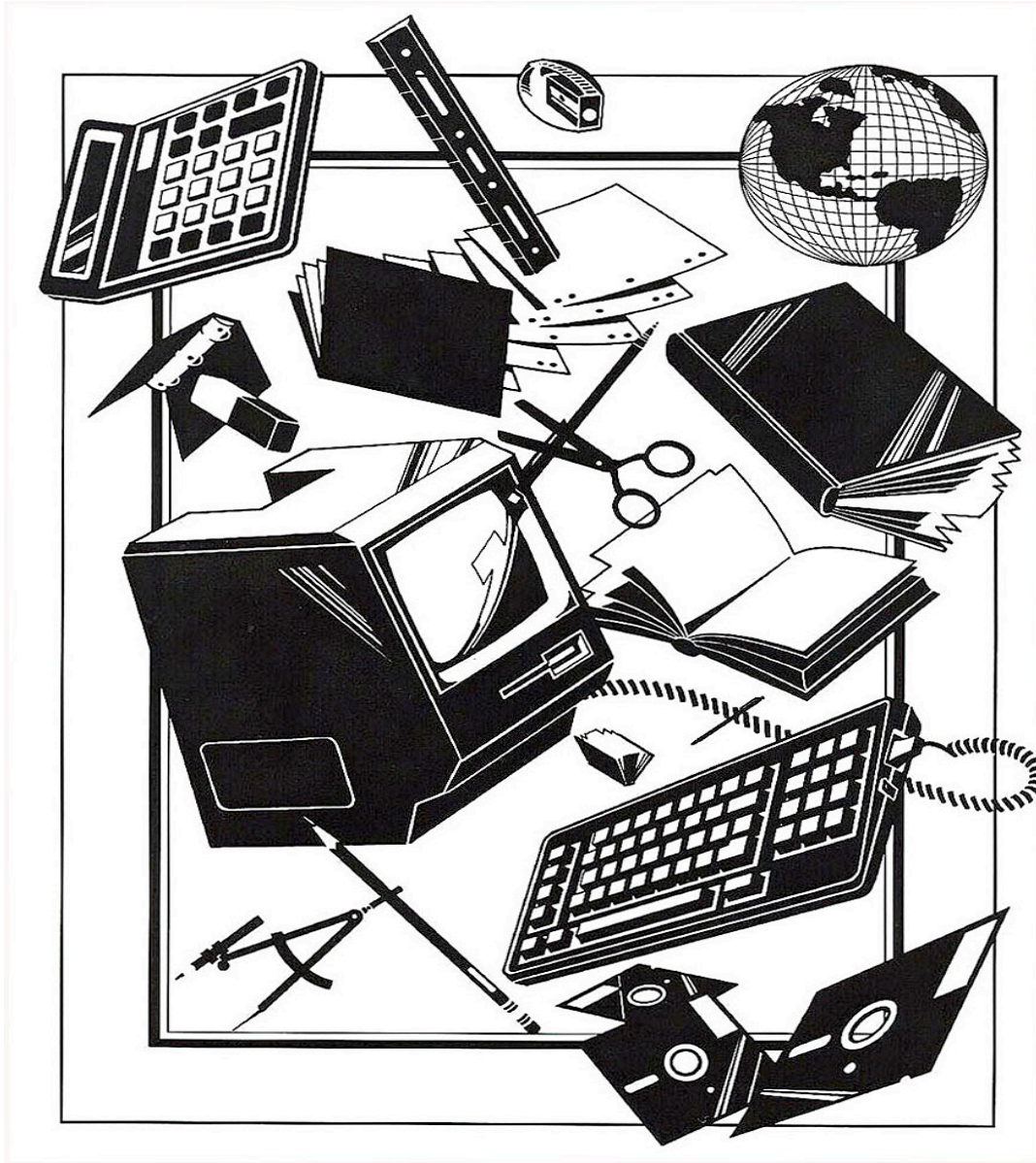


English 9

2009



The Howard County Public School System • Ellicott City, Maryland
Sydney L. Cousin, Superintendent

The Essential Curriculum Documents

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Foreword

The Essential Curriculum Documents for high school define for teachers those aspects of curriculum (both content and skills) that are essential for all students to learn.

The concept of essential curriculum is relevant at all grade levels and all subject areas. The program areas of art, career and technology education, educational technology, English, ESOL, family and consumer sciences, foreign language, guidance, health, mathematics, media, music, physical education, reading, science, and social studies are included as they are present throughout the high school years.

The “essential curriculum” of the Howard County Public School System:

- Is presented in *The Essential Curriculum Documents* for a primary audience of teachers and administrators
- Defines clearly what content and skills all students must know and be able to do
- Is based upon subject area national standards, Maryland Essential Learner Outcomes, and the Maryland State Curriculum
- Aligns with national, state, and local assessment programs, including the Maryland School Assessments and the Maryland High School Assessments
- Is supported by curriculum resource guides for the subject areas.

Acknowledgements

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Curriculum Writers

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Overview

Unit 1: Writers Record Experience

Unit 2: Writers Choose Language

Unit 3: Writers Invent Character and Point of View

Unit 4: Writers Create Meaning: Theme

Research Skills and Grade Level Requirements

English 9 Essential Curriculum

STANDARD 1

The student will comprehend and interpret a variety of print, non-print and electronic texts, and other media. CLG 1

Indicator 1.1: The student will use effective strategies before, during, and after reading, viewing, and listening to self-selected and assigned materials. CLG 1.1

Objective 1.1.1: The student will prepare for reading, viewing, and/or listening to a text. CLG 1.1.1

The student will be able to

- a. *Predict the contributions of text features (e.g., sidebars, time lines, charts, subheadings, diagrams, illustrations, photographs) to the meaning of the text CLG 1.1.1*
- b. *Link appropriate experiences and prior knowledge about the topic, author, or type of material to the text CLG 1.1.1*
- c. *Identify an appropriate purpose for reading the text CLG 1.1.1*
- d. *Identify questions a reader would expect to be answered by reading the text CLG 1.1.1*
- e. *Identify topics of discussion that may enhance a reader's understanding of the text CLG 1.1.1*
- f. *Predict the development of topics, ideas, events, and/or themes that might logically occur in the text*
- g. *Synthesize background materials from a variety of sources to define a context for reading a particular text*
- h. *Research background information as a preparation for reading*

Objective 1.1.2: The student will monitor understanding while reading, viewing, and/or listening to a text. CLG 1.1.2

The student will be able to

- a. *Determine the contributions of text features (e.g., sidebars, time lines, charts, subheadings, diagrams, illustrations, photographs) to the meaning of the text CLG 1.1.2*
- b. *Analyze relationships between and among ideas within the text and/or relevant prior knowledge CLG 1.1.2*
- c. *Determine the organizational pattern and use that pattern to define the author's purpose CLG 1.1.2*
- d. *Focus on similarities and/or differences in organizational patterns, text/author's purpose, and relevant prior knowledge within a text CLG 1.1.2*
- e. *Use context to determine the meaning of words and phrases CLG 1.1.2*
- f. *Annotate and/or reread either silently or orally to ask or answer questions about and/or summarize the text*
- g. *Modify initial predictions about topics, ideas, events, and/or themes in the text*

