41; 51-52; 64-66
(C) relate the figurative language of a literary work to its historical and cultural setting.		TG: 24; 25-26; 31; 33; 36-37; 41; 43; 49; 51; 59; 64	
(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry.	TG: 23; 37; 47	TG: 33; 59	
(4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text.			

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(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:		Note: there are three fiction selections in the text - two are poems.	There are no fiction selections in the text.
(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;		TG: 49	
(C) analyze the way in which a work of fiction is shaped by the narrator's point of view; and	TG: 46		
(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.	TG: 27; 39; 53; 66	TG: 19; 20; 21; 22; 23;24; 31; 32; 34; 35; 42; 43; 44; 45; 46; 47; 48; 60; 61, 62; 63; 64; 65	All selections are nonfiction. TG: 29-30; 40-41; 51-52; 64-66
(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.	TG: 23; 37; 47	TG: 24; 25-26; 31; 33;36-37; 41; 43; 49; 51; 59; 64	TG: 25
(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose.	TG: 27; 39; 53; 66	TG: 19; 20; 21; 22; 23;24; 31; 32; 34; 35; 42; 43; 44; 45; 46; 47; 48; 60; 61, 62; 63; 64; 65	All selections are nonfiction. TG: 29-30; 40-41; 51-52; 64-66
(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:			
(A) summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion;	TG: 23; 37; 47; 53-54	TG: 28; 32; 39-40; 43; 44; 47; 48; 49	TG: 19; 29-30; 40-41; 51-52; 64-66
(B) differentiate between opinions that are substantiated and unsubstantiated in the text;	TG: 27; 39; 53; 61; 64; 66	TG: 54; 76; 78; 112; 116; 120; 123; 129; 134	TG: 19; 29-30; 40-41; 51-52; 64-66

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(C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and		TG: 54; 59; 60; 61; 62; 63; 64; 65; 76; 78	TG: 26
(D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.	TG: 23; 37; 47; 53-54	TG: 25-26; 36-37; 50-52	TG: 29-30; 40-41; 51-52; 64-65
(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:			
(A) analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience; and	TG: 35; 45	TG: 54; 59; 60; 61; 62; 63; 64; 65; 76; 78	TG: 36; 43-44; 49; 51-52
(B) analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions.	TG: 20	TG: 54; 129	TG: 23; 28
(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:			
(B) analyze factual, quantitative, or technical data presented in multiple graphical sources.	SE: 9-11; 12-13; 25; 66; 70; 76; 85	SB: 9-11; 12-13, 14-15, 16-17; 23; 31; 32; 37; 39; 47; 51; 69; 77; 78; 80; 83; 87; 89; 98; 107; 111; 113; 115; 117; 119; 130; 132; 133; 135; 136;	SE: 9-33; 36; 30-41; 45; 47; 49; 54; 60; 67; 68; 77; 81-83; 87; 92; 95; 105; 107; 111; 112-113; 116; 119; 123; 125; 128; 132; 134-135; 137; 140; 143
(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:			
(A) compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts;		SB: 9-11; 12-13, 14-15, 16-17; 23; 31; 32; 37; 39; 47; 51; 69; 77; 78; 80; 83; 87; 89; 98; 107; 111; 113; 115; 117; 119; 130; 132; 133; 135; 136;	SE: 9-33; 36; 30-41; 45; 47; 49; 54; 60; 67; 68; 77; 81-83; 87; 92; 95; 105; 107; 111; 112-113; 116; 119; 123; 125; 128; 132; 134-135; 137; 140; 143
(C) compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet); and			TG: 37; 60
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:			

