Course Title: English 9  

Course Number: (Regular: 25031) (Enriched: 25032) (Honors: 25034)  

Department: Language Arts  

ADS Number: (Regular: 10014144) (Enriched: 10014144) (Honors: 10015145)  

Prerequisites: Completion of Middle School  

Length of Course: One year  

Credit/PRI Area: .50 sem./English 9  

Grade Level(s): 9 English Credit  

Important Notes:  
The teacher addresses individual student needs, interests, learning styles and rates through a differentiated approach* to instruction and with selections of instructional materials. English 9 Honors is a weighted course that includes advanced placement preparation for college entrance.  

*The Differentiated Classroom: Responding to the Needs of All Learners  
http://www.ascd.org/readingroom/books/tomlin99toc.html  

COURSE DESCRIPTION:  
In English 9, the student surveys the underpinning elements of various types of literature from around the world. The student recognizes and understands the concept of theme, explores various genre and the unique characteristics of each (e.g. the oral tradition, poetry, prose, fiction, non-fiction, drama, the novel) and reads numerous selections by a wide variety of authors. Regardless of the approach(s) used, the student applies critical thinking skills through reading, speaking, viewing and listening strands of languages arts, through writing and research (50% of the course), and through the use of technology as a learning tool.  
http://www.aps.edu/  

Students who take a Language Arts class for English credit (rather than Elective credit) are expected to meet or exceed the New Mexico Language Arts Standards and Benchmarks. Students in all Language Arts classes apply and develop critical thinking skills through the six APS Language Arts Strands: Reading Process, Reading Analysis, Writing, Speaking, Listening/Viewing, and Research. Citations such as (I D.1) in parentheses in the “Program of Studies” indicate an alignment to the New Mexico Language Arts Content and Performance Standards. Language Arts courses receiving English credit (rather than Elective credit) are also required to devote one-half of the course to writing and research to meet university entrance requirements.  

STRATEGIES:  
The “Illustrations” column in the Program of Studies provides exemplars of the performance standards, strategies, and best practices suggested by Language Arts teachers in the Albuquerque Public Schools. For more information, see the following web sites:  
•APS ITTP and RESPECTT Lesson Plans  
•RETA (Regional Educational Technology Assistance/NM)  
http://reta.nmsu.edu/
ASSESSMENTS:
The following statement from Perkins (1993) reflects a contemporary viewpoint on assessment:

In brief, this performance perspective says that understanding a topic of study is a matter of being able to perform in a variety of thoughtful ways with the topic, for instance, to: explain, muster evidence, generalize, apply concepts, analogize, represent in a new way, and so on. . . Understanding something is a matter of being able to carry out a variety of “performances” concerning the topic. . . that show one’s understanding, and at the same time, advance it by encompassing new situations. We call such performances “understanding performances” or “performances of understanding.”


The “Illustrations” column also incorporates a variety of assessments and “check for” items suggested by APS Language Arts teachers. Assessments include authentic and performance-based assessment, cooperative learning, teacher observation, checklists, rubrics, tests and exams, formal and informal writing, individual and peer conferences, small group and full class discussions, oral and multimedia presentations, projects, demonstrations, and portfolios. For more information, see:

- Kathy Schrock’s Guide to Educators

SUGGESTED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:

- Textbooks and Ancillary Materials (See State Department of Education’s Section 6 Catalog at the following website): http://www.sde.state.nm.us/divisions/learningservices/Instructionalmaterials/index.html
- Supplementary Materials, e.g. class sets of newspapers (purchased through direct purchase account)
- Teacher- and Student-Constructed Materials
- Films/videos (according to APS District Procedural Directive) http://www.aps.edu/aps/mmlib/default.html
- Media Center, Library, and/or Technology Lab with Internet http://www.aps.edu/aps/LibraryServices/main.html
- Guest Speakers (according to APS District Procedural Directive)

OTHER RESOURCES/WEB SITES:

- APS Department of Language and Cultural Equity http://www.aps.edu/aps/CCEU/index.html
- APS Special Education Department http://www.aps.edu/aps/aztec/specialed.html
- Association for Supervision/Curriculum Development (ASCD) http://www.ascd.org
- International Reading Association (IRA) http://wwwира.org
- National Council of Teachers of English (NCTE) http://www.ncte.org
- “Ten C’s for Evaluating Internet Sources” http://www.uwec.edu/library/Guides/tencs.html

Approved by HSCA: 11/01
**Strand I: READING PROCESS**

**Content Standard:** The student employs appropriate reading strategies to read and interpret increasingly complex texts for a variety of purposes.