Objective 1.1.3: The student will confirm understanding after reading, viewing, and/or listening to a text. CLG 1.1.3**The student will be able to**

- a. *Paraphrase and/or summarize significant ideas in a text or across texts CLG 1.1.3*
- b. *Compare/contrast, draw conclusions from, and synthesize significant ideas in a text or across texts CLG 1.1.3*
- c. *Predict the development, topics, or ideas that might logically be included if the text were extended CLG 1.1.3*
- d. *Confirm the usefulness of or purpose for reading the text CLG 1.1.3*
- e. Select from among multiple methods of synthesizing ideas (e.g., summary, critique)
- f. Identify areas for further reading or research

Objective 1.1.4: The student will apply knowledge of word meaning, context, structure, and origin to define unfamiliar words. CLG 1.1.2, 3.2.2**The student will be able to**

- a. *Determine the meaning of above-grade-level words, multiple-meaning words, colloquialisms, idioms, and other words and phrases as they are used in context CLG 1.1.2*
- b. *Differentiate between the denotative and connotative and the literal and figurative meanings of words, including idioms and colloquialisms CLG 3.2.2*
- c. Apply knowledge of roots, affixes, and cognates (e.g., Greek, Latin, Anglo-Saxon, African, Arabic, and other Western and non-Western sources) to draw inferences about word meaning
- d. Apply knowledge of world mythologies (e.g., Greek, Roman, Norse) to understand the origin and meaning of unfamiliar words
- e. Apply knowledge of common words that signal relationships (e.g., words that show cause and effect, comparison, contrast, sequence, chronology)
- f. Apply knowledge of content-specific and other technical vocabulary (e.g., literary terms; theatrical expressions; political, philosophical, and historical terms)

Indicator 1.2: The student will comprehend and interpret a variety of texts, including fiction, nonfiction, poetry, drama, and informational texts (e.g., articles, editorials, essays, speeches, literary criticism). CLG 1.2

Objective 1.2.1: The student will determine the contributions of literary elements in classical and contemporary literary texts. CLG 1.2.1

The student will be able to

- a. Determine the significance of the following as each contributes to the meaning of a text:
 - *plot sequence of events (including foreshadowing and flashback), cause-and-effect relationships, and events that are exposition, climax or turning point, resolution CLG 1.2.1*
 - *characters' defining traits, motivations, and developments throughout the text CLG 1.2.1*
 - *details that provide clues to the setting, the mood created by the setting, and the role the setting plays in the text CLG 1.2.1*
 - *conflicts that motivate characters and those that serve to advance the plot CLG 1.2.1*
 - *the perspective of the author or speaker as well as the effects of first or third person narration and multiple narrators within and across text(s) CLG 1.2.1*
 - *narration, dialogue, dramatic monologue, asides, soliloquies, and character foils*
 - *various literary devices, including figurative language, imagery, allegory, and symbolism*
- b. Identify the specific structural elements of particular literary forms (e.g., short story, novel, drama, poetry, essay, biography, autobiography, journalistic writing, film) CLG 1.1.5

Objective 1.2.2: The student will determine the critical or central idea(s) of a text. CLG 1.2.5, 1.3.5

The student will be able to

- a. *Determine and/or explain the theme(s) found in a work of literature CLG 1.3.5*
- b. *Determine and/or explain the experiences, emotions, issues, and ideas in a text that give rise to universal literary themes CLG 1.3.5*
- c. *Determine, explain, and/or extend ideas and issues of a text that may have implications for readers or contemporary society CLG 1.2.5*
- d. *Determine and/or explain the thesis or central idea(s) of a nonfiction or other informational text (e.g., articles, essays, speeches, literary criticism, etc.)*

Objective 1.2.3: The student will determine the relationship among the format, structure, and meaning of informational texts. CLG 1.2.2

The student will be able to

- a. Determine the extent to which the format (e.g., text features, layout, graphics, and other visual components) of an informational document enhances or detracts from its clarity and meaning
- b. Determine the extent to which the structure of informational texts (e.g., editorials, essays,

- speeches, project plans, proposals, brochures, résumés) contributes to meaning and/or purpose
- c. Identify and explain interrelationships among ideas and concepts within informational text(s) (e.g., cause/effect, comparison/contrast)
 - d. Apply the features, structure, rhetorical devices, and content of informational texts (e.g., speeches, debates, charts, time lines, diagrams) to perform tasks, answer questions, or solve problems
-

Objective 1.2.4: The student will interpret a literary work by using a critical approach (e.g., reader response, historical, cultural, biographical, structural). CLG 1.3.2, 4.1.1

The student will be able to

- a. *Determine the influence, effect, or impact of historical, cultural, or biographical information on a text CLG 1.3.5*
- b. Interpret literary works from an individual, reader-centered approach and as part of a community of readers CLG 4.1.1
- c. Analyze literary works for what they suggest about the historical period in which they were written
- d. Relate literary works to important primary source documents of their literary or historical period
- e. Explain the relationship between a literary work and the life experience of its author
- f. Analyze the significance of a text in its historical and/or cultural context
- g. Determine the structural characteristics of a text and interpret that text using those characteristics

STANDARD 2: The student will analyze and evaluate a variety of print, non-print and electronic texts, and other media. CLG 1

Indicator 2.1: The student will analyze and evaluate a variety of texts, including fiction, nonfiction, poetry, drama, and informational texts. CLG 1.2, 4.1, 4.2

Objective 2.1.1: The student will analyze organization, structure, and syntax that reveal an author's purpose. CLG 1.2.2

The student will be able to

- a. *Determine and/or explain the significance of or rationale for the following as each contributes to the author's purpose CLG 1.2.2*
 - *the arrangement of ideas in a particular way CLG 1.2.2*
 - *syntax and the arrangement of phrases and sentences CLG 1.2.2, 1.2.3*
 - *words and syntax that create rhythm CLG 1.2.2*
 - *organizational patterns CLG 1.2.3*
 - *structural features CLG 1.2.3*
- b. *Explain the effectiveness of organization, structure, and syntax in accomplishing a purpose CLG 4.1.1*

Objective 2.1.2: The student will analyze stylistic elements in a text or across texts that communicate an author's purpose. CLG 1.2.3, 4.2.1

The student will be able to

- a. *Determine the tone or voice of a text or a portion of a text or across texts CLG 1.3.3*
- b. *Determine and/or explain the significance of the following as each contributes to the author's purpose CLG 1.2.3*
 - *repetition and/or exaggeration, parallelism CLG 1.2.3*
 - *allusion, analogy CLG 1.2.3*
 - *figurative language, imagery, symbolism CLG 1.2.2, 1.2.3*
 - *a particular speaker or point of view CLG 1.2.2*
 - *transitions CLG 1.2.3, 4.2.3*
 - *choice of details (e.g., specific examples, events, dialogue) CLG 1.2.3*
 - *features of language that create tone and voice CLG 1.3.3*
- c. *Explain the effectiveness of stylistic elements in accomplishing a purpose CLG 4.1.1*
- d. *Evaluate an author's choice of words, phrases, and sentences for a particular audience or effect, for a given purpose, to extend meaning in a context, or to provide emphasis CLG 4.2.1*
- e. *Distinguish among types of irony (e.g., verbal, situational, dramatic)*