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(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	TG: 27; 40; 67	TG: 25-26; 36-37; 50-53	TG: 22; 23; 25; 38; 48; 61
(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning;	TG: 27; 40; 67	TG: 25-26; 36-37; 50-53	TG: 22; 23; 25; 38; 48; 61
(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;	TG: 27; 40; 67	TG: 76	TG: 74
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 73	TG: 76	TG: 74
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TG: 73	TG: 76	TG: 74
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:			TG: 48; 62; 63
(A) write an analytical essay of sufficient length that includes:	TG: 19; 34; 37; 47; 49; 52; 52; 60; 61; 62; 63; 64	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(i) effective introductory and concluding paragraphs and a variety of sentence structures;	TG: 19; 39-40; 47	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(ii) rhetorical devices, and transitions between paragraphs;	TG: 19; 39-40; 47	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(iii) a controlling idea or thesis;	TG: 19; 39-40; 47	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(iv) an organizing structure appropriate to purpose, audience, and context; and	TG: 19; 39-40; 47	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(v) relevant information and valid inferences;	TG: 19; 39-40; 47	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.	TG: 18; 20; 21; 32; 34; 36; 52; 54; 62	TG: 33; 61; 72	TG: 27; 28; 38; 50; 58; 63
(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:		TG: 19; 25-26; 49; 56; 61; 62; 70	TG: 23; 57; 58

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§110.31. English Language Arts and Reading, English I, Beginning with School Year 2009-2010			
(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;	TG; 27; 40; 67		
(B) consideration of the whole range of information and views on the topic and accurate and honest representation of these views;	TG; 27; 40; 67		
(C) counter-arguments based on evidence to anticipate and address objections;	TG; 27; 40; 67		
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	TG: 19, 21, 22, 23, 25, 33, 34, 36, 37, 45, 46, 47, 48, 49, 50, 53-54; 62; 69; 70; 72	TG: 23; 34; 42; 4; 46; 48; 55; 60; 61; 62; 64; 65; 70	TG: 36; 44; 55; 66; 67; 68
(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	TG: 19, 21, 22, 23, 25, 33, 34, 36, 37, 45, 46, 47, 48, 49, 50, 53-54; 62; 69; 70; 72	TG: 23; 34; 42; 4; 46; 48; 55; 60; 61; 62; 64; 65; 70	TG: 36; 44; 55; 66; 67; 68
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	TG: 19, 21, 22, 23, 25, 33, 34, 36, 37, 45, 46, 47, 48, 49, 50, 53-54; 62; 69; 70; 72	TG: 23; 34; 42; 4; 46; 48; 55; 60; 61; 62; 64; 65; 70	TG: 36; 44; 55; 66; 67; 68
(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:	TG: 19, 21, 22, 23, 25, 33, 34, 36, 37, 45, 46, 47, 48, 49, 50, 53-54; 62; 69; 70; 72	TG: 23; 34; 42; 4; 46; 48; 55; 60; 61; 62; 64; 65; 70	TG: 36; 44; 55; 66; 67; 68
(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	TG: 21; 23; 32; 36; 46; 49; 52; 70	TG: 20; 22; 37; 43; 49; 70	TG: 39; 57; 58 ; 60
(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.	TG: 23; 24 ; 33; 51; 60; 62	TG: 19; 20; 22; 23; 24; 31; 32; 34; 35; 37 ;42; 43; 44; 45; 46; 47; 48; 49; 63; 64; 65, 70	TG: 47; 48; 49; 50; 56; 59; 61; 62

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	GOVERNMENT & CURRENT EVENTS		
	Individual Rights: The Blessings of Liberty	The Three Branches of Government	We the People: Foundations of American Government
§110.32. English Language Arts and Reading, English II, Beginning with School Year 2009-2010			
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:			
(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;		SB: footnotes on pages 21; 23; 34; 37; 51; 52; 59; 65; 77; 83; 88; 94; 95; 98; 104; 106; 122; 130;	SE: 55; 19
(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;		TG: 50	TG: 48
(D) show the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments (e.g., <i>glasnost</i> , <i>avant-garde</i> , <i>coup d'état</i>); and	SE: 23; 32; 60; 78; 91; 98; 104 TG: 46		SE: 40; 44; 53; 54; 56-57; 61; 62; 65; 131;
(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.	SE: 14 TG: 17; 31; 44; 59	TG: footnotes on pages 21; 23; 34; 37; 51; 52; 59; 65; 77; 83; 88; 94; 95; 98; 104; 106; 122; 130;	SE: 34 TG: 17; 43; 44; 55
(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:			
(A) compare and contrast differences in similar themes expressed in different time periods;	TG: 26; 39; 53; 66	TG: 25-26; 36-37; 50-52; 68	TG: 19; 29-30; 40-41; 51-52; 64-66
(C) relate the figurative language of a literary work to its historical and cultural setting.		TG: 24; 25-26; 31; 33; 36-37; 41; 43; 49; 51; 59; 64	
(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry.	TG: 23; 37; 47	TG: 33; 59	
(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:		Note: there are three fiction selections in the text - two are poems.	There are no fiction selections in the text.
(A) analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction;	TG: 46		
(B) analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures;	TG: 46		