**9-12 Benchmark:** The student develops and demonstrates proficiency with a variety of reading processes to analyze, interpret, and evaluate a wide variety of texts across content areas.

---

**GRADE 9**

<table>
<thead>
<tr>
<th>PERFORMANCE STANDARDS</th>
<th>ILLUSTRATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Strategies</strong></td>
<td></td>
</tr>
<tr>
<td>1. Develops and demonstrates proficiency with the following strategies to approach reading for information across content areas:</td>
<td></td>
</tr>
<tr>
<td>• scans reading selection to determine whether a text contains relevant information (I D.4),</td>
<td></td>
</tr>
<tr>
<td>• uses the headings and subheadings of the material to make predictions and to validate comprehension of text,</td>
<td></td>
</tr>
<tr>
<td>• reads and rereads to decode meaning, and</td>
<td></td>
</tr>
<tr>
<td>• reviews and summarizes essential elements of text for overview.</td>
<td></td>
</tr>
<tr>
<td>2. Uses discussion with peers as a way of understanding information (I D.5).</td>
<td></td>
</tr>
<tr>
<td>3. Uses a variety of interactive technologies (e.g., Internet, e-mail, CD-ROM, on-line publications, digital images, video) effectively to enhance understanding of reading selections (I D.6).</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary Development</strong></td>
<td></td>
</tr>
<tr>
<td>4. Identifies and uses roots, prefixes, and suffixes to determine meaning of words.</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** Illustrations include suggested activities for attaining each performance standard. A check for (√) refers to a key feature to look for while assessing student performance.

1. The student completes a scavenger hunt on the elements of a textbook using a specific content area textbook.  
   ✓ correct information and page number  
   OR  
   The student uses a content area textbook selection to complete the chart.

<table>
<thead>
<tr>
<th>Heading/Subheading Title</th>
<th>Page #</th>
<th>Prediction of Text</th>
<th>What the Text Says</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. The student reads a passage, takes notes from the passage, summarizes the information, and shares ideas with a partner.

3. The student researches a specific topic online using appropriate sites that provide hyperlinks to other relevant sites. The student summarizes the information about the topic.

4. The student completes a chart using roots, prefixes, and suffixes.

<table>
<thead>
<tr>
<th>Root</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>content</td>
<td>satisfied</td>
<td>contentedly</td>
</tr>
<tr>
<td>Prefix</td>
<td>Meaning</td>
<td>Example</td>
</tr>
<tr>
<td>re-</td>
<td>back</td>
<td>return</td>
</tr>
<tr>
<td>Suffix</td>
<td>Meaning</td>
<td>Example</td>
</tr>
<tr>
<td>-tion</td>
<td>action</td>
<td>election</td>
</tr>
<tr>
<td><strong>GRADE 9</strong></td>
<td><strong>PERFORMANCE STANDARDS</strong></td>
<td><strong>ILLUSTRATIONS</strong></td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------</td>
<td>-------------------</td>
</tr>
</tbody>
</table>
| Reading Applications | 5. Accurately interprets information from, and detects inconsistencies in, a variety of informational, literary, and technical texts (I D.3). | 5, 6. The student reads an instructional manual/guide for the construction of an item (e.g., bicycle, bookcase). On the guide the student labels specific elements and tools used to make the guide helpful (e.g., table of contents, glossary, index). Using the information from the guide, the student summarizes how to construct the item.  
- main idea and detail  
- correct sequence |
| | 6. Summarizes information accurately to determine main idea(s) and critical details. | | 7. The student reads an editorial from a newspaper and determines the author’s choice of reasoning.  
- understanding of deductive and inductive reasoning  
- relevant sentences cited |
| | 7. Distinguishes between deductive and inductive reasoning in a variety of texts. | | |
**Strand II: READING ANALYSIS**

**Content Standard:** The student responds to, examines, and critiques historically and culturally significant issues and events portrayed in literature that both illustrate and affect people, society, and individuals.