Objective 2.1.3: The student will analyze connections between and among themes, ideas, and/or styles of two or more texts. CLG 1.1.3, 1.2.4, 1.2.5**The student will be able to**

- a. *Analyze the similarities or differences in styles (e.g., formal, informal, conversational, scholarly, journalistic, poetic) of two or more texts CLG 1.2.4*
- b. *Analyze the similarities or differences in themes or central ideas of two or more texts CLG 1.2.4*
- c. *Analyze the ways in which different texts illustrate a similar theme or advance a similar argument CLG 1.2.4*
- d. Explain ways in which archetypes (e.g., hero, outcast, death-rebirth, quests, initiations) contribute to meaning

Objective 2.1.4: The student will analyze and evaluate the purpose and effect of non-print texts, including visual, aural, and electronic media. CLG 1.1.4**The student will be able to**

- a. *Determine the implications of non-print text (e.g., photographs, posters, art reproductions, cartoons, and stills from film or stage productions) CLG 1.1.4*
- b. *Evaluate non-print text as it relates to the themes and central ideas and/or style of a print text CLG 1.1.4*
- c. *Summarize, compare, draw conclusions about, and synthesize significant ideas between print and non-print text CLG 1.1.4*
- d. Determine both the explicit and the implicit ideas found in non-print media
- e. Compare the effect of texts presented in different media CLG 1.2.6
- f. Extend ideas common to a print and non-print text that may have implications for the reader, viewer, or listener, and society

Objective 2.1.5: The student will analyze and evaluate evidence and determine the credibility of information in a text.**The student will be able to**

- a. Distinguish among facts and opinions, evidence and inferences
- b. Recognize common logical fallacies (e.g., the appeal to pity, the personal attack, the appeal to common opinion, the false dilemma)
- c. Identify false premises in an argument
- d. Describe the structure of an argument: identify its claims and evidence; and evaluate connections among evidence, inferences and claims
- e. Evaluate the range and quality of evidence used to advance or refute an argument
- f. Analyze an author's implicit and explicit assumptions and beliefs about a subject
- g. Analyze two or more texts addressing the same topic to determine how authors reach similar or different conclusions

STANDARD 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. CLG 2

Indicator 3.1: The student will compose written, oral, and multimedia presentations in a variety of formats and for a variety of audiences and purposes. CLG 2.1

Objective 3.1.1: The student will compose effective informative or expository texts (e.g., literary analysis and other academic compositions and essays; descriptions; summaries) and work-related texts (e.g., brochures, proposals, project plans, résumés) CLG 2.1.1, 2.1.2.

The student will be able to

- a. Generate and develop a controlling idea or thesis intended to inform or explain
- b. Use an organizational structure appropriate for the writing purpose with a clear introduction, body, and an effective conclusion
- c. Include relevant and complete support of ideas joined with effective transitions for clarity and coherence
- d. Develop the main ideas within the body of the essay through an appropriate strategy or with supporting evidence (e.g., summary, description, narration, personal ideas) CLG 2.1.2, 2.1.3
- e. Apply text structures and rhetorical patterns (e.g., comparison and contrast, cause and effect, description) to examine and develop ideas CLG 2.1.2
- f. Select language to clarify ideas and avoid errors in usage and conventions that interfere with meaning
- g. Demonstrate attention to audience interest and understanding
- h. Combine basic sentence patterns to vary sentence structure and emphasize selected ideas CLG 3.1.7, 3.1.9
- i. Demonstrate the ability to integrate ideas into written text from a variety of sources using paraphrase, quotations, citations, and summaries
- j. Include effective visual aids when appropriate
- k. Produce work-related texts (e.g., brochures, project plans, proposals, letters, pamphlets, brochures) that
 - address audience needs and potential misunderstandings
 - develop ideas and main points with appropriate strategies (e.g., comparing or contrasting, providing a scenario, citing facts and details)
 - incorporate both non-technical and technical vocabulary
 - adopt a tone, style, and format appropriate to the subject, audience, and purpose

Objective 3.1.2: The student will compose effective persuasive essays and arguments that advance, modify, or refute a position; use a logical structure; provide relevant and complete support; and employ effective rhetorical strategies CLG 2.1.4, 2.3.4.

The student will be able to

- a. Generate and develop a controlling idea or thesis that states, refutes, or modifies a position
- b. Use an organizational structure appropriate for the writing purpose with a clear introduction, body, and an effective conclusion
- c. Include relevant and complete support of ideas joined with effective transitions for clarity
- d. Develop the main ideas within the body of the essay through supporting evidence (e.g., description, narration, scenarios, personal ideas) CLG 2.1.2, 2.1.3
- e. Apply text structures and rhetorical patterns (e.g., comparison and contrast, cause and effect, description) to examine and develop ideas
- f. Select language skillfully to clarify ideas and avoid errors in usage and conventions that interfere with meaning
- g. Demonstrate attention to audience interest and understanding by refuting opposing positions and opinions
- h. Support assertions through the use of rhetorical appeals (e.g., appeal to logic through reasoning, appeal to emotion) in both oral and written arguments
- i. Combine basic sentence patterns to vary sentence structure and emphasize selected ideas CLG 3.1.7, 3.1.9
- j. Enhance meaning by employing basic rhetorical devices (e.g., issuing of a call to action, refuting or modifying a position)
- k. Demonstrate the ability to integrate ideas into written text from a variety of sources using paraphrase, quotations, citations, and summaries

Objective 3.1.3: The student will compose effective oral presentations that engage the audience by developing a controlling idea, using a logical structure, providing relevant and complete support or evidence, and including effective rhetorical strategies.

The student will be able to

- a. Establish a focus or controlling idea (e.g., a thesis or argument, a judgment about a literary character or text, a clear point of view on a topic)
- b. Incorporate an effective opening and closing
- c. Use a logical organizational structure (i.e., a clear introduction, body, and conclusion) appropriate to the subject, audience, and purpose
- d. Develop ideas, judgments, and opinions with effective evidence and details
- e. Incorporate appropriate transitional words and devices
- f. Select language carefully and correctly to clarify ideas and avoid errors in usage and conventions that interfere with meaning
- g. Demonstrate attention to audience interest and understanding

Objective 3.1.4: The student will compose effective research essays that support, modify, or refute a thesis; use a logical structure; provide relevant and complete evidence; and cite and document sources accurately. [Note: See the Research Unit objectives, listed separately, for the mandatory research paper. In addition, students should be involved in small research tasks throughout the year as preparation for and reinforcement of the skills necessary for the mandatory paper.]

