

Pathways-Grade 9

Knowledge and Skills		Student Edition	Teacher Edition
READING: Literature			
There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.			
Learning Outcome			
9-10.RL.1	Read a variety of literature within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.		
Key Ideas and Textual Support			
9-10.RL.2.1	Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.	43, 319, 395, 727	60, 64, 100, 102, 200, 202, 217, 220, 287, 393, 403, 456-457, 460, 462
9-10.RL.2.2	Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.		
9-10.RL.2.3	Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	13, 43, 61, 143, 285, 311, 319, 375, 491 553, 565, 633, 645, 654, 681	35, 37, 40, 48-49, 51, 59-60, 62, 115-116, 118, 199-200, 202, 203, 211, 213, 216-217, 220, 238, 264, 325, 328, 341-343, 346, 372, 393-394, 396, 398, 401, 414, 431-432, 434
9-10.RL.2.4	Students are expected to build upon and continue applying concepts learned previously.		
Structural Elements and Organization			
9-10.RL.3.1	Analyze and evaluate how an author's choices concerning how to structure a work of literature, order within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	143, 319, 591, 613, 654, 669	116, 217, 219, 341, 371-372, 374, 383, 386, 413, 414, 425-426, 428
9-10.RL.3.2	Analyze how the author creates such effects as suspense or humor through differences in the points of view of the characters and the reader (e.g., created through the use of dramatic irony).	179, 491, 603, 707	145-146, 148, 325, 327, 358, 360, 377-378, 381, 446, 448
Synthesis and Connection of Ideas			
9-10.RL.4.1	Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text.	499, 553	335-336, 341-343, 346, 362, 414-416
9-10.RL.4.2	Analyze and evaluate how works of literary or cultural significance (American, English, or world) draw on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.	436-499, 500-553, 554, 561, 715	312, 318-319, 322, 325, 328, 330-331, 333, 335-336, 339, 341-343, 346, 348-349, 352, 360, 451-452, 454
READING: Nonfiction			
There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.			
Learning Outcome			
9-10.RN.1	Read a variety of nonfiction within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.		
Key Ideas and Textual Support			
9-10.RN.2.1	Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.	43, 98, 319, 337, 395, 672, 727	60, 64, 100, 102, 215, 217, 220, 229, 232, 272, 393, 403, 456-457, 460, 462
9-10.RN.2.2	Analyze in detail the development of two or more central ideas over the course of a text, including how they interact and build on one another to provide a complex analysis.		
9-10.RN.2.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	29, 153, 203, 215, 255, 285, 297, 311, 319, 329, 337, 429, 457, 507, 561, 562-565, 645, 653-657, 669, 681, 689, 707, 733	43, 45, 121, 123, 159-160, 162, 164-166, 168, 171, 174, 200, 202, 205-206, 208, 211, 213, 216-217, 219, 223, 225-226, 313, 316, 462-463, 465, 481

Knowledge and Skills		Student Edition	Teacher Edition
Structural Elements and Organization			
9-10.RN.3.1	Students are expected to build upon and continue applying concepts learned previously.		
9-10.RN.3.2	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	89, 203, 215, 297, 311, 329, 395, 433, 561, 565, 657, 689	75-76, 78-79, 159-160, 162, 164-166, 168, 205-206, 208, 210-211, 213, 222-223, 225-226, 270-272, 275, 301-302, 348-349, 352, 361-362, 414-416, 425-426, 428, 436-437, 439
9-10.RN.3.3	Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.	81, 153, 215, 395, 433, 561	70, 72, 121, 123, 132-133, 165-166, 168, 271-272, 274, 301-302, 348-349, 351
Synthesis and Connection of Ideas			
9-10.RN.4.1	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	153, 203, 215, 297, 311, 329, 429, 613, 653	121, 123, 159-160, 162, 165-166, 168, 205-206, 208, 211, 214, 222-223, 225, 287, 383, 385, 403, 406
9-10.RN.4.2	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	13, 49, 165, 193, 203, 215, 255, 337, 381, 395, 499, 561, 627, 653, 695	36, 39, 54-55, 57-58, 69-67, 111-112, 120, 124-125, 127, 155-156, 158, 159-160, 162, 164-166, 168, 171, 173, 229, 232, 261-262, 266-267, 269, 271-272, 275, 312, 318, 325, 330-331, 333, 343, 346, 348-349, 352, 389, 391, 403, 405, 440-441, 444
9-10.RN.4.3	Analyze seminal U.S. and world documents of historical and literary significance, including how they address related themes and concepts.		