**9-12 Benchmark:** The student critiques and evaluates the literary and social merit of a variety of historically and culturally significant works.

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>PERFORMANCE STANDARDS</th>
<th>ILLUSTRATIONS</th>
</tr>
</thead>
</table>
| **Literary Analysis** | 1. Explains why some literature may be considered classic (III B.1).  
2. Uses textual evidence to develop and support an interpretation of a literary work.  
3. Interprets information from, and detects similarities and differences in, a variety of texts.  
4. Effectively uses a variety of interactive technologies (e.g., Internet, e-mail, CD-ROM, on-line publications, digital images, video) to enhance understanding of reading selections (I D.6). | 1 - 3. After reading *Romeo and Juliet*, the student charts characteristics of classic literature with examples from each selection. Using a corresponding contemporary work (e.g., *West Side Story*), the student uses a Venn diagram to compare and contrast the two pieces.  
4. Using the Internet or other online sources, the student researches places visited by Odysseus on his voyage home and then creates a travel brochure. |
| **Literary Elements** | 5. Compares and contrasts the presentation of similar themes across genres to explain how the selection of genre shapes the theme or topic (III B.2).  
6. Identifies features (e.g., organizational patterns, arguments) of fiction and nonfiction texts. | 5, 8. Teacher provides the class with at least two different genres having a similar theme, topic, or contemporary issue. The student participates in a brainstorming session of the traditional themes. The student develops a Venn diagram, mapping similarities and differences.  
6. The teacher draws a plot scale on the board. The student completes the chart. |
|  | 7. Analyzes the relationship between the meaning of a piece of literature and its historical and cultural context. | 7. After a full class reading of a culturally- or historically-based nonfiction piece, the student takes a section of the reading and extracts excerpts that represent that historical or cultural context. The student shares the findings with a small group. |

The student then reads another fiction selection and completes his/her own plot scale.

<table>
<thead>
<tr>
<th>correct information</th>
<th>resolution (conclusion)</th>
</tr>
</thead>
<tbody>
<tr>
<td>setting (exposition)</td>
<td>rising action</td>
</tr>
<tr>
<td></td>
<td>climax</td>
</tr>
<tr>
<td></td>
<td>falling action</td>
</tr>
</tbody>
</table>
| Literary Elements (Cont.) | 8. Analyzes how themes in literature reflect contemporary issues (III B.3).  
9. Compares texts and traditional symbols that express universal *themes* common to many cultures (III A.1).  
10. Explains the effect of the author’s point of view on the reader’s understanding of literary work (III B.4). |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Literary Applications    | 11. Compares and contrasts motivations and reactions of characters from different historical eras who confront similar situations or conflicts (III A.2).  
12. Demonstrates increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of literary forms (I D.2). |
| ILLUSTRATIONS            | 8. After reading a contemporary piece of literature, the student identifies the themes and a corresponding example from the text. The student connects each theme to a current contemporary issue.  
9. The student finds two poems that use the same symbol (e.g., dark/light).  
- meaning of symbol  
- identification of the theme of work  
- comparison of use of symbols  
- reference to other symbols used by poets emphasizing their themes  
10. The student reads a literary selection containing many characters, meets in a small group in which each member chooses one of the characters, and retells the story from that character’s point of view.  
- understanding that choice of narrator affects point of view  
- articulation of how particular literary elements change  
11. The student reads two selections that have similar conflicts but take place during different historical times. The student selects a partner, chooses a character from one of the selections, and takes on the persona of that character. The partner uses the other selection to do the same. Pairs meet and each partner discusses his/her conflict, motivations, and reactions to the conflict.  
- external, internal, and opposing conflicts reflected  
- resolution of conflict demonstrated  
- understanding that historical era affects characters’ lives  
12. The student chooses readings from a wide range of literary selections. During the reading of each selection the student keeps a reading log or journal with comments, reactions, and questions about the selection. After each selection is read, the student joins a “book club” of students who read the same selection. The student participates in a literary group to discuss and respond to guide questions specific to the literary form.  
- complete journal entries  
- correct and appropriate responses to guide questions  
- participation and discussion |
13. Analyzes the arguments in literary texts and develops informed opinions about those arguments (I.C.1):
   • examines relevant evidence,
   • notes the progression of ideas that substantiate the proposal,
   • analyzes the style, tone, and use of language for a particular effect,
   • analyzes the author’s personal, social, historical, or cultural influences, contexts, or biases, and
   • analyzes rhetorical strategies that support proposals.