The student will be able to

- a. Generate and develop a controlling idea or thesis
- b. Use an organizational structure (i.e., a clear introduction, body, and conclusion) appropriate to the subject and audience (e.g., classifying, categorizing, sequencing)
- c. Summarize, paraphrase, and synthesize information from a variety of primary and secondary sources
- d. Include relevant and complete support of ideas and assertions from a variety of sources (e.g., books, technology, human)
- e. Select language carefully and correctly to clarify ideas and avoid errors in usage and conventions that interfere with meaning
- f. Cite information that should be documented
- g. Follow an established format for a bibliography or works cited page

Objective 3.1.5: The student will create effective media presentations that use visuals and/or sound and appropriate technology to present a particular point of view on a topic or idea.

The student will be able to

- a. Establish a focus or a controlling idea, thesis, message, or argument
- b. Use a logical structure appropriate to the subject, audience, purpose, and medium
- c. Develop ideas, opinions, and/or arguments with effective evidence and support
- d. Apply technology (e.g., software, audio, digital video, graphics) to address audience understanding by communicating ideas and information best understood visually
- e. Alter a text to present the same content to a different audience via the same or different media CLG 4.3.3

Indicator 3.2: The student will compose texts using the prewriting, drafting, revising, and editing strategies of effective writers and speakers. CLG 2.2

Objective 3.2.1: The student will prepare for writing by generating and developing ideas CLG 2.2.1.

The student will be able to

- a. *Identify an appropriate prewriting strategy for a specific purpose or topic CLG 2.2.1*
- b. *Identify relevant sources of information CLG 2.2.1*
- c. Plan writing (e.g., note taking, graphic organizers, informal outlines)
- d. Gather initial information from a variety of print, non-print, and human sources and evaluate its usefulness

Objective 3.2.2: The student will select and organize ideas for specific audiences and purposes CLG 2.2.2.

The student will be able to

- a. *Select a logical sequence of ideas or sentences CLG 2.2.2*
- b. *Determine an appropriate organizational structure emphasizing purpose and/or audience CLG 2.2.2*
- c. *Select or delete information to suit a given purpose or audience CLG 2.2.2*
- d. *Identify the logical placement of a sentence or paragraph within a text CLG 2.2.2*
- e. Synthesize information from multiple sources CLG 2.3.5
- f. Consider the elements of discourse (e.g., purpose, speaker, audience, form) when planning for a writing task (e.g., narrative, expository, persuasive, descriptive)
- g. Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the writing

Objective 3.2.3: The student will revise and edit texts for clarity, completeness, and effectiveness CLG 2.2.3, 3.1.4, 3.3.1, 4.3.1.

The student will be able to

- a. *Revise sentences to combine, complete, and expand ideas through the use of*
 - *logical and succinct coordination and subordination CLG 2.2.3, 3.1.6*
 - *logical sequencing for effectiveness and emphasis CLG 2.2.3, 3.1.6*
 - *conciseness (eliminating redundancy, superfluous words and phrases) CLG 2.2.3*
 - *effective sentence structure (e.g., avoiding inappropriate sentence fragments and run-on sentences, including fused sentences and comma splices) CLG 3.1.4*
- b. *Attend to audience needs through*
 - *elaboration or support sentences CLG 2.2.3*
 - *transitional devices between sentences and paragraphs CLG 2.2.3*
 - *coherence (focusing on a central idea) CLG 2.2.3*

- c. *Control language structures by*
- *ensuring clear placement of modifiers, including appositives, verbals and verbal phrases, dependent clauses, restrictive v nonrestrictive clauses, prepositional phrases CLG 2.2.3, 3.1.8*
 - *correcting misplaced and dangling modifiers CLG 2.2.3*
 - *correcting shifts in person, number, and verb tense CLG 2.2.3*
 - *revising diction to clarify or alter the tone of a text (e.g., humorous, urgent, official, authoritative, more or less critical, commanding, diplomatic, detached, resentful, sympathetic, formal, informal) CLG 4.3.1*
- d. *Edit texts by using internalized knowledge to identify and correct errors in*
- *spelling of commonly confused words CLG 3.3.1*
 - *end punctuation CLG 3.3.1*
 - *commas: in a series, after introductory statements, setting off appositives and parenthetical statements, in dates and places, before coordinating conjunctions in compound sentences CLG 3.3.1*
 - *semicolons between closely-related main clauses CLG 3.3.1*
 - *semicolon and comma in compound sentence with a conjunctive adverb CLG 3.3.1*
 - *apostrophes CLG 3.3.1*
 - *capitalization: proper nouns, proper adjectives, geographic places, businesses, organizations and institutions CLG 3.3.1*
- e. Apply a variety of peer editing strategies to revise others' work for clarity, completeness, and effectiveness and to edit others' work for correct grammar, usage, and mechanics
- f. Respond to constructive criticism and reactions from teachers and/or peers to revise working drafts for clarity, completeness, and effectiveness

Objective 3.2.4: The student will use general and specialized resources to correct or confirm revisions and/or editorial choices CLG 2.2.5, 3.3.2.

The student will be able to

- a. *Use resources to select and apply appropriate language*
- *avoiding the use of trite expressions and clichés CLG 2.2.5*
 - *using smooth and informative transitions CLG 2.2.5*
 - *arranging parallel elements appropriately and effectively CLG 2.2.5*
 - *determining appropriate use of active or passive voice CLG 2.2.5*
 - *determining an appropriate word for a given purpose CLG 2.2.5*
- b. *Use a resource for Standard English usage*
- *agreement of subject and verb CLG 3.3.2*
 - *agreement of pronoun and antecedent CLG 3.3.2*
 - *clear pronoun reference CLG 3.3.2*
 - *appropriate case of nouns and pronouns CLG 3.3.2*
 - *appropriate and consistent verb tenses CLG 3.3.2*
- c. *Use a resource for all punctuation or capitalization skills not internalized or for rules that may be in flux CLG 3.3.2*
- d. Select from a variety of resources to verify the correct pronunciation of specialized, foreign, or unusual terms

- e. Use a resource to apply other common rules of language usage that are grade appropriate
- f. Use a resource for Standard English in place of nonstandard English and slang

**Objective 3.2.5: The student will prepare the final product for presentation or publication
CLG 2.2.6.**

The student will be able to

- a. Meet prescribed process deadlines
- b. Observe all manuscript requirements
- c. Submit oral and written work within prescribed time and/or length requirements

Indicator 3.3: The student will locate, retrieve, and use information from various sources to accomplish a purpose. CLG 2.3

Note: The objectives for this indicator have been integrated into the HCPSS Research Skills section included at the end of this document.