READING: Vocabulary			
There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.			
Learning Outcome			
9-10.RV.1	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
Vocabulary Building			
9-10.RV.2.1	Use context to determine or clarify the meaning of words and phrases.	263	41, 47, 53 (<i>See Vocabulary Quiz for each selection</i>), 64, 80-81, 128-129, 181-182, 234-235, 293-295, 354-355, 407-408, 467-468
9-10.RV.2.2	Students are expected to build upon and continue applying concepts learned previously.		
9-10.RV.2.3	Analyze nuances in the meaning of words with similar denotations.	84, 123, 258, 263, 300, 311, 381	74, 105-106, 108, 176-177, 179, 211, 213, 267, 269
9-10.RV.2.4	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).		
9-10.RV.2.5	Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.	263, 564	141, 176-177, 179, 361
Vocabulary in Literature and Nonfiction Texts			
9-10.RV.3.1	Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.	311, 381, 395, 405, 499, 653	60, 115, 131, 211, 267, 269, 271, 277-278, 280, 330-331, 333, 359, 403, 405, 425

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9-10.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	89, 123, 203, 263, 395, 507, 653	75-76, 78, 105-106, 108, 133, 159-160, 162, 176-177, 179, 271, 274, 335, 338, 403, 405
9-10.RV.3.3	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	193, 351, 457, 507, 707	155-156, 158, 251-252, 254, 312-313, 315, 335, 338, 446, 448
WRITING			
There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.			
Learning Outcome			
9-10.W.1	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	13, 29, 43 (<i>See Write to Understand after each selection</i>); 90-92, 166-168, 264-267, 338-341, 430-433, 562-565, 654-657, 734-737	37, 40, 43 (<i>See Write to Understand after each selection</i>); 88-90, 135-136, 188-190, 301-302, 361-362, 414-416, 474-476, 480, 481
Handwriting			
9-10.W.2	Students are expected to build upon and continue applying concepts learned previously.		
Writing Genres: Argumentative, Informative, and Narrative			
9-10.W.3.1	Write arguments in a variety of forms that		
	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	111, 153, 285, 297, 311, 338-341, 421, 591, 603, 613, 633, 645, 653, 654-657, 695, 727	100, 103, 121, 200, 203, 206, 208, 211, 213, 230, 233, 241-242, 282, 285, 372, 375, 378, 381, 383, 386, 393, 398, 401, 403, 406, 414-416, 441, 444, 457, 460
	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	111, 153, 285, 297, 311, 338-341, 421, 591, 603, 613, 633, 645, 653, 654-657, 695, 727	100, 103, 121, 200, 203, 206, 208, 211, 213, 230, 233, 241-242, 282, 285, 372, 375, 378, 381, 383, 386, 393, 398, 401, 403, 406, 414-416, 441, 444, 457, 460
	Use effective transitions to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	297, 341, 654-657	206, 208, 383, 414-416, 481
	Establish and maintain a consistent style and tone appropriate to purpose and audience.	338-341, 654-657	241-242, 414-416
	Provide a concluding statement or section that follows from and supports the argument presented.	111, 153, 285, 297, 311, 338-341, 421, 591, 603, 613, 633, 645, 653, 654-657, 695, 727	100, 103, 121, 200, 203, 206, 208, 211, 213, 230, 233, 241-242, 282, 285, 372, 375, 378, 381, 383, 386, 393, 398, 401, 403, 406, 414-416, 441, 444, 457, 460
9-10.W.3.2	Write informative compositions in a variety of forms that		