<table>
<thead>
<tr>
<th>Applications (Cont.)</th>
<th>PERFORMANCE STANDARDS</th>
<th>ILLUSTRATIONS</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name of Article</th>
<th>Main Ideas/Arguments</th>
<th>Evidence (using quotes)</th>
<th>Tone</th>
<th>Bias Shown</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. The student reads two editorials of opposing views, completing and sharing graphic organizer.
**Strand III: expressive language: writing**

**Content Standard:** The student writes effectively for different audiences and purposes (e.g., to describe, narrate, express, explain, persuade, and analyze) using appropriate writing strategies and conventions.

**9-12 Benchmark:** The student develops and demonstrates fluency and style in writing and a command of writing conventions across content areas to describe, narrate, express, explain, persuade, and analyze for a variety of purposes and audiences.

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>PERFORMANCE STANDARDS</th>
<th>ILLUSTRATIONS</th>
</tr>
</thead>
</table>
| Writing Strategies | 1. Develops increased competence in using the writing process to create a final product with emphasis on the revision of written work to make it clear. | 1 - 4. The student writes a “how to” paper to teach a skill or to share knowledge. The steps the student follows are: choose a topic, define the audience, gather information (e.g., read manuals, conduct interviews, observe people), list the steps of the process in chronological order, note any special instruction, and tell the result of the process. The student uses technology to present the information to the class. 

✓ clear or ordered steps
✓ transitional words and phrases
✓ introduction and conclusion
✓ competence in technology use |
| | 2. Develops increased competence in using elements of effective writing (i.e., idea, organization, voice, word choice, sentence fluency, and conventions). | |
| | 3. Explains meaning, describes processes, and answers research questions to inform others (I.D.1): 
- demonstrates the ability to read and listen to explanatory texts using appropriate preparation, engagement, and reflection,
- demonstrates comprehension of major ideas,
- summarizes major steps, and
- determines accuracy and clarity of the selection. | |
| | 4. Develops increased competence in using a variety of technology (e.g., word processors, overhead projectors, multimedia) to present information appropriate for the intended purpose and audience. | |
### GRADE 9 PERFORMANCE STANDARDS

<table>
<thead>
<tr>
<th>Writing Conventions</th>
</tr>
</thead>
</table>
| 5. Develops increased competence in using writing conventions (i.e., grammar, spelling, punctuation, capitalization):
  - analyzes the origins and meanings of common, learned, and foreign words used frequently in written English (II C.4),
  - identifies and correctly uses clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, participle), and the mechanics of punctuation (II B.1),
  - uses sentence structure (e.g., parallel structure, subordination, proper placement of modifiers) and consistency of verb tenses and *voice* to convey meaning (II B.2),
  - demonstrates command of grammar, paragraph and sentence structure, diction, and *syntax* (II B.3), and
  - produces legible work that reflects standard manuscript requirements. |

| 6. Supports an informed opinion (I C.2, II A.4):
  - uses appropriate language, reasoning, and organizational structure for the audience and purpose,
  - provides relevant and convincing reasons,
  - uses various types of evidence, and
  - demonstrates an awareness of possible questions, concerns, or counterarguments. |

| 7. Responds to a variety of literary works and media (e.g., memoirs, vignettes, narratives, diaries, newspapers, movies) that offer an audience (III A.3):
  - an understanding of a student's personal reactions,
  - a sense of how the reaction results from careful consideration of the text, and
  - an awareness of how personal and cultural influences affect the response. |

### ILLUSTRATIONS

| 5. In a guided exercise, the teacher provides small groups copies of a common writing sample containing many writing conventions. (Each group has a different writing sample.) The student participates with the group locating the conventions. A recorder uses an overhead copy during the group’s presentation to note conventions.
  - identification and correct punctuation of clauses and phrases
  - command of grammar, paragraph, and sentence structure
  - OR
  - The student diagrams words to explain their meanings.