STANDARD 4: The student will control language by applying Standard English in writing and speaking and making effective language choices. CLG 3

Indicator 4.1: The student will demonstrate understanding of the nature and structure of language, including grammar concepts and skills, to strengthen control of oral and written language. CLG 3.1

Objective 4.1.1: The student will determine the relationship among the meaning, position, form, function, and the grammatical classification of words. CLG 3.1.3

The student will be able to

- a. *Use position, form, and meaning to determine the function or classification of words and phrases CLG 3.1.3*
 - *subjects and objects: noun, pronoun, gerund, infinitive, appositive, simple, compound CLG 3.1.3*
 - *predicates: verb, verb phrase, simple, compound CLG 3.1.3*
 - *modifiers: adjective (including pronouns used as adjectives), adverbs, prepositional phrases, participle, infinitive, article CLG 3.1.3*
 - *conjunctions: coordinating, subordinating, correlative, and conjunctive adverbs CLG 3.1.3*
- b. Analyze the extent to which the placement and punctuation of noun, adjective, and adverb clauses affects the clarity of compound, complex, and compound-complex sentences

Objective 4.1.2: The student will apply Standard English grammar, punctuation, capitalization, and spelling in speaking and/or writing. CLG 3

The student will be able to

- a. Distinguish between colloquial and nonstandard English
- b. Assess situations for the appropriateness of formal versus informal language CLG 3.2.1
- c. Apply Standard English for clarity, correctness, and effectiveness and to enhance audience interest and understanding

STANDARD 5: The student will communicate orally in a variety of situations, for different audiences and purposes, and in different formats.

Indicator 5.1: The student will plan for, contribute to, and analyze successful oral communication.

Objective 5.1.1: The student will identify purposes, intended audiences, proposed messages, and specific situations for communicating.

The student will be able to

- a. Identify an appropriate purpose for communicating (e.g., informing, persuading, problem solving, entertaining, interpreting)
- b. Identify an appropriate message(s) for specific situations
- c. Determine audience knowledge and interest and anticipate audience response

Objective 5.1.2: The student will participate in and contribute to large- and small-group collaboration for a variety of assigned and self-selected purposes

The student will be able to

- a. Demonstrate process skills
 - Identify the group's purpose or goal (e.g., discussing and analyzing a literary passage as part of a seminar, panel discussion, colloquium; sharing information from a Jigsaw or other cooperative learning model; contributing to a peer review of a piece of writing; solving a problem; planning a task)
 - Offer input in a constructive, socially acceptable manner
 - Ask appropriate questions for clarification and extension
 - Listen actively to others
 - Assume leadership and subordinate roles as necessary
- b. Demonstrate content understanding
 - Summarize the positions or main points made by the other members of the group
 - Identify connections, disparities, strengths, and weaknesses among the differing positions in the group
 - Suggest ways to arbitrate differing positions without diminishing either the position or its proponent
 - Cite evidence to justify maintaining or modifying one's own position
 - Accept ambiguity and lack of consensus among the group members

Objective 5.1.3: The student will determine the effectiveness of large- and small-group collaboration and its associated product(s).

The student will be able to

- a. Analyze the extent to which the group achieves its stated goal or purpose
 - b. Conduct an evaluation of group dynamics using previously established criteria (e.g., a teacher-supplied rubric, a group-generated rubric)
 - c. Conduct a self-evaluation using previously established criteria
 - d. Suggest strategies for improvement of identified weaknesses
 - e. Set both group and individual goals for future large- and small-group collaboration
-

Indicator 5.2: The student will deliver effective oral presentations for a variety of purposes, in a variety of forms, and for a variety of audiences.

Objective 5.2.1: The student will apply effective rhetorical structures (e.g., introductions, sequence, illustrations, conclusions).

The student will be able to

- a. Choose appropriate techniques for developing the introduction and conclusion of a speech or other oral presentation
- b. Use elements of classical speech forms (i.e., introduction, transitions, body, and conclusion) in formulating arguments
- c. Develop ideas and concepts with examples, analogies and other comparisons
- d. Establish a logical organization (e.g., comparison/contrast, sequence or chronology)
- e. Use transitions to move from one idea to the next
- f. Support assertions and judgments with sound evidence
- g. Speak extemporaneously on an assigned or self-selected topic of interest

Objective 5.2.2: The student will use tone, diction, and rate as well as nonverbal techniques appropriate to the text, audience, and purpose.

The student will be able to

- a. Rehearse oral texts for effective diction, intonation, enunciation, and gestures CLG 2.2.4
- b. Use effective diction to establish a tone appropriate to audience and purpose
- c. Employ proper eye contact, speaking rate, volume, enunciation, and gestures to communicate ideas clearly and effectively

Objective 5.2.3: The student will use appropriate props, visual aids, and electronic media to enhance accuracy and audience appeal.

The student will be able to

- a. Determine the advantages and limitations of specific visual aids and other media
- b. Apply an understanding of purpose and audience needs when selecting props, visual aids, and electronic media
- c. Incorporate props, visual aids (e.g., graphs, charts, diagrams, time lines, tables) to support and convey information and meet audience needs

STANDARD 6: The student will listen effectively in a variety of situations and for a variety of purposes.

Indicator 6.1: The student will process and analyze information presented orally.

Objective 6.1.1: The student will apply skills and strategies to gather and interpret verbal messages.

The student will be able to

- a. Identify the purpose for listening (e.g., listening critically for the argument and/or thesis, listening for directions or steps in a process, or listening for enjoyment or relaxation)
- b. Apply strategies for attending to verbal messages appropriate for the purpose or situation (e.g., taking notes, outlining, periodically summarizing, or self-questioning)
- c. Identify key points and important details by listening for specific rhetorical strategies and other markers (e.g., repetition, parallelism, numerical and other transitions; and variations in volume, pitch, stress, and pace)

Objective 6.1.2: The student will demonstrate understanding of information and ideas communicated orally.

The student will be able to

- a. Identify pertinent information or details and disregard unimportant or extraneous information
- b. Restate the thesis of a speech and the elements that develop it
- c. Summarize and/or paraphrase information presented orally by others in both small- and large-group settings (e.g., ideas or information learned from a speech or focused discussion)
- d. Respond to messages by asking questions, challenging assertions, or offering examples that confirm the message and speaker's attitude toward the subject
- e. Clarify interpretations of main ideas or themes by paraphrasing, summarizing, or representing them in some other form
- f. Follow spoken instructions to complete a task, respond to a question, or solve a problem by focusing on critical information

Objective 6.1.3: The student will analyze the effect of nonverbal cues on oral communication.

The student will be able to determine the

- a. Connection between specific nonverbal cues and cultural background
- b. Significance of facial expressions and hand gestures
- c. Effect of proxemics (personal space) on the speaker, receiver, and the message
- d. Significance of kinesics (body movement) and touch
- e. Significance of paralanguage (e.g., intonation, rhythm, speed)

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English 9
Essential Curriculum
Unit 1: Writers Record Experience

READING, VIEWING, AND LISTENING TO TEXT

STANDARD 1: The student will comprehend and interpret a variety of print, non-print and electronic texts, and other media.

Objective 1.2.1

- The student will determine the significance of the following literary elements as each contributes to the meaning of a text:
 - plot sequence of events (including foreshadowing and flashback), cause-and-effect relationships, and events that are exposition, climax or turning point, resolution
 - details that provide clues to the setting, the mood created by the setting, and the role the setting plays in the text
 - conflicts that motivate characters and those that serve to advance the plot
- The student will identify the specific structural elements of particular literary forms, e.g.,
 - memoir
 - autobiography
 - personal narrative

STANDARD 2: The student will analyze and evaluate a variety of print, non-print and electronic texts, and other media.