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§110.32. English Language Arts and Reading, English II, Beginning with School Year 2009-2010			
(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction.	TG: 27; 39; 53; 66	TG: 19; 20; 21; 22; 23;24; 31; 32; 34; 35; 42; 43; 44; 45; 46; 47; 48; 60; 61, 62; 63; 64; 65	All selections are nonfiction. TG: 29-30; 40-41; 51-52; 64-66
(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the function of symbolism, allegory, and allusions in literary works.	TG: 23; 37; 47	TG: 24; 25-26; 31; 33;36-37; 41; 43; 49; 51; 59; 64	
(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details.	TG: 27; 39; 53; 66	TG: 19; 20; 21; 22; 23;24; 31; 32; 34; 35; 42; 43; 44; 45; 46; 47; 48; 60; 61, 62; 63; 64; 65	All selections are nonfiction. TG: 29-30; 40-41; 51-52; 64-66
(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:			
(A) summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique;	TG: 23; 37; 47; 53-54	TG: 28; 32; 39-40; 43; 44; 47; 48; 49	
(B) distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts;			TG: 19; 29-30; 40-41; 51-52; 64-66
(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and		TG: 54; 59; 60; 61; 62; 63; 64; 65; 76; 78;	TG: 26
(D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.	TG: 23; 37; 47; 53-54	TG: 25-26; 36-37; 50-52	TG: 19; 29-30; 40-41; 51-52; 64-66

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§110.32. English Language Arts and Reading, English II, Beginning with School Year 2009-2010			
(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:			
(A) explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments; and	TG: 27; 39; 53; 66	TG: 25-26; 36-37; 50-52	TG: 36; 43-44; 49; 51-52
(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:			
(A) evaluate text for the clarity of its graphics and its visual appeal; and		SB: 9-11; 12-13, 14-15, 16-17; 23; 31; 32; 37; 39; 47; 51; 69; 77; 78; 80; 83; 87; 89; 98; 107; 111; 113; 115; 117; 119; 130; 132;133; 135; 136;	
(B) synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics).	SE: 9-11; 12-13; 25; 66; 70; 76; 85	SB: 9-11; 12-13, 14-15, 16-17; 23; 31; 32; 37; 39; 47; 51; 69; 77; 78; 80; 83; 87; 89; 98; 107; 111; 113; 115; 117; 119; 130; 132;133; 135; 136;	SE: 9-33; 36; 30-41; 45; 47; 49; 54; 60; 67; 68; 77; 81-83; 87; 92; 95; 105; 107; 111; 112-113; 116; 119; 123; 125; 128; 132; 134-135; 137; 140; 143
(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:			
(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;		SB: 9-11; 12-13, 14-15, 16-17; 23; 31; 32; 37; 39; 47; 51; 69; 77; 78; 80; 83; 87; 89; 98; 107; 111; 113; 115; 117; 119; 130; 132;133; 135; 136;	TG: 37; 60
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:			
(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	TG: 27; 40; 67	TG: 25-26; 36-37; 50-53	TG: 22; 23; 25; 38; 48; 61

