| Grade Level | Strand | Sub-Strand | Standard | Benchmarks | Curriculum | Assessment |
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| GRADE 9, 10, 11, 12 | I. READING AND LITERATURE | C. Comprehension | The student will understand the meaning of informational, expository or  persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension. | 5. Summarize and paraphrase main idea and supporting details.  8. Evaluate clarity and accuracy of information, as well as the credibility of sources.  9. Identify, understand and explain the various types of fallacies in logic.  10. Synthesize information from multiple selections in order to draw conclusions, make predictions, and form interpretations. | Purpose, Main Idea Notes (Benchmark 5)  Evaluating Sources Section  (Benchmark 8)  Logical Fallacies Notes  (Benchmark 9)  Synthesizing Information Section  (Benchmark 10) | Purpose, Main Idea Assignment (Benchmark 5)  Evaluation of Sources Assignment  (Benchmark 8)  Locate The Fallacy Assignment  (Benchmark 9)  Final Non-Fiction Assessment  (Benchmark 10) |
| GRADE 9, 10, 11, 12 | II. WRITING | A. Types of Writing | The student will write in narrative, expository, descriptive, persuasive and critical modes. | 1. Plan, organize and compose narrative, expository, descriptive, persuasive, critical and **research** writing to address a specific audience and purpose. | Critical Analysis of Non-Fiction Unit  (Benchmark 1) | Evaluating Source, Works Cited, Final Non-Fiction Tasks  (Benchmark 1) |
| GRADE 9, 10, 11, 12 |  | B. Elements of Composition | The student will engage in a writing process with attention to audience,  organization, focus, quality of ideas, and a purpose. | 1. Generate, gather, and organize ideas for writing.  2. Develop a thesis and clear purpose for writing.  3. Make generalizations and use supporting details. | Developing a Research Question/Synthesizing Information Sections  (Benchmarks 1,3)  Developing a Thesis Section  (Benchmark 2) | Developing a Research Question/Synthesizing Information Sections Assignments  (Benchmarks 1,3)  Developing a Thesis Assignment  (Benchmark 2) |
| GRADE 9, 10, 11, 12 |  | D. Research | The student will locate and use information in reference materials. | 1. Use print, electronic databases and online resources to access information, organize ideas, and develop writing.  3. Narrow the focus of a search by formulating a concise research question or thesis.  5. Evaluate and organize relevant information from a variety of sources, verifying the accuracy and usefulness of gathered information.  7. Distinguish between reliable and questionable Internet sources and apply responsible use of technology.  8. Understand plagiarism and its consequences, and identify ethical issues of research and documentation.  9. Organize and synthesize information from a variety of sources and present it in a logical manner.  10. Credit sources for both quoted and paraphrased ideas.  11. Cite sources of information using a standard method of documentation, such as a style sheet from the Modern Language Association (MLA) or from the American  Psychological Association (APA). | Finding and Evaluating Sources sections  (Benchmark 1)  Developing a Research Question section  (Benchmark 3)  Finding Electronic, Print and Non-print Sources section/Organize Source Information section  (Benchmark 5,7)  Plagiarism Section  (Benchmark 8)  Synthesizing Information Section  (Benchmark 9)  Works Cited Section  (Benchmarks 10,11) | Finding and Evaluating Sources Assignment  (Benchmark 1)  Developing a Research Question Assignment  (Benchmark 3)  Finding Electronic, Print and Non-print Sources section/Organize Source Information section assignments  (Benchmarks 5,7)  Works Cited Assignment  (Benchmark 8)  Synthesizing Information Section Assignments  (Benchmark 9)  Works Cited Section Assignments  (Benchmarks 10,11) |
| GRADE 9, 10, 11, 12 | III. SPEAKING, LISTENING AND VIEWING | C. Media Literacy | The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.  *(At the high school level, media literacy should be addressed across content areas and integrated into the curriculum at the discretion of the local district.)* | 1. Evaluate the accuracy and credibility of information found on Internet sites.  3. Evaluate the source’s point of view, intended audience and authority.  4. Determine whether the evidence in a selection is appropriate, adequate and accurate.  5***.*** Evaluate the content and effect of persuasive techniques used in print and broadcast media.  . | Finding Electronic, Print and Non-print Sources section  (Benchmark 1)  Evaluating Sources Section  (Benchmarks 3,4,5) | Finding Electronic, Print and Non-print Sources section assignments  (Benchmark 1)  Evaluating Sources Section Assignments  (Benchmarks 3,4,5) |
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**ISTE Standards**

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| **Communication and Collaboration** |  |
| 1. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. 2. communicate information and ideas effectively to multiple audiences using a variety of media and formats. | a. Students will be instructed on how to conduct Prezi projects, Google Docs projects, and Moodle Forums. These will also be assessed  b. Students will be communicating to the instructor(s) as well as to small groups and the larger class through Google Docs, Prezi, and Moodle Forums. Their ability to do so will be assessed continuously. |
| **Research and Information Fluency** |  |
| **b.** locate, organize, analyze, evaluate, synthesize, and ethically use  information from a variety of sources and media.  **c.** evaluate and select information sources and digital tools based on  the appropriateness to specific tasks. | b. The entire unit will require students to use technology to locate, analyze, organize, evaluate, synthesize and ethically use information. This will be assessed throughout the unit.  c. The Finding and Evaluating Electronic Sources section requires students to evaluate and select information sources from a variety of options. |
| **Critical Thinking, Problem Solving, and Decision Making** |  |
| 1. identify and define authentic problems and significant questions for investigation. | a. Students will use online resources to aid in developing research questions |
| **Technology Operations and Concepts** |  |
| c. transfer current knowledge to learning of new technologies. | c .Students will use current knowledge of presentation tools to complete the Prezi project |