  **Example:** UNREADABLE
  - UN
  - READ
  - UN
  - READ
  - UN
  - READ

  Unreadable means not possible to read. |

| 5 - 7. The student legibly writes an editorial that exposes a problem or injustice, encouraging readers to take corrective action.
  - focus remains consistent
  - central claim or main purpose described
  - support with accurate and relevant evidence
  - sound reasoning
  - counterarguments
  - correct grammar, spelling usage, and mechanics
  - appropriate style and tone
  - analysis or acknowledgement of personal and cultural influences on opinion |

---

**ENGLISH 9**

**1.1.16**

**Albuquerque Public Schools 05/01**
<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>PERFORMANCE STANDARDS</th>
<th>ILLUSTRATIONS</th>
</tr>
</thead>
</table>
| Writing Applications | 8. Develops increased competence in applying appropriate types of writing (i.e., descriptive, narrative, expressive, expository, persuasive, and analytical) for the intended purpose and audience:  
  - expresses and supports an informed opinion that clearly states a personal view, is logical and coherent, and engages the reader's interest by (I C.2, II A.3):  
    - establishing a controlling impression or coherent thesis that conveys a clear and distinctive perspective,  
    - selecting the structures and features of language appropriate to the purpose, audience, and context of the work (II A.4), and  
    - creating an organizing structure that integrates supporting evidence as appropriate.  
  - composes written arguments that develop and support informed opinions by (II C.3):  
    - stating a progression of ideas,  
    - selecting appropriate style, tone, and use of language for a particular effect,  
    - describing and analyzing personal, social, historical, or cultural influences, and  
    - presenting rhetorical strategies to support the thesis.  
  - uses descriptive language (e.g., the sensory details of sight, sound, smell, taste, touch) to create images in the mind of the audience (II C.2), and  
  - uses appropriate jargon and lingo (II C.4). | 8. As a follow-up to Illustration 5 – 7, student exchanges editorials with a partner. The student reads the editorial and responds to it in writing.  
  ✓ carefully considered personal reaction  
  ✓ personal or cultural biases  
  ✓ support for argument  
  ✓ appropriate language |
| | 9. Creates and uses standards to evaluate the effectiveness of communication (I C.3). | 9. The student writes a journal entry about a day in the life of a person who lived during another era or period (e.g., Roaring 20s flapper, hippie, cowboy, explorer).  
  ✓ correct jargon or lingo  
  ✓ descriptive language  
  ✓ adherence to established criteria |
**Strand IV: EXPRESSIVE LANGUAGE: SPEAKING**

**Content Standard:** The student speaks effectively for different audiences and purposes (e.g., to describe, narrate, express, explain, persuade, and analyze) using appropriate speaking strategies and conventions.

**9-12 Benchmark:** The student develops and demonstrates fluency and style in speaking and a command of speaking conventions to describe, narrate, express, explain, persuade, and analyze for a variety of purposes and audiences.