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(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices used to convey meaning;	TG; 27; 40; 67	TG: 25-26; 36-37; 50-53	TG: 22; 23; 25; 38; 48; 61
(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;	TG; 27; 40; 67	TG: 77	TG: 74
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 73	TG: 77	TG: 74
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TG: 73	TG: 77	TG: 74
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:			TG: 48; 62; 63
(A) write an analytical essay of sufficient length that includes:	TG: 19; 34; 37; 47; 49; 52; 52; 60; 61; 62; 63; 64	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(i) effective introductory and concluding paragraphs and a variety of sentence structures;	TG: 19; 39-40; 47	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(ii) rhetorical devices, and transitions between paragraphs;	TG: 19; 39-40; 47	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(iii) a thesis or controlling idea;	TG: 19; 39-40; 47	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(iv) an organizing structure appropriate to purpose, audience, and context;	TG: 19; 39-40; 47	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(v) relevant evidence and well-chosen details; and	TG: 19; 39-40; 47	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(vi) distinctions about the relative value of specific data, facts, and ideas that support the thesis statement;	TG: 19; 39-40; 47		
(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.	TG: 18; 20; 21; 32; 34; 36; 52; 54; 62	TG: 33; 61; 72	TG: 27; 28; 38; 50; 58; 63
(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:		TG: 19; 25-26; 49; 56; 61; 62; 70	TG: 23; 57; 58
(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;	TG; 27; 40; 67		

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(B) consideration of the whole range of information and views on the topic and accurate and honest representation of these views (i.e., in the author's own words and not out of context);	TG; 27; 40; 67		
(C) counter-arguments based on evidence to anticipate and address objections;	TG; 27; 40; 67		
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	TG: 19, 21, 22, 23, 25, 33, 34, 36, 37, 45, 46, 47, 48, 49, 50, 53-54; 62; 69; 70; 72	TG: 23; 23; 34; 42; 4; 46; 48; 55; 60; 61; 62; 64; 65; 70	TG: 36; 44; 55; 66; 67; 68
(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	TG: 19, 21, 22, 23, 25, 33, 34, 36, 37, 45, 46, 47, 48, 49, 50, 53-54; 62; 69; 70; 72	TG: 23; 23; 34; 42; 4; 46; 48; 55; 60; 61; 62; 64; 65; 70	TG: 36; 44; 55; 66; 67; 68
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	TG: 19, 21, 22, 23, 25, 33, 34, 36, 37, 45, 46, 47, 48, 49, 50, 53-54; 62; 69; 70; 72	TG: 23; 23; 34; 42; 4; 46; 48; 55; 60; 61; 62; 64; 65; 70	TG: 36; 44; 55; 66; 67; 68
(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:	TG: 19, 21, 22, 23, 25, 33, 34, 36, 37, 45, 46, 47, 48, 49, 50, 53-54; 62; 69; 70; 72	TG: 23; 23; 34; 42; 4; 46; 48; 55; 60; 61; 62; 64; 65; 70	TG: 36; 44; 55; 66; 67; 68
(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	TG: 21; 23; 32; 36; 46; 49; 52; 70	TG: 20; 22; 37; 43; 49; 70	TG: 39; 57; 58; 60
(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.	TG: 23; 24 ; 33; 51; 60; 62	TG: 19; 20; 22; 23; 24; 31; 32; 34; 35; 37 ;42; 43; 44; 45; 46; 47; 48; 49; 63; 64; 65, 70	TG: 47; 48; 49; 50; 56; 59; 61; 62

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§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010			
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:			
(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;		TG: footnotes on pages 21; 23; 34; 37; 51; 52; 59; 65; 77; 83; 88; 94; 95; 98; 104; 106; 122; 130;	SB: 55; 19
(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;		TG: 50	TG: 48
(D) recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; and	SB: 23; 32; 60; 78; 91; 98; 104 TG: 46	TG: footnotes on pages 21; 23; 34; 37; 51; 52; 59; 65; 77; 83; 88; 94; 95; 98; 104; 106; 122; 130;	SB: 40; 44; 53; 54; 56-57; 61; 62; 65; 131;
(E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed.	SB: 14 TG: 17; 31; 44; 59	SB: 18 17; 30; 41; 57	SB: 34 TG: 17; 43; 44; 55
(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:			
(A) analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition;	TG: 26; 39; 53; 66	TG: 25-26; 36-37; 50-52; 68	TG: 19; 29-30; 40-41; 51-52; 64-66
(C) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.	TG: 26; 39; 53; 66	TG: 25-26; 36-37; 50-52; 68	TG: 19; 29-30; 40-41; 51-52; 64-66
(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry.	TG: 23; 37; 47	TG: 33; 59	
(4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze the themes and characteristics in different periods of modern American drama.			