Objective 2.1.2

- The student will be able to analyze the following stylistic elements that communicate an author's purpose:
 - tone
 - allusion
 - analogy
 - figurative language
 - imagery
 - symbolism

CRITICAL APPROACHES

Objective 1.2.4

- The student will be able to
 - Identify specific words, phrases, scenes, images, and symbols that support a personal response to a personal narrative or memoir (HCPSS)

- Determine the influence, effect, or impact of historical, cultural, or biographical information on a text
- Relate literary works to important primary source documents of their literary or historical period
- Explain the relationship between a literary work and the life experience of its author
- Analyze the significance of a text in its historical and/or cultural context

WRITING

Objective 3.1.1: The student will compose effective informative or expository texts.

- The student will be able to
 - Compose a personal narrative or memoir (HCPSS)
 - Analyze how a quotation from another source relates to a narrative (HCPSS)
 - Analyze how a critical analysis relates to a narrative (HCPSS)
 - Respond to an AP-type timed writing prompt (GT) (HCPSS)

Objective 3.1.2: The student will compose effective persuasive essays and arguments.

- The student will demonstrate the ability to respond to an SAT-type prompt in 35 minutes. (HCPSS)

Objective 3.1.4: The student will compose effective research essays that support, modify, or refute a thesis; use a logical structure; provide relevant and complete evidence; and cite and document sources accurately. (Note: students will write one fully developed research paper during the year. It may be associated with any of the four units. See the separate listing of research skills and the grade level charts for specific objectives.)

Indicator 3.2: The student will compose texts using the prewriting, drafting, revising, and editing strategies of effective writers and speakers.

- The student will be able to assess his or her writing using the framework of the 6+1 Traits of Writing. (HCPSS)

LANGUAGE AND GRAMMAR

The student will demonstrate an understanding of and ability to use language and grammar skills on the local assessments which are aligned to the High School Assessments.

Objective 3.2.2: The student will select and organize ideas for specific audiences and purposes.

Objective 3.2.3: The student will revise and edit texts for clarity, completeness, and effectiveness.

Objective 3.2.4: The student will use general and specialized resources to correct or confirm revisions and/or editorial choices.

Indicator 4.1: The student will demonstrate understanding of the nature and structure of language, including grammar concepts and skills, to strengthen control of oral and written language.

SPEAKING

STANDARD 5: The student will communicate orally in a variety of situations, for different audiences and purposes, and in different formats.

- The student will participate effectively in large and small group discussions.
-

LISTENING

STANDARD 6: The student will listen effectively in a variety of situations and for a variety of purposes.

- The student will participate effectively in large and small group discussions.

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**English 9
Essential Curriculum**

Unit 2: Writers Choose Language

READING, VIEWING, AND LISTENING TO TEXT

STANDARD 1: The student will comprehend and interpret a variety of print, non-print and electronic texts, and other media.

Objective 1.2.1

- The student will determine the significance of the following literary elements as each contributes to the meaning of a text:
 - narration
 - dialogue
 - dramatic monologue
 - asides
 - soliloquies
 - character foils
- The student will identify the specific structural elements of particular literary forms:
 - drama
 - poetry
 - short story
 - novel

STANDARD 2: The student will analyze and evaluate a variety of print, non-print and electronic texts, and other media.

Objective 2.1.2

- The student will be able to analyze the following stylistic elements that communicate an author's purpose:
 - tone
 - repetition and/or exaggeration
 - parallelism
 - allusion
 - analogy
 - figurative language
 - imagery
 - symbolism
 - persuasive language (rhetorical strategies)
 - sound devices
- The student will be able to distinguish among types of irony (e.g., verbal, situational, dramatic)

CRITICAL APPROACHES**Objective 1.2.4**

- The student will be able to
 - Determine the influence, effect, or impact of historical, cultural, or biographical information on a text
 - Interpret literary works from an individual, reader-centered approach and as part of a community of readers
 - Explain the relationship between a literary work and the life experience of its author
 - Analyze the significance of a text in its historical and/or cultural context

WRITING**Objective 3.1.1: The student will compose effective informative or expository texts.**

- The student will compose an essay which focuses on an author's diction, tone, and style. (HCPSS)
- The student will demonstrate the ability to respond to an AP-type timed writing prompt. (GT) (HCPSS)

Objective 3.1.2: The student will compose effective persuasive essays and arguments.

- The student will compose a persuasive essay. (HCPSS)

Objective 3.1.4: The student will compose effective research essays that support, modify, or refute a thesis; use a logical structure; provide relevant and complete evidence; and cite and document sources accurately. (Note: students will write one fully developed research paper during the year. It may be associated with any of the four units. See the separate listing of research skills and the grade level charts for specific objectives.)

Indicator 3.2: The student will compose texts using the prewriting, drafting, revising, and editing strategies of effective writers and speakers.

- The student will be able to assess his or her writing using the framework of the 6+1 Traits of Writing. (HCPSS)

While the Maryland State Curriculum focuses on analytical writing, HCPSS teachers are also encouraged to provide opportunities for students to express themselves creatively, as in the following objective:

- The student will compose a poem to express personal ideas by:
 - Selecting evocative words and phrases
 - Placing words and phrases effectively

LANGUAGE AND GRAMMAR

The student will demonstrate an understanding of and ability to use language and grammar skills on the local assessments which are aligned to the High School Assessments.

Objective 3.2.2: The student will select and organize ideas for specific audiences and purposes.

Objective 3.2.3: The student will revise and edit texts for clarity, completeness, and effectiveness.

Objective 3.2.4: The student will use general and specialized resources to correct or confirm revisions and/or editorial choices.

Indicator 4.1: The student will demonstrate understanding of the nature and structure of language, including grammar concepts and skills, to strengthen control of oral and written language.

SPEAKING

STANDARD 5: The student will communicate orally in a variety of situations, for different audiences and purposes, and in different formats.

- The student will speak extemporaneously on an assigned or self-selected topic of interest.
- The student will participate effectively in large and small group discussions.

LISTENING

STANDARD 6: The student will listen effectively in a variety of situations and for a variety of purposes.

- The student will participate effectively in large and small group discussions.

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English 9 Essential Curriculum

Unit 3: Writers Invent Character and Point of View

READING, VIEWING, AND LISTENING TO TEXT

STANDARD 1: The student will comprehend and interpret a variety of print, non-print and electronic texts, and other media.

Objective 1.2.1

- The student will determine the significance of the following literary elements as each contributes to the meaning of a text:
 - characters' defining traits (static or dynamic, round or flat), their motivations, and developments throughout the text
 - conflicts that motivate characters and those that serve to advance the plot
 - the perspective of the author or speaker as well as the effects of first or third person narration and multiple narrators within and across text(s)
- The student will identify the specific structural elements of particular literary forms, such as:
 - drama
 - poetry
 - short story
 - novel

STANDARD 2: The student will analyze and evaluate a variety of print, non-print and electronic texts, and other media.