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>PERFORMANCE STANDARDS</th>
<th>ILLUSTRATIONS</th>
</tr>
</thead>
</table>
| **Speaking Strategies** | 1. Develops increased competence with speaking strategies:  
  • asks questions to broaden and enrich discussions (II A.2),  
  • evaluates personal effectiveness in group discussions and makes corrections as necessary (II A.1), and  
  • discusses with peers as a way of understanding information (I D.5). | 1. After reading a selection, the student develops an incisive question based on the piece. In small groups each question is answered, discussed, and analyzed. With the group the student helps select the question that inspires the most discussion and presents it to the whole class detailing the major points of discussion.  
  ✓ quality of question  
  ✓ acceptable group discussion behavior  
  ✓ clarification of ideas |
| | 2. Explains meaning, describes processes, and answers research questions to inform others (I D.1):  
  • demonstrates the ability to read and listen to explanatory texts using appropriate preparation, engagement, and reflection,  
  • demonstrates comprehension and summarizes major ideas, and  
  • determines accuracy and clarity of the selection. | 2. The student reads a text that describes a process and presents that information to the class.  
  ✓ adequate and complete notes  
  ✓ comprehension of ideas  
  ✓ summary of major steps  
  ✓ reflection on the accuracy and clarity of the original written text |
| **Speaking Conventions** | 3. Develops increased competence with speaking and language conventions (e.g., grammar, standard English, diction) by supporting an informed opinion (I C.2, II A.4):  
  • uses appropriate language, reasoning, and organizational structure for the audience and purpose,  
  • provides relevant and convincing reasons,  
  • uses various types of evidence, and  
  • demonstrates an awareness of possible questions, concerns, or counterarguments. | 3. The student creates a short persuasive speech requesting a compromise on an issue to present to a parent or guardian (e.g., curfew extension, use of the car, allowance).  
  ✓ supported informed opinion  
  ✓ appropriate language, reasoning, and organization  
  ✓ relevant and convincing reasons  
  ✓ use of various types of evidence  
  ✓ prediction of possible questions, concerns, and counterarguments |
<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>PERFORMANCE STANDARDS</th>
<th>ILLUSTRATIONS</th>
</tr>
</thead>
</table>
| **Speaking Applications** | 4. Develops increased competence with appropriate types of speaking (i.e., descriptive, narrative, expressive, expository, persuasive, and analytical) for a variety of purposes and audiences:  
- instructs an audience how to perform a specific operation or procedure by (I A.2):  
  - providing complete and accurate information based on audience’s degree of knowledge or understanding,  
  - using layout and design elements to enhance presentations and products, and  
  - using visuals and media to make effective presentations and products.  
- narrates experiences that offer (I A.1):  
  - scenes and incidents located effectively in time and place,  
  - impressions of being in a setting and a sense of engagement in the events occurring,  
  - appreciation for the significance of the account, and  
  - a sense of the narrator’s personal voice.  
- expresses an informed opinion that clearly states a personal view, is logical and coherent, and engages the listener's interest (I C.2, II A.3). | 4. **NOTE:** The class creates and uses guidelines to evaluate the effectiveness of communication used in the activities below. The student creates an invention and instructs the audience in how to perform a specific operation or procedure connected to the invention.  
- complete and accurate information appropriate to the knowledge base of the audience  
- layout and design elements to enhance presentation  
- visuals and media  
**OR**  
The student interviews a senior citizen on a life episode, transcribes the interview into a narrative, and presents to the class.  
- scenes and incidents located effectively in time and place  
- appealing setting  
- presenter’s engagement in storytelling  
- appreciation for significance of account  
- narrator’s voice  
**OR**  
Teacher-prepared placards strongly agree, agree, strongly disagree, disagree are individually placed in one of the four corners of the classroom. In response to a variety of teacher statements, the student goes to the corner most closely reflecting his/her viewpoint. The student voices and supports his/her opinion from the corner selected.  
- engaging, clearly stated, and supported view  
- logical and coherent viewpoint |  
| | 5. Creates and uses standards to evaluate the effectiveness of communication (I C.3). |  
| | 6. Responds to a variety of literary works and media (e.g., memoirs, vignettes, narratives, diaries, newspapers, movies) that offers an audience an opportunity to (III A.3):  
- understand a student's personal reactions,  
- sense how the reaction results from careful consideration of the text, and  
- be aware of how a variety of influences affect the response. | 6. The student presents an oral evaluation of one character from a recent film.  
- clarity  
- personal bias |
Strand V: RECEPTIVE LANGUAGE: LISTENING AND VIEWING
Content Standard: The student demonstrates, analyzes, evaluates, and reflects upon the skills and processes used to communicate by listening to and viewing a variety of auditory and visual works.

9-12 Benchmark: The student critically evaluates the effectiveness of a variety of auditory and visual works, including multimedia presentations.

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>PERFORMANCE STANDARDS</th>
<th>ILLUSTRATIONS</th>
</tr>
</thead>
</table>
| **Listening/Viewing Strategies** | 1. Views media (e.g., television, radio, film, and technology) critically:  
• demonstrates an awareness of the presence of the media in the lives of most people,  
• evaluates the role of the media in focusing attention and in forming opinions,  
• judges the extent to which various media are sources of entertainment as well as sources of information,  
• defines the role of advertising as part of media presentation (e.g., determines how advertising might motivate or influence audiences), and  
• acts as a critical viewer (e.g., knows the techniques used to communicate a message). | 1. The teacher creates small groups. Each member chooses one national newscast to watch (e.g., ABC, CBS, NBC and CNN Headline News, FOX, MSNBC). Each group watches the newscast on the same day. During and after watching the newscasts, the student completes a graphic organizer and shares the findings and analysis with the other group members on the following day. The follow-up whole class discussion centers around the following topics: the presence of the media in the lives of most people, the role of the media in presenting the news, the role of advertising during a high profiled newscast. |