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§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010			
(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:		Note: there are three fiction selections in the text - two are poems.	There are no fiction selections in the text.
(A) evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction;		TG: 49	
(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning.	TG: 27; 39; 53; 66	TG: 19; 20; 21; 22; 23;24; 31; 32; 34; 35; 42; 43; 44; 45; 46; 47; 48; 60; 61, 62; 63; 64; 65	All selections are nonfiction, including primary documents. TG: 29-30; 40-41; 51-52; 64-66
(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works.	TG: 23; 37; 47	TG: 24; 25-26; 31; 33;36-37; 41; 43; 49; 51; 59; 64	
(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance.	TG: 27; 39; 53; 66	TG: 19; 20; 21; 22; 23;24; 31; 32; 34; 35; 42; 43; 44; 45; 46; 47; 48; 60; 61, 62; 63; 64; 65	All selections are nonfiction, including primary documents. TG: 29-30; 40-41; 51-52; 64-66
(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:			
(A) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;	TG: 23; 37; 47; 53-54	TG: 28; 32; 39-40; 43; 44; 47; 48; 49	TG: 19; 29-30; 40-41; 51-52; 64-66

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§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010			
(B) distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported;			TG: 19; 29-30; 40-41; 51-52; 64-66
(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and		TG: 54; 59; 60; 61; 62; 63; 64; 65; 76; 78;	TG: 26
(D) synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.	TG: 23; 37; 47; 53-54	TG: 25-26; 36-37; 50-52	TG: 19; 29-30; 40-41; 51-52; 64-66
(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:			
(A) evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts; and	TG: 19; 22	TG: 54; 59; 60; 61; 62; 63; 64; 65; 76; 78;	TG: 20; 35; 59; 62
(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:			
(B) translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	SB: 9-11; 12-13; 25; 66; 70; 76; 85;	SB: 9-11; 12-13, 14-15, 16-17; 23; 31; 32; 37; 39; 47; 51; 69; 77; 78; 80; 83; 87; 89; 98; 107; 111; 113; 115; 117; 119; 130; 132;133; 135; 136;	SB: 9-33; 36; 30-41; 45; 47; 49; 54; 60; 67; 68; 77; 81-83; 87; 92; 95; 105; 107; 111; 112-113; 116; 119; 123; 125; 128; 132; 134-135; 137; 140; 143
(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:			
(B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;		SB: 9-11; 12-13, 14-15, 16-17; 23; 31; 32; 37; 39; 47; 51; 69; 77; 78; 80; 83; 87; 89; 98; 107; 111; 113; 115; 117; 119; 130; 132;133; 135; 136;	
(C) evaluate the objectivity of coverage of the same event in various types of media; and	SB: 9-11; 12-13; 25; 66; 70; 76; 85;		SB: 9-33; 36; 30-41; 45; 47; 49; 54; 60; 67; 68; 77; 81-83; 87; 92; 95; 105; 107; 111; 112-113; 116; 119; 123; 125; 128; 132; 134-135; 137; 140; 143

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§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010			
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:			
(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	TG; 27; 40; 67	TG: 25-26; 36-37; 50-53	TG: 22; 23; 25; 38; 48; 61
(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning;	TG; 27; 40; 67	TG: 25-26; 36-37; 50-53	TG: 22; 23; 25; 38; 48; 61
(C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;	TG; 27; 40; 67	TG: 77	TG: 75
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 74	TG: 77	TG: 75
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TG: 74	TG: 77	TG: 75
(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:			
(B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and		TG: 59	
(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:			TG: 48; 62; 63
(A) write an analytical essay of sufficient length that includes:	TG: 19; 34; 37; 47; 49; 52; 52; 60; 61; 62; 63; 64	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(i) effective introductory and concluding paragraphs and a variety of sentence structures;	TG: 19; 39-40; 47	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(ii) rhetorical devices, and transitions between paragraphs;	TG: 19; 39-40; 47	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	