	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	123, 185, 203, 215, 319, 329, 337, 381, 429, 430-433, 457, 473, 491, 553, 562, 669, 689, 715, 733, 734-737	106, 109, 151, 153, 160, 165, 217, 220, 223, 226, 230, 233, 267, 287-288, 291, 300, 301-302, 313, 316, 319, 322, 325, 328, 342-343, 346, 361-362, 426, 429, 437, 452, 455, 463, 466, 474-476
	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	123, 185, 203, 215, 319, 329, 337, 381, 429, 430-433, 457, 473, 491, 553, 562-565, 669, 689, 715, 733, 734-737	106, 109, 151, 153, 160, 165, 217, 220, 223, 226, 230, 233, 267, 287-288, 291, 300, 301-302, 313, 316, 319, 322, 325, 328, 342-343, 346, 361-362, 426, 429, 437, 452, 455, 463, 466, 474-476

Knowledge and Skills		Student Edition	Teacher Edition
	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	430-433, 562-565, 734-737	301-302, 361-362, 474-476
	Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.	430-433, 562-565, 734-737	301-302, 361-362, 474-476
	Establish and maintain a style appropriate to the purpose and audience.	430-433, 562-565, 734-737	301-302, 361-362, 474-476
	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	123, 185, 203, 215, 319, 329, 337, 381, 429, 430-433, 457, 473, 491, 553, 562, 669, 689, 715, 733, 734-737	106, 109, 151, 153, 160, 165, 217, 220, 223, 226, 230, 233, 267, 287-288, 291, 300, 301-302, 313, 316, 319, 322, 325, 328, 342-343, 346, 361-362, 426, 429, 437, 452, 455, 463, 466, 474-476
9-10.W.3.3	Write narrative compositions in a variety of forms that		
	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.	13, 29, 43, 81, 89, 90-93, 143, 165, 166-169, 179, 255, 263, 351, 359, 375, 405, 499, 507, 627, 681, 689, 707	37, 40, 43, 46, 49, 52, 70, 73, 76, 79, 88-90, 116, 125, 135-136, 146, 171, 174, 176-177, 251-252, 254, 256, 259, 262, 277-278, 331, 335-336, 339, 389, 432, 435, 437, 446, 449
	Create a smooth progression of experiences or events.	29, 93, 143, 165, 166-169, 375, 499, 507	43, 88-90, 116, 125, 135-136, 262, 331, 335-336, 339
	Use narrative techniques, (e.g., dialogue, pacing, description, reflection, and multiple plot lines), to develop experiences, events, and/or characters.	13, 29, 43, 71, 81, 89, 90-93, 143, 165, 166-169, 179, 255, 263, 351, 359, 375, 405, 499, 507, 627, 681, 689, 707	37, 40, 43, 46, 49, 52, 65, 70, 73, 76, 79, 88-90, 116, 125, 135-136, 146, 171, 174, 176-177, 251-252, 254, 256, 259, 262, 277-278, 331, 335-336, 339, 389, 432, 435, 437, 446, 449
	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	93, 143, 165, 166-169, 375, 499, 507	88-90, 116, 125, 135-136, 262, 331, 335-336, 339
	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	43, 90-93, 165, 166-169, 179, 263, 359, 507	49, 52, 88-90, 125, 135-136, 146, 176-177, 256, 259, 335-336, 339
	Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	90-93, 166-169, 255, 707	88-90, 135-136, 171, 174, 446, 449
The Writing Process			
9-10.W.4	Apply the writing process to		
	Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.	90-93, 166-169, 264-267, 338-341, 430-433, 562-565, 654-657, 734-737	88-90, 135-136, 188-190, 241-242, 301-302, 361-362, 414-416, 474-476
	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).	90-93, 166-169, 264-267, 338-341, 430-433, 562-565, 654-657, 734-737	88-90, 92-93, 135-136, 138-139, 188-190, 192-193, 241-242, 244-245, 301-302, 304-305, 361-362, 364-365, 414-416, 418-419, 474-476, 478-479
The Research Process: Finding, Assessing, Synthesizing, and Reporting Information			
9-10.W.5	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.		