| Listening/Viewing Applications | 2. Demonstrates appropriate participation in group discussions:  
• displays appropriate turn-taking behaviors,  
• actively solicits another person's comments or opinions,  
• responds to comments and questions, and  
• divides labor to achieve a group goal. | 2-4. The teacher divides students into small groups. Each member watches and discusses three teacher-approved television shows that have a common thread (e.g., teenagers, medicine, comedy). Each group member chooses one show and writes a letter to its producer in which ideas for change are proposed. Each member presents the letter to the rest of group, who act as the show’s producers, assessing the relevance of the evidence.  
• appropriate turn-taking behaviors  
• solicitation of comments and opinions  
• response for comments and questions |

<table>
<thead>
<tr>
<th>News Story</th>
<th>Directed for What Audience?</th>
<th>Subjective or Objective Coverage</th>
<th>Advertisements Shown</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>complete and accurate charts</td>
<td>evaluation of media’s presentation of stories</td>
<td>role of specific kinds of ads used during newscasts</td>
</tr>
<tr>
<td>GRADE 9</td>
<td>PERFORMANCE STANDARDS</td>
<td>ILLUSTRATIONS</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------</td>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td><strong>Listening/Viewing Applications (Cont.)</strong></td>
<td>3. Creates and uses standards to evaluate the effectiveness of communication (I C.3).</td>
<td>✓ division of labor to achieve group goal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Represents abstract information (e.g., concepts, generalizations) as explicit mental pictures (I C.4).</td>
<td>✓ participation in a group presentation to the rest of the class, conveying information collected</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ response questions from the audience</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ criteria developed to evaluate letters</td>
<td></td>
</tr>
</tbody>
</table>
**Strand VI: RESEARCH**

**Content Standard:** The student conducts and compiles research data, synthesizes findings, and develops an original conclusion to increase personal and community depth of knowledge.

**9-12 Benchmark:** The student analyzes, synthesizes, and evaluates information to solve problems across content areas.

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>PERFORMANCE STANDARDS</th>
<th>ILLUSTRATIONS</th>
</tr>
</thead>
</table>
| **Research Strategies** | 1. Evaluates information to develop informed opinions:  
• examines evidence,  
• notices which evidence substantiates an opinion,  
• explains the *style, tone*, and use of language for a particular effect, and  
• analyzes the effects of personal, social, historical, or cultural influences, contexts, or biases on text meaning.  
2. Determines possible questions, concerns, or counterarguments to address alternative points of view.  
3. Synthesizes information from a variety of visual information sources, including pictures and symbols, to support research (I B.2).  
4. Develops increased competence in using a variety of technology (e.g., word processors, e-mail, on-line libraries) to gather, compile, and present findings. | 1 - 7. The student acts as a personal buyer for a busy executive. After determining a product that the executive needs (e.g., car, computer, bicycle), the student researches the products available using a variety of resources and narrows the choices to three products. In a written report to the executive, the student presents (using visual aids to support the written text) the findings, giving pros and cons substantiated by facts researched and suggests which product to purchase.  
✓ criteria used to judge product  
✓ counterarguments and points of view  
✓ research-based facts about products  
✓ demonstration of knowledge of all three products  
✓ standard English  
✓ bibliography and citations |
| **Research Conventions** | 5. Develops increased competence in using research strategies (I B.1):  
• cross-references secondary sources to support information gained from primary sources,  
• summarizes and/or paraphrases information, and  
• uses news sources (e.g., traditional and electronic, government publications, reference tools, and other library resources) to enhance knowledge in all content areas.  
6. Develops increased competence in using research conventions with emphasis on the attribution of sources of information (e.g., direct and indirect quotations, references, bibliography, electronic citations) in a variety of ways. | |
| **Reading Applications** | 7. Develops increased competence in applying research (I A.3):  
• develops questions for investigation or inquiry on topics of personal choice, | |
<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>PERFORMANCE STANDARDS</th>
<th>ILLUSTRATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• decides upon and uses appropriate research methods including observation, print and nonprint sources, interviews with experts, and interactive technology and media,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• organizes and prioritizes information,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• incorporates effective visual aids, including media and technology, to support written and/or spoken text, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• reports information to a specified audience.</td>
<td></td>
</tr>
</tbody>
</table>