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	GOVERNMENT & CURRENT EVENTS		
	Individual Rights: The Blessings of Liberty	The Three Branches of Government	We the People: Foundations of American Government
§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010			
(iii) a clear thesis statement or controlling idea;	TG: 19; 39-40; 47	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(iv) a clear organizational schema for conveying ideas;	TG: 19; 39-40; 47	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(v) relevant and substantial evidence and well-chosen details; and	TG: 19; 39-40; 47	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(vi) information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources;	TG: 19; 39-40; 47		
(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.	TG: 18; 20; 21; 32; 34; 36; 52; 54; 62	TG: 33; 61; 72	TG: 27; 28; 38; 50; 58; 63
(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:		TG: 19; 25-26; 49; 56; 61; 62; 70	TG: 23; 57; 58
(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs;	TG; 27; 40; 67		
(B) accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);	TG; 27; 40; 67		
(C) an organizing structure appropriate to the purpose, audience, and context;	TG; 27; 40; 67		
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	TG: 19, 21, 22, 23, 25, 33, 34, 36, 37, 45, 46, 47, 48, 49, 50, 53-54; 62; 69; 70; 72	TG: 23; 23; 34; 42; 4; 46; 48; 55; 60; 61; 62; 64; 65; 70	TG: 36; 44; 55; 66; 67; 68
(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	TG: 19, 21, 22, 23, 25, 33, 34, 36, 37, 45, 46, 47, 48, 49, 50, 53-54; 62; 69; 70; 72	TG: 23; 23; 34; 42; 4; 46; 48; 55; 60; 61; 62; 64; 65; 70	TG: 36; 44; 55; 66; 67; 68
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	TG: 19, 21, 22, 23, 25, 33, 34, 36, 37, 45, 46, 47, 48, 49, 50, 53-54; 62; 69; 70; 72	TG: 23; 23; 34; 42; 4; 46; 48; 55; 60; 61; 62; 64; 65; 70	TG: 36; 44; 55; 66; 67; 68
(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:	TG: 19, 21, 22, 23, 25, 33, 34, 36, 37, 45, 46, 47, 48, 49, 50, 53-54; 62; 69; 70; 72	TG: 23; 23; 34; 42; 4; 46; 48; 55; 60; 61; 62; 64; 65; 70	TG: 36; 44; 55; 66; 67; 68

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§110.33. English Language Arts and Reading, English III, Beginning with School Year 2009-2010			
(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	TG: 19, 21, 22, 23, 25, 33, 34, 36, 37, 45, 46, 47, 48, 49, 50, 53-54; 62; 69; 70; 72		
(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	TG: 21; 23; 32; 36; 46; 49; 52; 70	TG: 20; 22; 37; 43; 49; 70	TG: 39; 57; 58; 60
(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.	TG: 23; 24 ; 33; 51; 60; 62	TG: 19; 20; 22; 23; 24; 31; 32; 34; 35; 37 ;42; 43; 44; 45; 46; 47; 48; 49; 63; 64; 65, 70	TG: 47; 48; 49; 50; 56; 59; 61; 62

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	Individual Rights: The Blessings of Liberty	The Three Branches of Government	We the People: Foundations of American Government
§110.34. English Language Arts and Reading, English IV, Beginning with School Year 2009-2010			
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:			
(A) determine the meaning of technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;		SB:: foonotes on pages 21; 23; 34; 37; 51; 52; 59; 65; 77; 83; 88; 94; 95; 98; 104; 106; 122; 130;	SB: 55; 19
(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;		TG: 50	TG: 48
(D) analyze and explain how the English language has developed and been influenced by other languages; and	SB: 23; 32; 60; 78; 91; 98; 104 TG: 46	SB: foonotes on pages 21; 23; 34; 37; 51; 52; 59; 65; 77; 83; 88; 94; 95; 98; 104; 106; 122; 130;	SB: 40; 44; 53; 54; 56-57; 61; 62; 65; 131;
(E) use general and specialized dictionaries, thesauri, histories of language, books of quotations, and other related references (printed or electronic) as needed.	SB: 14 TG: 17; 31; 44; 59	SB: 18 17; 30; 41; 57	SB: 34 TG: 17; 43; 445; 55
(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:			
(A) compare and contrast works of literature that express a universal theme;	TG: 26; 39; 53; 66	TG: 25-26; 36-37; 50-52; 68	TG: 19; 29-30; 40-41; 51-52; 64-66
(C) relate the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time.	TG: 26; 39; 53; 66	TG: 25-26; 36-37; 50-52; 68	TG: 19; 29-30; 40-41; 51-52; 64-66
(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to evaluate the changes in sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods.	TG: 23; 37; 47	TG: 33; 59	
(4) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to evaluate how the structure and elements of drama change in the works of British dramatists across literary periods.			