	Formulate an inquiry question, and refine and narrow the focus as research evolves.	203, 430-431, 689, 734-735	160, 301-302, 437, 474-476
	Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.	203, 215, 285, 375, 430-433, 734	160, 162, 165, 200, 262, 301, 474
	Assess the usefulness of each source in answering the research question.	153, 203, 215, 285, 297, 311, 430-434	121, 123, 160, 162, 165, 200, 206, 208, 211, 301

Knowledge and Skills		Student Edition	Teacher Edition
	Synthesize and integrate information into the text selectively to maintain the flow of ideas.	203, 215, 285, 375, 395, 430, 734	18-27, 87, 134, 160, 162, 165, 168, 187, 200, 240, 262, 271, 275, 300, 301, 360, 413, 473, 474
	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., MLA, APA) for citation.	203, 215, 285, 340, 395, 430-433, 561, 654-657, 734-737	160, 162, 165, 200, 203, 241-242, 271, 275, 301-302, 352, 414-416, 474-476
	Present information, choosing from a variety of formats.	90-94, 166-169, 264-267, 338-341, 430-433, 562-565, 654-657, 734-737	88-90, 92-93, 135-136, 138-139, 188-190, 192-193, 241-242, 244-245, 301-302, 304-305, 361-362, 364-365, 414-416, 418-419, 474-476, 478-479, 480, 481
Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling			
9-10.W.6.1	Demonstrate command of English grammar and usage, focusing on:		
9-10.W.6.1a	Pronouns— Students are expected to build upon and continue applying conventions learned previously.	93, 169, 341, 433, 565, 657, 737	90, 302, 303, 362, 363, 416, 417, 476
9-10.W.6.1b	Verbs— Forming and using verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.	93, 169, 433, 564-565, 657, 737	90, 302, 361-362, 416, 476, 480, 480, 481
9-10.W.6.1c	Adjectives and Adverbs— Students are expected to build upon and continue applying conventions learned previously.	564, 736	75, 112, 267, 303
9-10.W.6.1d	Phrases and Clauses— Students are expected to build upon and continue applying conventions learned previously.	93, 297, 737	88, 90, 137, 191, 206, 208, 313, 362, 363, 403, 417, 476
9-10.W.6.1e	Usage— Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.	93, 169, 267, 341, 433, 565, 657, 737	90, 190, 302, 362, 416, 476, 480, 481
9-10.W.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:		
9-10.W.6.2a	Capitalization— Students are expected to build upon and continue applying conventions learned previously.	93, 169, 267, 341, 433, 565, 657, 737	90, 190, 302, 303, 416, 476, 480, 481
9-10.W.6.2b	Punctuation— Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.	93, 169, 267, 341, 433, 565, 657, 737	90, 135, 190, 243, 301, 303, 362, 416, 476, 480, 481
9-10.W.6.2c	Spelling— Students are expected to build upon and continue applying conventions learned previously.	93, 169, 267, 341, 433, 565, 657, 737	90, 190, 241, 302, 362, 416, 476, 480, 481
9-10.W.6.1d	Phrases and Clauses— Students are expected to build upon and continue applying conventions learned previously.	93, 297, 737	88, 90, 137, 191, 206, 208, 313, 362, 363, 403, 417, 476
9-10.W.6.1e	Usage— Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.	93, 169, 267, 341, 433, 565, 657, 737	90, 190, 302, 362, 416, 476, 480, 481
SPEAKING AND LISTENING			
There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.			