Objective 2.1.2

- The student will be able to analyze the following stylistic elements that communicate an author's purpose:
 - tone
 - a particular speaker or point of view
- The student will be able to distinguish among types of irony (e.g., verbal, situational, dramatic)

CRITICAL APPROACHES

Objective 1.2.4

- The student will be able to
 - Identify specific words, phrases, scenes, images, and symbols that support a personal response to a character description (HCPSS)

- Determine the influence, effect, or impact of historical, cultural, or biographical information on a text
 - Explain the relationship between a literary work and the life experience of its author
 - Analyze the significance of a text in its historical and/or cultural context
-

WRITING

Objective 3.1.1: The student will compose effective informative or expository texts.

- The student will be able to
 - Compose a description of a person or a character (HCPSS)
 - Compose an essay analyzing an author’s use of characterization to develop plot and/or theme (HCPSS)
 - Respond to an AP-type timed writing prompt (GT) (HCPSS)

Objective 3.1.2: The student will compose effective persuasive essays and arguments.

- The student will demonstrate the ability to respond to an SAT-type prompt in 35 minutes. (HCPSS)

Objective 3.1.4: The student will compose effective research essays that support, modify, or refute a thesis; use a logical structure; provide relevant and complete evidence; and cite and document sources accurately. (Note: students will write one fully developed research paper during the year. It may be associated with any of the four units. See the separate listing of research skills and the grade level charts for specific objectives.)

Indicator 3.2: The student will compose texts using the prewriting, drafting, revising, and editing strategies of effective writers and speakers.

- The student will be able to assess his or her writing using the framework of the 6+1 Traits of Writing. (HCPSS)
-

LANGUAGE AND GRAMMAR

The student will demonstrate an understanding of and ability to use language and grammar skills on the local assessments which are aligned to the High School Assessments.

Objective 3.2.2: The student will select and organize ideas for specific audiences and purposes.

Objective 3.2.3: The student will revise and edit texts for clarity, completeness, and effectiveness.

Objective 3.2.4: The student will use general and specialized resources to correct or confirm revisions and/or editorial choices.

Indicator 4.1: The student will demonstrate understanding of the nature and structure of language, including grammar concepts and skills, to strengthen control of oral and written language.

SPEAKING

STANDARD 5: The student will communicate orally in a variety of situations, for different audiences and purposes, and in different formats.

- The student will be able to
 - Rehearse oral texts for effective diction, intonation, enunciation, and gestures
 - Use effective diction to establish a tone appropriate to audience and purpose
 - Employ proper eye contact, speaking rate, volume, enunciation, and gestures to communicate ideas clearly and effectively
 - The student will participate effectively in large and small group discussions.
-

LISTENING

STANDARD 6: The student will listen effectively in a variety of situations and for a variety of purposes.

- The student will participate effectively in large and small group discussions.

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**English 9
Essential Curriculum**

Unit 4: Writers Create Meaning: Theme

READING, VIEWING, AND LISTENING TO TEXT

STANDARD 1: The student will comprehend and interpret a variety of print, non-print and electronic texts, and other media.

Objective 1.2.1

- The student will determine the significance of the following literary elements as each contributes to the meaning of a text:
 - plot sequence of events (including foreshadowing and flashback), cause-and-effect relationships, and events that are exposition, climax or turning point, resolution
 - characters' defining traits, motivations, and developments throughout the text
 - details that provide clues to the setting, the mood created by the setting, and the role the setting plays in the text
 - conflicts that motivate characters and those that serve to advance the plot
- The student will identify the specific structural elements of particular literary forms, such as:
 - drama
 - poetry
 - short story
 - novel
 - film
 - essay

Objective 1.2.2: The student will determine the critical or central idea(s) of a text.

- The student will be able to
 - Determine and/or explain the theme(s) found in a work of literature
 - Determine and/or explain the experiences, emotions, issues, and ideas in a text that give rise to universal literary themes
 - Determine, explain, and/or extend ideas and issues of a text that may have implications for readers or contemporary society
 - Determine and/or explain the thesis or central idea(s) of a nonfiction or other informational text (e.g., articles, essays, speeches, literary criticism, etc.)
 - Explain how common and universal experiences serve as the source of literary themes that cross time and cultures (HCPSS)

STANDARD 2: The student will analyze and evaluate a variety of print, non-print and electronic texts, and other media.

Objective 2.1.2

- The student will be able to analyze the following stylistic elements that communicate an author's purpose:
 - symbolism
 - imagery
- The student will be able to draw conclusions about author's use of tone, voice, plot, setting, character, conflict, point of view, and/or figurative or persuasive language as they support theme. (HCPSS)

Objective 2.1.3: The student will analyze connections between and among themes, ideas, and/or styles of two or more texts.

- The student will be able to
 - Analyze the similarities or differences in styles (e.g., formal, informal, conversational, scholarly, journalistic, poetic) of two or more texts
 - Analyze the similarities or differences in themes or central ideas of two or more texts
 - Analyze the ways in which different texts illustrate a similar theme or advance a similar argument

CRITICAL APPROACHES**Objective 1.2.4**

- The student will be able to
 - Determine the influence, effect, or impact of historical, cultural, or biographical information on a text
 - Interpret literary works from an individual, reader-centered approach and as part of a community of readers
 - Explain the relationship between a literary work and the life experience of its author
 - Analyze the significance of a text in its historical and/or cultural context
 - Compare the development of themes and/or styles across literary and historical periods and diverse cultures (HCPSS)

WRITING**Objective 3.1.1: The student will compose effective informative or expository texts.**

- The student will be able to
 - Compose an essay that analyzes the theme of a literary text as it emerges through plot, character, setting, conflict, and point of view (HCPSS)
 - Compose an essay that analyzes the connection between themes in print text and non-print text (HCPSS)
 - Respond to an AP-type timed writing prompt (GT) (HCPSS)

Objective 3.1.2: The student will compose effective persuasive essays and arguments.

- The student will demonstrate the ability to respond to an SAT-type prompt in 35 minutes. (HCPSS)

Objective 3.1.4: The student will compose effective research essays that support, modify, or refute a thesis; use a logical structure; provide relevant and complete evidence; and cite and document sources accurately. (Note: students will write one fully developed research paper during the year. It may be associated with any of the four units. See the separate listing of research skills and the grade level charts for specific objectives.)

Indicator 3.2: The student will compose texts using the prewriting, drafting, revising, and editing strategies of effective writers and speakers.

- The student will be able to assess his or her writing using the framework of the 6+1 Traits of Writing. (HCPSS)

LANGUAGE AND GRAMMAR

The student will demonstrate an understanding of and ability to use language and grammar skills on the local assessments which are aligned to the High School Assessments.

Objective 3.2.2: The student will select and organize ideas for specific audiences and purposes.

Objective 3.2.3: The student will revise and edit texts for clarity, completeness, and effectiveness.

Objective 3.2.4: The student will use general and specialized resources to correct or confirm revisions and/or editorial choices.

Indicator 4.1: The student will demonstrate understanding of the nature and structure of language, including grammar concepts and skills, to strengthen control of oral and written language.

SPEAKING

STANDARD 5: The student will communicate orally in a variety of situations, for different audiences and purposes, and in different formats.

- The student will participate effectively in large and small group discussions.