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(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:		Note: there are three fiction selections in the text - two are poems.	There are no fiction selections in the text.
(B) analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters;		TG: 49	
(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze the effect of ambiguity, contradiction, subtlety, paradox, irony, sarcasm, and overstatement in literary essays, speeches, and other forms of literary nonfiction.	TG: 27; 39; 53; 66	TG: 19; 20; 21; 22; 23;24; 31; 32; 34; 35; 42; 43; 44; 45; 46; 47; 48; 60; 61, 62; 63; 64; 65	All selections are nonfiction. TG: 29-30; 40-41; 51-52; 64-66
(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to analyze how the author's patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works.	TG: 23; 37; 47	TG: 24; 25-26; 31; 33;36-37; 41; 43; 49; 51; 59; 64	
(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author's meaning or purpose.	TG: 27; 39; 53; 66	TG: 19; 20; 21; 22; 23;24; 31; 32; 34; 35; 42; 43; 44; 45; 46; 47; 48; 60; 61, 62; 63; 64; 65	All selections are nonfiction. TG: 29-30; 40-41; 51-52; 64-66
(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:			
(A) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;	TG: 23; 37; 47; 53-54	TG: 28; 32; 39-40; 43; 44; 47; 48; 49	TG: 19; 29-30; 40-41; 51-52; 64-66

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(B) explain how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints;	TG: 23; 37; 47; 53-54	TG: 25-26; 36-37; 50-52	TG: 56; 57; 58; 59; 60; 61; 62; 63
(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and		TG: 54; 59; 60; 61; 62; 63; 64; 65; 76; 78;	TG: 26
(D) synthesize ideas and make logical connections (e.g., thematic links, author analysis) among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.	TG: 23; 37; 47; 53-54	TG: 25-26; 36-37; 50-52	TG: 19; 29-30; 40-41; 51-52; 64-66
(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:			
(A) evaluate the merits of an argument, action, or policy by analyzing the relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text; and	TG: 27; 39; 53; 61; 64; 66		TG: 19; 29-30; 40-41; 51-52; 64-66
(B) draw conclusions about the credibility of persuasive text by examining its implicit and stated assumptions about an issue as conveyed by the specific use of language.	TG: 27; 39; 53; 61; 64; 66	TG: 54; 59; 60; 61; 62; 63; 64; 65; 76; 78;	TG: 19; 29-30; 40-41; 51-52; 64-66
(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:			
(A) draw conclusions about how the patterns of organization and hierarchic structures support the understandability of text; and			TG: 26
(B) evaluate the structures of text (e.g., format, headers) for their clarity and organizational coherence and for the effectiveness of their graphic representations.	SB: 26; 66; 70; 106; 113; 126; 136	SB: 9-11; 12-13, 14-15, 16-17; 23; 31; 32; 37; 39; 47; 51; 69; 77; 78; 80; 83; 87; 89; 98; 107; 111; 113; 115; 117; 119; 130; 132;133; 135; 136;	SB: 9-33; 79-83;
(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:			
(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;	SB: 9-11; 12-13; 25; 66; 70; 76; 85;		

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(B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;		SB: 9-11; 12-13, 14-15, 16-17; 23; 31; 32; 37; 39; 47; 51; 69; 77; 78; 80; 83; 87; 89; 98; 107; 111; 113; 115; 117; 119; 130; 132;133; 135; 136;	
(C) evaluate how one issue or event is represented across various media to understand the notions of bias, audience, and purpose; and	SB: 9-11; 12-13; 25; 66; 70; 76; 85;	TG: 25-26; 36-37; 50-52	SB: 9-33; 36; 30-41; 45; 47; 49; 54; 60; 67; 68; 77; 81-83; 87; 92; 95; 105; 107; 111; 112-113; 116; 119; 123; 125; 128; 132; 134-135; 137; 140; 143
(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:			
(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	TG: 27; 40; 67	TG: 25-26; 36-37; 50-53	TG: 22; 23; 25; 38; 48; 61
(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices to convey meaning;	TG: 27; 40; 67	TG: 25-26; 36-37; 50-53	TG: 22; 23; 25; 38; 48; 61
(C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;	TG: 27; 40; 67	TG: 77	TG: 75
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 74	TG: 77	TG: 75
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TG: 74	TG: 77	TG: 75
(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:			
(B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and		TG: 59	