Learning Outcome			

Knowledge and Skills		Student Edition	Teacher Edition
9-10.SL.1	Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	13, 43, 61, 92, 111, 123, 153, 167, 263-264, 339, 431-432, 507, 633, 645, 654, 656, 681, 707, 715, 727, 733	35, 49, 59, 88, 99, 105, 120, 135, 176, 241, 301, 335, 393, 397, 403, 414, 431, 445, 451, 456, 462
Discussion and Collaboration			
9-10.SL.2.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.	13, 92-93, 111, 153, 167, 169, 263, 264-265, 267, 339, 431-432, 507, 562, 633, 654, 656, 681, 707, 715, 727, 733, 734	35, 42, 48 (See the Think and Discuss after each selection); 30-31, 93, 94-95, 139, 193, 194-195, 246-247, 305, 306-307, 365, 366-367, 419, 420-421, 479
9-10.SL.2.2	Examine, analyze, and reflect on ideas and support or refute points under discussion, by providing specific evidence from materials under study and other resources.	13, 92, 111, 153, 263, 265, 267, 339, 432, 562, 633, 654, 681, 707, 715, 727, 733, 734	35, 42, 48 (See the Think and Discuss after each selection); 30-31, 93, 94-95, 139, 193, 194-195, 246-247, 305, 306-307, 365, 366-367, 419, 420-421, 479
9-10.SL.2.3	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	562	
9-10.SL.2.4	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	13, 92-93, 111, 153, 167, 169, 263, 264-265, 267, 339, 431-432, 507, 562, 633, 654, 656, 681, 707, 715, 727, 733, 734	35, 42, 48 (See the Think and Discuss after each selection); 30-31, 93, 94-95, 139, 193, 194-195, 246-247, 305, 306-307, 365, 366-367, 419, 420-421, 479
9-10.SL.2.5	Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented.	13, 92-93, 111, 153, 167, 169, 263, 264-265, 267, 339, 431-432, 507, 562, 633, 654, 656, 681, 707, 715, 727, 733, 734	35, 42, 48 (See the Think and Discuss after each selection); 30-31, 93, 94-95, 139, 193, 194-195, 246-247, 305, 306-307, 365, 366-367, 419, 420-421, 479
Comprehension			
9-10.SL.3.1	Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	153, 203, 215, 285, 297, 311, 375, 395, 430, 654, 734	92-93, 120-121, 123, 138-139, 159-160, 162, 164-166, 168, 192-193, 205-206, 244-245, 261-262, 264, 270-272, 275, 301-302, 304-305, 364-365, 388-389, 414-416, 418-419, 474-476, 478-479
9-10.SL.3.2	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	153, 203, 215, 297, 311, 430-434, 654-657, 734-737	87, 121, 123, 133, 160, 165, 206, 211, 301-302, 414-416, 474-476
Presentation of Knowledge and Ideas			
9-10.SL.4.1	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	267	31, 93, 139, 188, 193, 245, 246, 305, 365, 419, 479,
9-10.SL.4.2	Create engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance understanding of findings, reasoning, and evidence.	267	31, 93, 139, 188, 193, 245, 246, 305, 365, 419, 479,
9-10.SL.4.3	Students are expected to build upon and continue applying concepts learned previously.		
MEDIA LITERACY			
By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.			
Learning Outcome			

Knowledge and Skills		Student Edition	Teacher Edition
9-10.ML.1	Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	194-203, 204-215, 340, 682-689	159-160, 162, 164-166, 168, 241-242, 436-437, 439
Media Literacy			
9-10.ML.2.1	Analyze how media include or exclude information from visual and verbal messages to achieve a desired result.	194-203, 204-215, 340, 682-689	159-160, 162, 164-166, 168, 241-242, 436-437, 439
9-10.ML.2.2	Analyze and interpret the changing role of the media over time in focusing the public's attention on events and in forming their opinions on issues.	203, 215, 395, 689	159-160, 162, 164-166, 168, 270-272, 274-275, 436-437, 439