LISTENING

STANDARD 6: The student will listen effectively in a variety of situations and for a variety of purposes.

- The student will participate effectively in large and small group discussions.

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Research Unit
(MSC refers to the Maryland State Curriculum Objectives)

MSC Indicator 3.3: The student will locate, retrieve, and use information from various sources to accomplish a purpose. CLG 2.3

The student will demonstrate the ability to . . .

1. Define the Research Task (MSC 3.3.1)

- 1.a Define the information problem
 - Identify a problem that is appropriate in topic and scope to the given assignment
 - Identify a problem that is suitable for an academic audience
- 1.b Identify information needed in order to complete the task; i.e., to solve the information problem
 - Ask essential questions
 - Organize his/her thinking

2. Use Effective Information Seeking Strategies (MSC 3.3.2, 3.3.3)

- 2.a Determine the range of possible sources
 - Brainstorm options
 - Consult with teacher, media specialist, and/or librarian to identify potential sources
- 2.b Evaluate possible sources to determine priorities
 - Identify which type of sources the question requires: primary, secondary, tertiary, print, visual, etc.
 - Identify the locations of various sources: Internet, library (school, college, public), museum, expert in the field
 - Determine the date range of acceptable resources (historical vs. current topics)
 - *Determine the appropriateness of a source to accomplish a purpose (MSC 3.3.2)*

3. Locate, Evaluate, and Access Sources

- 3.a Locate sources (MSC 3.3.2, 3.3.3)
 - Identify sources appropriate to the topic
 - Know how to seek smart on the Internet using Boolean operatives
 - Select among a variety of search engines
 - Use both the school's library and other libraries (public or college)
 - Utilize both print and non-print resources
- 3.b Evaluate sources for credibility (MSC 2.1.5, 3.3.3)
 - *Assess the accuracy, honesty, and reliability of the information (e.g., the author's credentials, the URL extension, the webmaster's contact information) (MSC 3.3.3)*
 - *Assess the currency and availability of the information (e.g., copyright dates, web site updates, library and online collections) (MSC 3.3.3)*
 - Distinguish between evidence and inference
 - Evaluate the range and quality of evidence used to advance or refute an argument

- Analyze an author's implicit and explicit assumptions and beliefs about a subject
 - Analyze two or more texts addressing the same topic to determine how authors reach similar or different conclusions
- 3.c Find information within sources
-

4. Use Information

- 4.a Engage with the information in a source; e.g., read, listen, view, touch
- Skim and scan informational text
 - Read for main ideas (**MSC 1.2.2, 1.2.3**)
 - Read and comprehend a variety of texts on a given topic (**MSC 2.1.3**)
 - Comprehend charts, graphs, and other text features
 - Analyze non-print resources (e.g., photographs, paintings, music) (**MSC 2.1.4**)
 - Conduct a personal interview
 - Apply appropriate interviewing techniques
 - Compile the responses
- 4.b Extract relevant information from a source (**MSC 3.3.4**)
- Take effective notes, knowing when and how to quote, paraphrase, or summarize
 - Recognize the point of view of a source
 - Distinguish between fact and opinion
 - **Grade 11:** Recognize fallacies in logic when reading and writing persuasive text
- 4.c Document sources of information
- *Determine information that should be documented* (**MSC 3.3.4**)
 - *Identify information to include or exclude in a reference citation when using either traditional or electronic sources of information* (**MSC 3.3.4**)
 - Create a bibliography (Works Cited) using MLA style
 - **Grades 9 and 10:** Prepare a works cited page in MLA style
 - **Grades 11 and 12:** Prepare both a works cited and a works consulted page in MLA style
 - **Grade 10:** Prepare an annotated bibliography in MLA style
 - **Grade 12:** Know how to prepare a references page in APA style
 - Use parenthetical (in-text) notation
 - Understand what constitutes plagiarism and how to avoid it

5. Synthesize Information

- 5.a Organize and integrate information from multiple sources
- Develop an outline using MLA format and a minimum of three levels: I, A, 1
 - Understand the formats of both topic and sentence outlines (Note: the choice of the method used for the required outline will be at the discretion of the teacher)
 - Apply principles of coordination and subordination of ideas
 - Apply parallelism
 - Include at least two subcategories under each category
 - Embed direct quotations in a variety of ways
 - Use paraphrases and summaries when appropriate
- 5.b Present the information (**MSC 3.1.1, 3.1.2, 3.1.4, 3.2.2, 3.2.5**)
- Identify the audience(s)
 - Construct a clearly defined thesis
 - Select an appropriate mode of writing: exposition, persuasion, narration, and description. (Note: Exposition includes literary analysis, explanation, definition, and writing to inform.)
 - Compose a multi-paragraph essay following the 6+1 Traits of Writing (see the High School Writing & Style Manual)
 - Create an appropriate title
 - Compose an effective introduction and conclusion
 - Include effective transition words and phrases
 - Employ effective strategies for drafting, revision, and editing (**MSC 3.2.3, 3.2.4**)
 - Incorporate self-review strategies
 - Incorporate peer review strategies
 - Use MLA format for all aspects of the paper such as parenthetical notation (in-text citation), layout, titling, and pagination
 - Utilize Turnitin.com as a resource

6. Evaluate the Finished Product

- 6.a Reflect on the effectiveness of the written product
- 6.b Request feedback from the audience(s)
- 6.c Identify areas for improvement
- 6.d Reflect on the efficiency and helpfulness of the information problem-solving process

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Grade 9 Research Requirements

<p><u>TOPIC</u> Support a THESIS based on the literature of one of the 9th grade units: Writers Record Experience, Writers Invent Character and Point of View, Writers Choose Language, or Writers Create Meaning: Theme. The thesis will be developed in one of the following areas:</p> <ul style="list-style-type: none"> • Social • Cultural • Historical • Literary 	<p><u>WRITING MODE BY COURSE LEVEL</u></p> <ul style="list-style-type: none"> • GT – analysis • Honors – analysis • Regular – explanation, description, or analysis of an assigned topic
<p><u>DOCUMENTATION in MLA STYLE</u> Note: Turnitin.com will be used as a resource for accuracy and academic integrity.</p> <ul style="list-style-type: none"> • Works cited • Parenthetical notation 	<p><u>TYPES OF SOURCES BY COURSE LEVEL</u></p> <ul style="list-style-type: none"> • GT and Honors – independently selected with modeling by teacher <ul style="list-style-type: none"> ○ Both primary and secondary sources ○ Both online and hard-copy sources • Regular – controlled sources packet; students seek additional sources independently, the exact number to be determined by the teacher <ul style="list-style-type: none"> ○ Both primary and secondary sources ○ Both online and hard-copy sources ○ One tertiary source acceptable
<p><u>PRODUCT</u></p> <ul style="list-style-type: none"> • <i>Mandatory</i> topic outline • <i>Mandatory</i> multi-paragraph essay (more than five paragraphs) • Inclusion of both direct citations (quotations) and indirect citations (paraphrases and summaries) • Supplementary products may include PowerPoint, speech, or debate but are not to replace the written paper. 	

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