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(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:			TG: 48; 62; 63
(A) write an analytical essay of sufficient length that includes:	TG: 19; 34; 37; 47; 49; 52; 52; 60; 61; 62; 63; 64	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(i) effective introductory and concluding paragraphs and a variety of sentence structures;	TG: 19; 39-40; 47	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(ii) rhetorical devices, and transitions between paragraphs;	TG: 19; 39-40; 47	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(iii) a clear thesis statement or controlling idea;	TG: 19; 39-40; 47	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(iv) a clear organizational schema for conveying ideas;	TG: 19; 39-40; 47	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(v) relevant and substantial evidence and well-chosen details;	TG: 19; 39-40; 47	TG: 25-26; 32; 35; 36-37; 45; 47; 50-52; 59; 60; 70	
(vi) information on all relevant perspectives and consideration of the validity, reliability, and relevance of primary and secondary sources; and	TG: 19; 39-40; 47		
(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.	TG: 18; 20; 21; 32; 34; 36; 52; 54; 62	TG: 33; 61; 72	TG: 27; 28; 38; 50; 58; 63
(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:		TG: 19; 25-26; 49; 56; 61; 62; 70	TG: 23; 57; 58
(A) a clear thesis or position based on logical reasons with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions);	TG; 27; 40; 67		
(B) accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);	TG; 27; 40; 67		
(C) an organizing structure appropriate to the purpose, audience, and context;	TG; 27; 40; 67		
(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	TG: 19, 21, 22, 23, 25, 33, 34, 36, 37, 45, 46, 47, 48, 49, 50, 53-54; 62; 69; 70; 72	TG: 23; 34; 42; 4; 46; 48; 55; 60; 61; 62; 64; 65; 70	TG: 36; 44; 55; 66; 67; 68
(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	TG: 19, 21, 22, 23, 25, 33, 34, 36, 37, 45, 46, 47, 48, 49, 50, 53-54; 62; 69; 70; 72	TG: 23; 34; 42; 4; 46; 48; 55; 60; 61; 62; 64; 65; 70	TG: 36; 44; 55; 66; 67; 68

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§110.34. English Language Arts and Reading, English IV, Beginning with School Year 2009-2010			
(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	TG: 19, 21, 22, 23, 25, 33, 34, 36, 37, 45, 46, 47, 48, 49, 50, 53-54; 62; 69; 70; 72	TG: 23; 34; 42; 4; 46; 48; 55; 60; 61; 62; 64; 65; 70	TG: 36; 44; 55; 66; 67; 68
(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:	TG: 19, 21, 22, 23, 25, 33, 34, 36, 37, 45, 46, 47, 48, 49, 50, 53-54; 62; 69; 70; 72	TG: 23; 34; 42; 4; 46; 48; 55; 60; 61; 62; 64; 65; 70	TG: 36; 44; 55; 66; 67; 68
(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	TG: 19, 21, 22, 23, 25, 33, 34, 36, 37, 45, 46, 47, 48, 49, 50, 53-54; 62; 69; 70; 72		TG: 36; 44; 55; 66; 67; 68
(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to formulate sound arguments by using elements of classical speeches (e.g., introduction, first and second transitions, body, and conclusion), the art of persuasion, rhetorical devices, eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.		TG: 20; 22; 37; 43; 49; 70	TG: 39; 57; 58; 60
(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.	TG: 23; 24 ; 33; 51; 60; 62	TG: 19; 20; 22; 23; 24; 31; 32; 34; 35; 37 ;42; 43; 44; 45; 46; 47; 48; 49; 63; 64; 65, 70	TG: 47; 48; 49; 50; 56; 59; 61; 62